

GreatHearts

Transformation



Journey of the Senior Thesis

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Communication, critical thought, character and creativity form the tenets of the Great Hearts scholar

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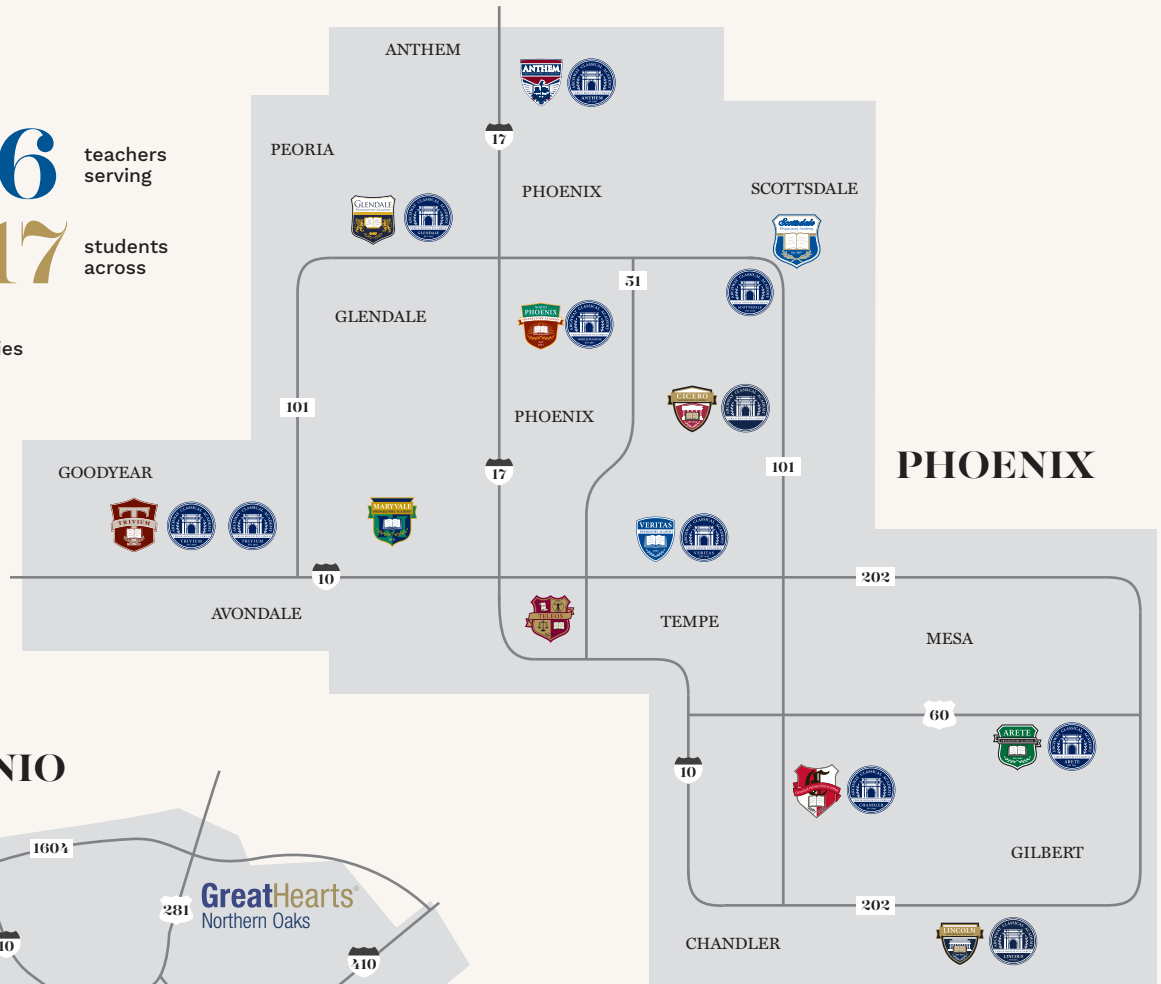
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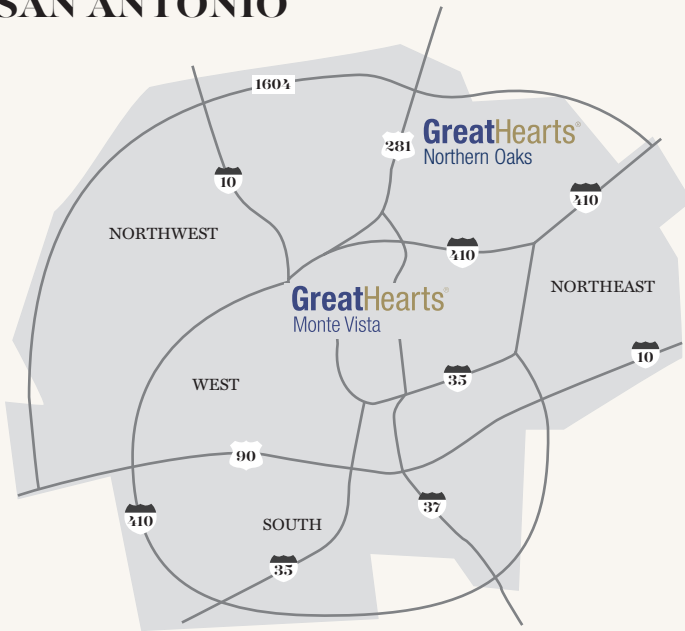
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*Educating for the lifelong pursuit
of truth, goodness, and beauty*

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VOLUME

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MEET THE CEO

Christine Jones, Interim CEO
Great Hearts Academies

Newly appointed interim CEO Christine Jones discusses her transition from board member to CEO, and shares her initial observations about her new position.



Christine Jones

Can you share your experience with Great Hearts, and your path to serving as interim CEO?

I joined the Great Hearts Arizona Board in 2013 and was invited to be a member of the Executive Committee of the Board shortly thereafter. As a group, the Executive Committee determined it would be helpful for Great Hearts to bring in a business leader with extensive experience leading an

organization through rapid growth. Because of my unique experience helping to grow GoDaddy from a few dozen employees to thousands, the Committee invited me to serve as CEO on an interim basis. Being involved with Great Hearts is a truly incredible experience, and I'm delighted to have an opportunity to serve alongside so many incredible Great Hearts employees.

What excites you about the next chapter for Great Hearts?

I see no reason why the success and growth Great Hearts has experienced in Arizona and Texas can't be repeated to serve more students in more regions. The possibility of helping to shape the future of education is not only exciting, it's why we exist. There is no higher calling than to help develop young people into productive members of society and leaders of tomorrow.

Why do you feel Great Hearts is uniquely positioned to transform students' lives?

There are plenty of educational offerings available today, but Great Hearts has what we call the "secret sauce" made up of incredible educators who are devoted to teaching students virtue and mastery of subjects, along with thoughtful leaders who put the interests of students above their own. Combine that with scale and it becomes clear that Great Hearts is uniquely positioned to transform lives and make positive change in the world.

How can Great Hearts remain true to its mission while adapting to new demands?

Putting aside the obvious financial constraints under which most nonprofits tend to operate, one of the toughest things for any organization to maintain as it grows is culture. Particularly in entrepreneurial settings, the founder's personality often defines the culture. Here, it is imperative that we intentionally and affirmatively focus on maintaining discipline around our mission, vision, and core values. Those things that helped us grow thus far will help us remain true to our ultimate goal.

Nancy looked with exhausted joy upon her first-born son and handed him to her husband. Tom received the child with a deep and perhaps distinctive paternal love. He had not known his own father's voice or felt his touch for long years; he had witnessed his murder at the tender age of 6.

Neither father nor infant son could know the further grief they would later share. In nine short years, Nancy would herself die, and 10 years on from there, the other child in the family, an older sister, would also pass at 22. The young boy who would lose his mother would grow up to face a lifelong struggle with depression.

He would also grow up to be President of the United States. Abraham Lincoln moved forward from that sorrowful boyhood day, carried by the twin vessels of labor and learning. The former was provided for him, in greater amounts than he might have wished. The latter he would largely have to provide for himself.

The adolescent Lincoln was perhaps one of the greatest autodidacts the world has ever known, and certainly among the most consequential. His innate love and relentless pursuit of education, in a time and place where little of it was available, is difficult to explain. "There is no frigate like a book," wrote Emily Dickinson eight years after Lincoln's death, "to take us Lands away." Perhaps she knew something of the fallen president's early life. In the books he hunted and consumed, including the Bible whose cadences were prominent in his public rhetoric, he found transport from the Kentucky wilds of his youth.

Lincoln's education was self-determined and self-directed, not only in adolescence, but also adulthood. This includes his training as a lawyer, which he first undertook by reading Blackstone; and in which profession he became highly regarded and quite successful. His interaction with the knowledge he gleaned—his own distinctive synthesis of the ideas he absorbed with the experiences he knew, the reason he practiced and the faith he quietly kept—combined with events to bring forth one of history's towering figures.

Great Hearts opened its 22nd and 23rd schools in Arizona this year: Archway Lincoln and Lincoln Prep in Gilbert, so named in the 150th year since his assassination. Last year, we named a new school for the Roman statesman and lawyer Cicero, himself a shifter of history's arc who greatly influenced the founders of the American nation (and who was also murdered by his enemies, more gruesomely so than Lincoln). We thought it fitting to name the next academy after the man who willed that nation to endure.

Great Hearts names schools for such people as Cicero and Lincoln not only because they achieved and articulated lasting things, but because they were

WELCOME LETTER

Jay Heiler, Co-founder & Board Chair,
Great Hearts Academies



Photo by Jared Platt

great-hearted liberal artists who met the challenges of their time with creative resolve, unflinching reason, and trust in a free people to seek out the truth and work out their futures. They were critical thinkers, highly skilled communicators and life-long learners who taught others through the force of their trained minds and the goodness of their character.

One lived immediately before Christ in Rome and the other more than 18 centuries later in the New World, an unfathomable ocean away. It would be more than 1,500 years before Columbus would journey between the two, like a time-traveling courier, courageous but unknowing, connecting them by that arc of history which we now lift or lower according to our own talents and intentions. —JJH

Great Hearts Academies relies on support for our community investment fund from our families, and support from corporations and foundations to ensure all the unique components of our educational experience are possible to our students, tuition-free. Your generous donations allow us to provide an unparalleled, Great Hearted, liberal arts education to more than 13,000 students across Arizona and Texas, as only a portion of the funds we need to provide this education are provided in state funding.

We believe our students deserve the very best, and rely on generous donors like you to make up the gap between the state funds we receive, and what we believe is needed to deliver a Great Hearts education.

As we move forward through another year, I ask you to continue to support our success by making a tax-deductible contribution to Great Hearts. Please use the giving envelope included in this magazine to make your gift today.

Thank you for your investment in Great Hearts Academies, our students and our future.

THE RIGHT FIT

*By Judi Paffenbarger, Director of College Counseling,
and Michelle Huntley, College Counselor, Veritas Prep*



Illinois Wesleyan University, Bloomington, Illinois



U.S. Air Force Academy, Colorado

When considering college admissions choices, most high school students and parents give weight to majors and degree programs, core curriculum offerings and post-graduation outcomes. However, one important consideration too often neglected is the significance of “fit,” the affinity between the culture and character of an institution of higher learning, and the interests and habits of a prospective student.

In the 21st century market of higher education—where there are nearly 4,000 four-year institutions in the United States—significant distinctions between colleges become blurred. Applicants and parents should keep in mind there are significant qualitative differences in campus culture and educational philosophy that can be difficult to detect amidst the sea of college email offers, test score statistics and GPA benchmarks.

At Great Hearts Academies, preparation for college discernment begins long before the first application has begun. It commences in classrooms where the pursuit of truth, beauty and goodness is embodied by teachers and cultivated in each and every student.

In the realm of college counseling, this education quest shapes how we guide students through the college admissions process. Students take stock of their personal goals, traits, interests and concerns in light of the ends of a good college education. They also ask questions that include (and go beyond):

“Does the school offer a biology major?”

“Will I be able to study abroad in France?”

“Is there an intramural volleyball league?”

While these questions are important, they are not sufficient for a Great Hearts student.

John Henry Newman wrote that the purpose of a university is to “educate the intellect to reason well in all matters, to reach out towards truth, and to grasp it.” He goes on in *The Idea of a University* to say, “a university training is the great ordinary means to a great but ordinary end.”

While there is a clear and simple end to a college education, not all approaches to it are the best fit for every student. In fact, most students who transfer colleges or universities do so because they feel that they don’t fit in with the campus culture.

As Great Hearts counselors, our aim is to help students recognize and choose for themselves the colleges or universities that will enable them to flourish. For some students, like Cadence Lamb (Veritas Prep ’12), it was Illinois Wesleyan University (IWU), a small liberal arts institution in Bloomington, Illinois. Cadence imagined her future college as a future home and when visiting colleges, she would “try to imagine the surroundings as my home and assess how comfortable I felt.”

To understand a campus community, Cadence knew that she had to look beyond superficial details.

“Colleges gain from high school students coming to their college, so it’s necessary to be discerning,” she says. “Most tour guides have charisma and humor, so this alone is not substantial enough to make a college stand out. I learned to note instead how often the tour guide would say ‘hi’ to people as we walked through campus and how often they had personal stories to relate to the surroundings.”

Cadence discovered that IWU was a genuinely friendly place through her personal interactions with a student host, who took her around campus and introduced her to other students on campus over lunch.

For Matthew Zabilski (Veritas Prep ’14), a school that would demand excellence in both mind and body was the right kind of fit, and he was hoping to be part of an ROTC program in college or attend a U.S. Military Academy.

At Great Hearts Academies, preparation for college discernment begins long before the first application has begun.



Cadence Lamb imagined her future college as a future home and when visiting colleges, she would “try to imagine the surroundings as my home and assess how comfortable I felt.”



“In my first year at college, I have learned so much about myself and have formed so many meaningful relationships that will last a lifetime,” says Matthew Zabilski. “Without Veritas Prep’s college counseling, I would not be at the Academy today.”

“I was looking for a school that could challenge me in many ways and always push me to better myself,” he says.

After his participation in Veritas Prep’s “College 101,” a monthly course for juniors that guides them through all facets of the college admissions process, college visits to campus, and one-on-one college counseling support, Matthew put the U.S. Air Force Academy at the top of his college list and was accepted.

“In my first year at college, I have learned so much about myself and have formed so many meaningful relationships that will last a lifetime,” he says. “Without Veritas Prep’s college counseling, I would not be at the Academy today.”

A Great Hearts classical liberal arts education is the study of permanent things and enduring questions. Yet the great works our students encounter invite and necessitate multiple readings and more than one interpretation. For our own students, there is not just one answer to the right way to continue the path of life-long learning. That journey will take them to different fields of study, different walks of life, and many different colleges and universities. As Great Hearts college counselors, we are dedicated to helping our students discover just which one is right for each of them.



MASTERING THE ART OF ART

Great Hearts students learn the power of observation in producing their own beautiful creations

By Debra Gelbart

Middle school and high school students in visual arts classes at Great Hearts don't formally study art history, but they do often try to copy the works of master artists.

"Students follow the historical studio traditions of the great masters by learning to copy through careful observation," explains Jeff Dick, an art teacher at Veritas Prep. "Since the goal of our program is to instill in students a deeper understanding of beauty, we insist the pictures they produce embody those aesthetic principles found within the great visual works of the Western Tradition."

Art teacher Elizabeth Butler at Arete Prep agrees. Relying on the works of the masters as inspiration "reinforces the classical drawing and painting techniques being practiced in the classroom," she says,

adding that copying a masterwork helps students see, think and feel as renowned artists did.

"Every mark a great master made was a conscientious and deliberate decision, and students begin to understand the reasoning behind those decisions and implement aspects of that method into their next pieces."

A multi-step process

According to Dick, the traditional sequence with this approach is first, imitation; then, emulation; and finally, personal creation.

"We carefully control what students are asked to copy," he says. Teachers select "well-conceived compositions that challenge students' perceptions and best develop their technical understanding of the materials and concepts."

In the Arete Prep visual arts program, Butler says, "the combination of learning

the techniques of the masters and actually using their techniques in drawing from observation provides a well-rounded foundation for what it means to be an artist, in vision and execution."

Uniquely successful

As with all programs at Great Hearts, the approach used with art students is a proven path to success.

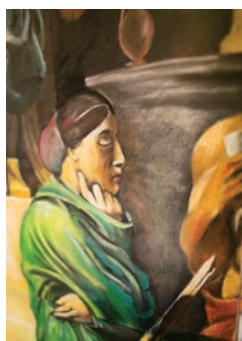
"The difference between letting students do 'whatever' in terms of imagery content and this method is striking," Dick says. "Given the image glut crisis in today's society, it's unfair to expect our children to have any preconceived notion of proper visual aesthetics. With a unified set of parameters, the teacher is able to focus with absolute consistency on the techniques and concepts being introduced."

He has found that students with less natural artistic ability than others can still



As with all programs at Great Hearts, the approach used with art students is a proven path to success.

*Student artwork photos by Bailey Brown-McCray
Classroom photo by Jared Platt*



feel confident about their artwork because “the goals in art are now teachable.”

“It’s extremely rewarding for students to step back after spending hours on a piece and see a successful copy of a masterwork,” Butler says. “Students feel most proud of work they have done that accurately and realistically represents something from the world around them, be it a human face, still life, landscape or copy of a masterwork.”

Uncovering the nuances of great art is one of the goals of the 12th grade Senior Project at Veritas Prep, Dick says. Each student is assigned a particular section of a masterwork to copy, but ultimately has to work with the rest of the class in creating a unified, large-scale reproduction of the painting. By working together, students “engage in a broader conversation of beauty to successfully realize the artwork. And since the finished work is permanently installed in the halls of our school, the artifact of this endeavor is a constant, soulful inspiration for the rest of the Veritas community.”

Art Walk exhibitions to showcase student works are held at every academy in the

“Every mark a great master made was a conscientious and deliberate decision and students begin to understand the reasoning behind those decisions and implement aspects of that method into their next pieces.”

– Elizabeth Butler, Art Teacher, Arete Prep

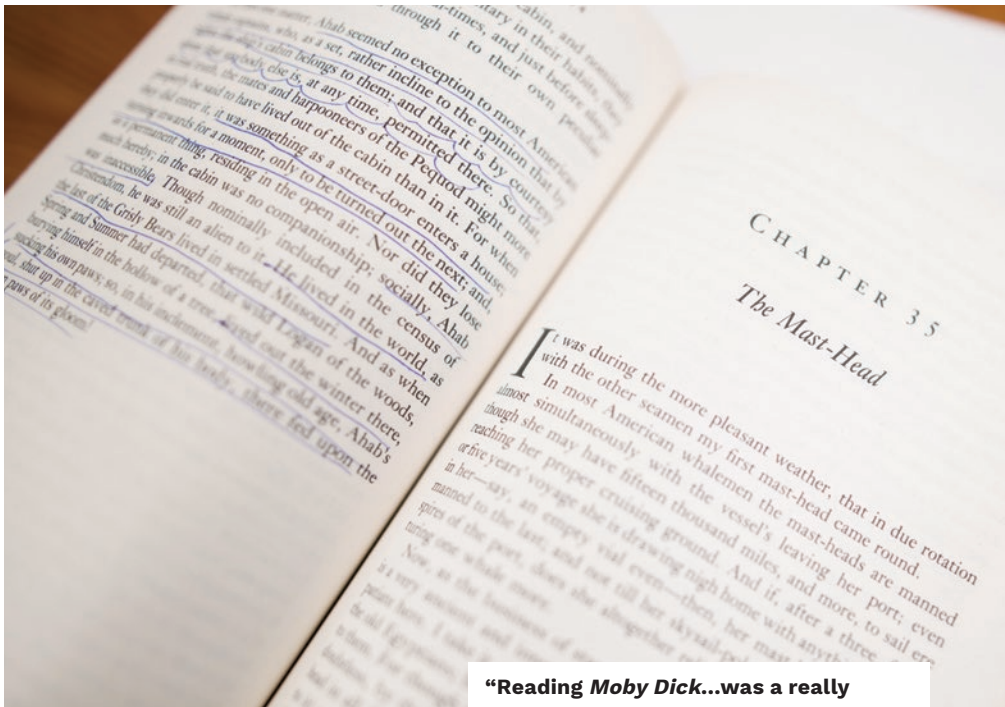
Great Hearts network at least once a year. At Veritas Prep, the next Art Walk will be held Wednesday, April 13, 2016 from 6:30 to 8:30 p.m. Free and open to the general public, “it’s a great way to see the incredible art our students create,” Dick says. The art teachers and students are available during the walk to answer questions, he adds.

At Arete Prep, the most recent Art Walk was held in May.

“Students can be trained in classical technique at any age,” Butler says. “Though methods often change, principles never do. Students at every age experience great joy in discovering how to do something well.”

JOURNEY OF THE SENIOR THESIS

By Gremlyn Bradley-Waddell



“Reading *Moby Dick*...was a really interesting, exciting and gratifying experience because I was able to encounter the text on my own.”

—Isabelle Harris, Senior, Veritas Prep

It's not every day you get the chance to delve into several of the Great Books, explore their themes and commonalities along with their differences, and then have the opportunity to demonstrate to others—on paper and in person—just how much you've learned.

But seniors at Great Hearts Academies get to do just that as part of the required Senior Thesis, a capstone project that includes a 15-page essay, as well as a student-led defense in the spring that's overseen by teachers and administrators, and open to other classmates, parents and the general public. While it may initially sound intimidating, the rigorous exercise is, in

actuality, an experience that seniors who have been through the process take much pride in having accomplished.

“The goal is to have our students really encounter these books on their own and wrestle with one of the Six Great Ideas—beauty, truth, goodness, liberty, equality and justice—that they've been reading about within the context of the books,” says Brian Warczinsky, a calculus and Greek teacher at Veritas Prep, who also has served as a project advisor the past three years.

“These senior students come up with an original, thoughtful viewpoint for their

paper, and I think they enjoy the process because they get to interpret the books themselves—books and works that have been around for thousands of years, in some instances—and they get to do it in their own way. The project connects to their interests, but at the same time, we are asking them to learn about interests other than their own. And that's what we hope to do at Great Hearts: have students read challenging material and understand it.”

Students, in fact, get to choose the books about which they wish to write and explore. At least three titles are required for the project, but students may choose up to four. At the start of the school year, seniors meet one-on-one with their advisors a

few times each month to discuss what they're learning and drawing from the works they've chosen.

By about Thanksgiving, they'll have crafted an essay outline, and by December break, they'll have a five- to seven-page rough draft ready to turn in to their advisor. Final essays are due March 1, and then senior defenses start promptly after spring break. All the while, project advisors are on hand to help as needed, but never to tell students what to think or interpret the books for them, Warczinsky added.

Isabelle Harris, a 17-year-old Veritas senior whose advisor is Warczinsky, says she'd not yet had the opportunity to read *Moby Dick*, but had long wanted to, so it became an ideal first choice. She read most of the Herman Melville classic over



Veritas Prep senior Isabelle Harris (right) discusses her senior thesis with project advisor Brian Warczinsky.
Photos by Bailey Brown-McCray

summer and now, like her fellow senior classmates, is in the thick of reading the rest of her thesis-related books.

Her second choice is Plato's *Republic*, a book from the Veritas curriculum that she's already read and appreciated, and her third book is *On the Genealogy of Morals* by Friedrich Nietzsche.

"I am a little freaked out by the project," Harris candidly admitted, "but I also think it's a good thing. Reading *Moby Dick* over the summer was a really interesting, exciting and gratifying experience because I was able to encounter the text on my own. I couldn't turn to my teacher or peers and ask what they thought, and there were a few puzzling passages that I felt I could read many times over and still not understand."

But she's also sat in on previous thesis defenses, so Harris has seen how others have synthesized their thoughts on books and she is "excited to see how it all comes together" for her own project. Thus far, she says the project pace has been manageable and her thesis meetings with Warczinsky, her calculus teacher, enjoyable.

"It's a cool project because you get to interact with your teacher, and that's really fun," says Harris, who's also a consul for

her school's house system. "It's also fun to read what you want to read."

What's more, writing a 15-page essay as a high school senior probably will make the five-page papers some colleges require "just seem easier," Warczinsky jokes.

On a more serious note, though, the

discipline and dedication required by the Senior Thesis truly seems to have a positive effect on the teens, and watching that transformation is one reason he enjoys serving as an advisor.

"Anyone can pick up a book and read it, but reading a book with someone else is a really rich experience," he says. "The seniors report that they are 'different' people after doing the project; it changes their souls. And as a school, we value rigor in education, so we want our kids to do challenging things. That's not only important for their eventual careers, but also to make them better people."

"[As] a school, we value rigor in education, so we want our kids to do challenging things. That's not only important for their eventual careers, but also to make them better people."

— Brian Warczinsky, Senior Thesis Project Advisor, Veritas Prep

GREAT HEARTS ALL-STARS

The Great Hearts athletics programs have celebrated major accomplishments. Here are a few highlights:



Veritas Prep

Middle School boys and girls soccer

The boys and girls soccer division teams both won the Great Hearts Middle School League Championship titles.
Coach: Richard Cardenas (boys), Josh Pitel (girls)

High School swimming

Katie Higgins won the school's first individual state championship in the 100-meter race.
Coach: William Wheeler

High School softball

Won all five of their tournament games in the 11th Annual Salt River Softball Classic. This is the second year in a row the team has won this prestigious and highly competitive tournament.
Coach: Patrick Snyder



◀ Scottsdale Prep

Overall High School athletic program

For the 2014-2015 school year, the program received the AIA 2A Conference Overall Excellence Award. This award is given to the conference school that earns the most points based on performance success within their athletic program throughout the school year.

High School boys and girls track & field

The boys team won their first 2A Conference State Track & Field Championship, while the girls won their second consecutive 2A Conference State Track & Field Championship.

Coach: Bob Shisler

Middle School boys basketball

The boys "A" team won the Great Hearts Middle School League "A" Championship game. The "B" team won the "B" championship and was also runner-up. The two teams met in the championship game.

Coach: Brian Sacks

Middle School boys and girls tennis

Both teams won the Great Hearts League championships.

Coach: Allen Vishnevsky



◀ Anthem Prep

High School football

Won its first game of the season on Sept. 15, 2015 over the El Capitan Eagles. The athletics program also joined the AIA this year and launched a new team logo.

Coach: Nathan Miller

Middle School golf

Finished second in a four-team golf match, which included Anthem Prep, Scottsdale Prep, Phoenix Country Day School and Odyssey Preparatory Academy. Medalists were Darlene Maitem and Chase Gorder.

Coach: Brian Volmer

Glendale Prep ▶

High School football

Won in the first round of the state playoffs, but lost to the eventual state champions, Pima High School, in the quarter-finals.

Coach: Jamie Self

High School volleyball

Won in the first round of the state championships. Lost in the quarter-finals to Thatcher High School, who went on to take the title of state champions.

Coach: Jenn Roberge

High School boys and girls cross country

Both teams qualified for the state championships for the third straight year. Senior Chase Chittester placed third in state overall.

Coach: Felipe Gunn



QUESTIONS & ANSWERS

Dr. Daniel Scoggin, Co-founder, Great Hearts Academies
& President, Great Hearts Texas



Photo by Jared Platt

We invited Great Hearts students to interview Great Hearts co-founder and Texas president, Dr. Daniel Scoggin.

We enjoy engaging students with our staff and leaders, and were intrigued with the questions they came up with and what they sought to learn in the process.

What inspired you to work in education and, in turn, what drew you to work at Great Hearts?

I had an amazing teacher in college, Dr. John X. Evans. He converted me to the world of reading and discussing great books. The way he embodied the search for

truth in his own life, and how he served others, made me want to be a teacher. He made teaching heroic.

With Dr. Evans as my mentor, I went on to teach at the college level, but I felt called to serve younger teenagers after coaching basketball and working with our church youth group. I came to believe that students in the middle and high school

years were ideally suited to combine their own search for meaning with the pursuit of truth, beauty and goodness as manifested in the Great Hearts curriculum.

I started as a teacher, then became a headmaster. Then out of that first school experience, the desire to create additional schools and Great Hearts was born.

How do you think an early education like the one offered at Great Hearts would have impacted your education growing up?

I received a below average public school education that did not properly prepare me for college. I wish I would have received a Great Hearts education. I would have become a better scholar and young man at an earlier age, and would not have spent so much time with lesser pursuits and in a general state of confusion. Still, it is hard to play armchair quarterback on your own past, and I do believe life unfolds providentially. Those years of confusion in school made me appreciate a liberal arts education all the more when I discovered it as an adult.

What is your favorite book from the Great Books list, and in general?

My favorite book is *One Day in the Life of Ivan Denisovich*, by Aleksandr Solzhenitsyn. It tells the story of just one day in the life of a prisoner in the Soviet Gulag of the 1950s. It is an incredibly profound story of heroism and perseverance under the most stark conditions of suffering.

What do you believe is the most valuable aspect of a classical liberal arts education?

I think it comes down to one word, one idea, one goal: virtue. Virtue, of course, means being good, but I use the word in a broader, classical sense—a meaning that we have had with us all the way back to the Ancient Greeks, who first used a version of the word. By virtue, I mean human excellence, completeness, full human flourishing.

And the classical tradition is clear that human completeness means that our intellect and our heart must be aligned in the same direction, towards the same goal. True classical education—from what is espoused by Plato and Aristotle, to the vision offered by C.S. Lewis to us as modern devotees in 2015—tries to solve for the connection between the mind and

the heart, between truth and goodness, and ultimately an ordered and happy life.

We can't just graduate brilliant scholars without a good heart. As President Theodore Roosevelt said, "To educate the mind without educating the morals is to create a menace to society."

On the other hand, we can't just graduate kind and good kids without their abil-

“True classical education — from what is espoused by Plato and Aristotle, to the vision offered by C.S. Lewis to us as modern devotees in 2015—tries to solve for the connection between the mind and the heart, between truth and goodness, and ultimately an ordered and happy life.”

– Dr. Daniel Scoggin, Great Hearts Texas

ities fully developed: critical thinking, creativity, and a capacity to communicate clearly. We must create the conditions at Great Hearts for complete human beings to flourish. Our goal is virtue, a marriage of a good mind and a good heart.

Great Hearts' mission is to develop "great hearted" individuals. What does that mean to you?

And here is the secret from the masters of the last three millennia. It's about what we long for. It's about forming the right affections for the right things. It's about

training the heart to want what it should want: the truth. A good heart makes us complete, linking the head and the stomach, our natural human desires, and forming a well-ordered life.

As Plato says in the *Laws*, "Now I mean by education that first virtue which can be attained in children, when pleasure and liking, and pain and disliking, are properly implanted in their souls..."

This perfect symphony of the complete soul is properly called virtue; but the part of its tempering which, with respect to pleasure and pain, has been so brought up, as to hate what it should hate, and love what it should love, we shall be right in calling it education."

Plato is clear that when the soul is working well, it makes the music called virtue. What a beautiful metaphor. This music does not happen by chance. It takes practice, just like it takes practice to play the violin or piano really well. This practice is a real education and the substance of it is to train the desires and affections to love the right things, to love what is noble and lasting instead of base and transient.

To close the classical loop, C.S. Lewis completes the logic in saying that educating the mind without training the heart may actually be worse than providing no education at all. In *The Abolition of Man* he says, "In a sort of ghastly simplicity we remove the organ and demand the function. We make men without chests and expect of them virtue and enterprise. We laugh at honor and are shocked to find traitors in our midst."

Without fostering virtue in the hearts and minds of our children, we will create hollow men and women who will collapse under the inevitable hardships of this life.

What has been the proudest moment in your career at Great Hearts?

Every year, walking into a new Great Hearts school and seeing the students and teachers starting their work together. It's Christmas in August.

DRAWING NARCISSUS AWAY FROM THE POOL

*By Bryan Smith, Headmaster, Great Hearts Irving
& Director of Academics, North Texas*

Several poets of antiquity tell the story of a young man who saw his own reflection in a pool and became so infatuated with himself that he forsook his former love and vowed never to marry. The young man's name was Narcissus and he has become a symbol of the excess of self-love.

When we say that a person is narcissistic, or that we live in an age of narcissism, we are alluding to the self-absorbed young man who sat staring at his own reflected features while ignoring the rest of the world around him.

We now have behind us several decades of educational practices in America that could be called an education to narcissism. Child-centered learning, whole-language practice and multiple-intelligence theory have taught countless children that nothing matters, that has its origin outside the self.

This lesson has been taught—even if it is not always taught overtly. It is taught in stream-of-consciousness “journaling,” where external forms such as spelling and grammar are of no consequence. It is taught in anti-knowledge schools where memorization is belittled as “rote learning.” It is taught by teachers telling students there are no right answers, and by cheap teen novels assigned as classroom reading because teachers think young

people can “relate” to them better. It is taught in social studies where students learn nothing of the sacrifices of heroic men and women of the past, but everything of their own personal entitlements. In these and many other ways, our recent educational trends encourage children to gaze no farther than their own adolescent images.

This popular approach to education—variously called “progressive” or “experiential” or “differentiated”—robs young people of the noblest ideas and examples of human kind, while allowing them to wallow in the low, the base and the mediocre. It squanders the best opportunity, that of the early school years, to instill a body of factual content that can become a network of epiphanies in later years, and to inculcate habits of diligence in the attention to details that must always accompany successes that are not accidental.

The most dangerous effect of all, however, may be that this approach to education gives children the idea that the universe orbits around the parochial world of themselves and their peers.

The education offered by Great Hearts schools has as one of its intentions to lure

the young Narcissus away from the pool. Our focus on the broader aspects of Western civilization is an attempt to ground young people outside themselves in a legacy of ideas, actions and aesthetics that span continents and millennia. We want them to see society as comprising the dead, the living and those yet unborn.

Our studies of great historical personalities are intended to impress upon the students how greatly their own lives and options have been shaped by the prudent foresight of previous generations. Even in our study of other cultures, we are not so impressed with the insular cults of folk ways as we are with the common nature all humans share—a nature which universally acknowledges one natural law and so points to the existence of a standard higher than the assumptions of any one self-improving group.

The literary and philosophical works of the Western canon act as windows to a wider world, showing young people a broad spectrum of options for thought and action, while also providing the opportunity to observe the consequences of such actions from a safe vantage point. Reading the works we call “the classics” also shows the students that they are not alone in managing the joys and sorrows of life; and it is a benefit for any modern student to read in the lines of an old Greek poet the very agonies that torment her young American soul.

Our curriculum is rich with language, and if language teaches us anything, it teaches us that we are meant for community and not for solitude. Great Hearts students learn phonics as an approach to reading, and grammar as a key to meaning. They learn to use language carefully and correctly, as well as to enjoy its subtleties and charm. They study logic to help them sort sense from nonsense, and rhetoric to defend themselves against manipulative language, and to speak or write in memorable and persuasive ways.

In science classes, children in lower school observe, identify, draw and describe objects and creatures in their natural states. They learn a host of names, descriptions and systems of categorization that constitute a vast and fascinating field

of study inviting them to further investigation.

In middle and upper grades, students are led into greater subtleties of both the methods of scientific inquiry and the methods of interpretation. They will read and discuss seminal writings of scientific thinkers, which will help them see how the great men and women of science reasoned to their conclusions, while also introducing them to important concepts in the actual words of those who formulated them. This invites the students into the ongoing conversation on the nature of the physical world, and helps them see the insights of empirical science not as a body of dogma, but as a heritage of shared wisdom.

Whereas many schools present math as a purely practical tool, we present it first as a series of truths that teach us fascinating things about the world. This emphasis on insight over utility leads to several curricular distinctions. Students in lower school may spend time learning the origins of mathematical concepts and before being introduced to the way those concepts are typically symbolized in math books. Students may be required to solve problems in longer ways to ensure they understand the symphony of operations that result in a genuine solution.

Students in middle or upper school may study Euclidean geometry to more fully appreciate the concepts behind the formulas of algebra. Older students may read great mathematicians explaining their own perplexities and the ways they resolved

them rather than just memorizing their solutions as useful formulas.

Studied this way, mathematics promotes careful and methodical reasoning, instills discipline, and opens the student's eyes to a beauty that is to be found in patterns and ratios. But it also takes the student's attention away from himself by emphasizing insights that are absolute, unaltered by private opinions, and belonging to a world not of his own making.

In high school, Great Hearts students have four years of Humane Letters, which is a two-hour seminar during which they discuss great works of literature, politics, history and philosophy. They are asked to give an honest hearing to authors of other times and places—to take those authors seriously and to work at understanding before criticizing. They are asked by their seminar leaders to rein in wandering thoughts and to suppress personal opinions for the sake of the common project of understanding a difficult text. For two hours a day, every day for four years, the students are pulled out of a narrow and

banal chat-world into serious conversations with the most profound and insightful thinkers of two-plus millennia.

Students graduating from Great Hearts will have a habit of paying attention to detail, and the fortitude to do good things even when they are difficult. They will have been taught to appreciate order as a mysterious beauty and good of the world, and to take pleasure in artistic forms as conventional acknowledgements of that order. They should look with grace on human shortcomings wherever we find them, while still maintaining confidence that we are all capable of being honorable and good. They should be comfortable in the society of companions who are neither peers in age nor contemporaries in time.

Too many schools let students languish like Narcissus by the pool of self-absorption. At Great Hearts, we ask more of our students; and we ask first of all that they come away from the pool—that they listen to better voices, lift their eyes to better images, and open their hearts to eternal verities.



Photograph by Jared Platt

“Great Hearts students study logic to help them sort sense from nonsense, and rhetoric to defend themselves against manipulative language, and to speak or write in memorable and persuasive ways.”

— Bryan Smith, Headmaster, Great Hearts Irving & Director of Academics, North Texas

WHY DID YOU CHOOSE GREAT HEARTS?



I kept asking myself the questions: How do I want to learn how to be a teacher? What kind of teacher do I want to become?

While the decision to move to Arizona wasn't easy, Great Hearts provided the best opportunity to learn the art of quality teaching from mentors, fellow teachers and administrators who also value good, true and beautiful things. I couldn't say no.

I grew up with both private school and public school experiences, and it wasn't until college that I was introduced to classical education (Torrey Honors Institute) and wished to have had the opportunity from a younger age. It opened my eyes to the beauty of learning, and all that there is to discover and enjoy and love. It taught me to learn from authors and from the people around me, to learn from conversations about great texts, to be courageous enough to tackle tough ideas with fellow humans. True learning is not just about memorization or gaining information. True learning deepens one's ability and desire to love.

The faculty at Great Hearts truly is people who are intellectually, aesthetically and emotionally alive human beings. The culture is so rich and full of beauty and interesting things to learn. It is a great privilege to work with such a strong community who is always there to help me grow not only as a teacher, but also as a human.

– Rebecca Selbo, 5th Grade Lead Teacher, Archway Trivium East

As a parent of two Great Heats students, I was attracted to the school because of the quality of literature and impressive high expectations set by staff and faculty of their students. After a year of volunteering as a parent, I was encouraged to work for the school and applied for a position.

With an engineering background, I worked in the education field before, focusing on how women can persist in STEM fields. I also worked with the distance education program at General Motors, where I worked as an

engineer helping to train technicians in math programs at Michigan Tech University. It has given me great perspective on how to assist students to meet their educational goals in math.

I appreciate how my math department co-workers are so supportive and helpful in giving me the direction and feedback I need to help my students. I enjoy working with my students every day to help them develop a love for math and to know that it can be fun and exciting, not just something you just do.

– Cara Weddington, 6th and 7th Grade Math, Arete Prep



"I enjoy working with my students every day to help them develop a love for math

and know that it can be fun and exciting, not just something you do."

– Cara Weddington, Arete Prep

After working at a private school, I chose to work at Great Hearts because I was greatly impressed by the order and love of learning I saw in the students. This order was the result of the exceptional training and guidance the teachers had received from their headmasters and fellow teachers. I feel the leaders of Great Hearts make extraordinary efforts to train their teachers in the best teaching practices, and provide many opportunities for them to reignite their love of learning through extra seminars on exciting topics.

After graduating with a liberal arts degree from a private, Great Books college, I found it a natural transition to begin a teaching career with Great Hearts. The Great Books are about seeking out the best and highest ideals of mankind, and at Great Hearts we want our students to strive for the best. As a teacher, I have the chance to arouse the admiration of what is beautiful and noble in my students and encourage them to imitate the good things they see modeled in their education.

The best part about working for Great Hearts has been the friendships and support from my fellow staff. When you work at a school that models the true, good and beautiful for its students, the teachers and leaders necessarily hold the virtues that accompany these qualities. Having co-workers who are inspiring, caring people makes all the difference in the work you can accomplish.

– Maria Pape, 5th Grade Lead Teacher, Archway Lincoln





I was searching for an environment that would help me to be better, while being in a position to lift and serve others. I wanted to be challenged intellectually and morally. Great Hearts not only encourages the best in their students, but also supports and provides opportunities for growth and personal development for staff. I feel challenged and inspired everyday to increase my own learning, thereby doing more for my students.

I love the combination of hard work and FUN! I love the passion displayed by those I rub shoulders with. I appreciate the variety of backgrounds we all converge from. It is amazing to listen to each person's journey that led them here, and it's humbling to be in the company of such accomplished individuals. I feel very grateful to be here.

– Dorothy Miller, Kindergarten to 5th Grade P.E., Archway North Phoenix

What attracted me was the organization's commitment to a quality, liberal arts education, steeped in the classics, offered for all, not just the students whose families could afford private education.

– Tami Perkins, 4th Grade Lead Teacher, Irving



I chose Great Hearts as the place to begin my teaching career because of its dedication to cultivating the intellectual, social and moral virtues of its students. I knew that I would not only grow as teacher, but as a human being, in pursuing the good, true and beautiful.

I enjoy the administration's clear commitment to create an entire school culture, including faculty, students, parents and themselves.

– Jonathan Maiorano, 6th Grade History, Northern Oaks



The curriculum is not simply rigorous for the sake of rigor, but rather is modeled after the classical forms of education, which carries with it a robust notion of truth. The kinds of courses we offer at Great Hearts can be found at few other places—much less as required curriculum at a public school. The vision of Great Hearts is truly revolutionary.

Teaching the Humane Letters seminar on Modern Europe is simply a wonderful opportunity for me. Having spent the last four years



living in Europe—studying the history of the intellectual traditions of the Renaissance and Modernity, and teaching courses in European philosophy—I feel that I can bring much depth and insight to our discussions. In the final analysis, however, it is the students themselves who bring the texts to life in their active engagement and reflection on perennial questions.

The thing I enjoy most about Great Hearts is, without a doubt, the interaction with the students. Great Hearts fosters a very intentional environment wherein students are encouraged to think and reflect in a meaningful way. As a result, the time spent in the classroom is a true joy for me.

– Brian Garcia, 10th Grade Humane Letters, Monte Vista

“Great Hearts fosters a very intentional environment

wherein students are encouraged to think and reflect in a meaningful way. As a result, the time spent in the classroom is a true joy for me.”

– Brian Garcia, Monte Vista



I was initially drawn to Great Hearts because of its mission. I browsed through the website after hearing about the school from a friend and I loved the idea of educating the whole mind, body and soul of each student. I was looking for a school that used a perennial view of education where there were definite truths and a high level of discipline, and where students were given the tools to learn.

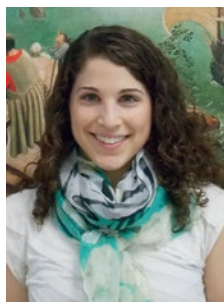
I chose to accept a position at Great Hearts because I knew that their philosophy of education was something I would

not find elsewhere. I majored in elementary education in college and I always knew I wanted to be a teacher. My background has prepared me to work with elementary students in grades K-6 by giving me the tools necessary to plan engaging and appropriate lessons, establish and keep order in a classroom, and create a fun and loving environment in which students may learn.

Where most of my fellow staff mates are experts in history, philosophy and art, I am highly skilled in teaching 6- to 10-year-olds.

The thing I appreciate most about Great Hearts is the curriculum and the level of accountability I am held to. I also really enjoy being with all the teachers and the family-like aspect of the school.

– Bethany Orr, 1st Grade Lead Teacher, Monte Vista



I was most attracted to Great Hearts by the possibility that I could both teach and share the beauty of a classical education, while also continuing to learn with a community of people who truly desired to seek truth, goodness and beauty. Great Hearts

is a place where my desires to teach and to continue learning could be harmoniously joined together.

As teaching and learning are primarily undertaken by means of language, the particular studies of Latin and Greek have prepared me in unexpected ways for teaching with Great Hearts. In studying Latin and Greek, I learned the beauty and power of language and its use by Western culture. I have been able to awaken my students' delight for learning by teaching them the connections between words, their meanings, and human use of language.

I most appreciate the quality of the men and women with whom I have the privilege to work—teachers, administration and all. The faculty community here is buoyant with joy, quick to make any small sacrifice for faculty or students, and full of warmth and kindness. I have been able to love and serve my students better because of the faculty that surrounds me.

—Kelsey Bell, 5th Grade Lead Teacher, Northern Oaks

I was most attracted to Great Hearts by the possibility that I could both teach and share the beauty of a classical education, while also continuing to

“As I walk the halls of the school, there exists a noticeably vibrant atmosphere.

Teachers are actively engaging students in learning. We are all united with a common goal of pursuing truth.”

—Brittany Gerard, Irving



I was attracted to Great Hearts because of their belief in goodness, beauty and truth, and love for the western tradition of classical education. What also intrigued me is the notion that this liberal arts education is not a privilege for the elite, but is available to all through the public school system.

Studying at a liberal arts college prepared me to teach at Great Hearts, because the liberal arts fosters a curiosity about the deeper questions and a love for learning that I can pass along to my students. Studying all the different classical humanities—such as history, philosophy and literature—through the liberal arts also helps one see the bigger picture and recognize how each of the sciences can help and inform the others.

One thing I've most come to appreciate about Great Hearts is the emphasis on virtue and the expectation for order and discipline in the classroom. At Great Hearts, rules and discipline are not seen as burdens limiting freedom, but rather a means to the freedom allowing students to excel. The emphasis on virtue is key to this because rather than punishment, discipline is seen as an exhortation toward virtue.

—Hannah Otto, 3rd Grade Lead Teacher, Irving

Great Hearts Irving has developed such a strong community amongst its teachers and staff. This type of community is surprisingly hard to find anywhere, especially in the workplace. I look forward to coming to work each day, knowing that I will spend my day with like-minded individuals. As I walk the halls of the school, there exists a noticeably vibrant atmosphere. Teachers are actively engaging students in learning. We are all united with a common goal of pursuing truth.

—Brittany Gerard, 2nd Grade Lead Teacher, Irving



I was first intrigued by Great Heart's impressive curriculum and reading lists, which embody its emphasis on both breadth and depth of inquiry. I was impressed by Great Heart's focus on studying permanent things and growing in virtue, two vital elements that are missing from much of modern education. Great Heart's vision of high standards united with wonder enables the schools to be true bastions of Western civilization.

The Latin root of education is educare, which means “to bring forth.” At Great Hearts, it is the teacher's privilege both to bring forth the innate abilities and talents of the students, and to lead them to the true, good and beautiful. The unique teacher apprenticeship offered by Great Hearts is an ideal way to learn this art of bringing forth within a classical, liberal arts environment.

My career thus far (both academically and professionally) has centered on the pursuit of arete, or excellence and virtue. Both my secondary and post-secondary education fostered a thirst for knowledge and passion for the classics that mirror the philosophy of Great Hearts. My six years of working as a private tutor laid a foundation of educating the whole person rather than focusing on passing tests.

I appreciate the daily interaction with and guidance of young, inquiring minds; the students' wonder and joy for life inspire my own studies. I greatly enjoy the unique spirit of camaraderie and truth seeking that we colleagues share.

—Catherine Brandolini, 2nd Grade Teacher Assistant, Irving

EXCEPTIONAL STUDENTS, SUPERIOR EDUCATION

If a student is hearing-impaired, physically challenged, has difficulty with speech and language, or faces other hurdles that may affect learning, he or she can expect to receive the same superior education at all Great Hearts Academies that typical students receive.

By Debra Gelbart



The Exceptional Student Services (ESS) department serves special needs students and creates individualized programming through an approach that also includes them in the same classroom experience as their peers. This maximizes students' access to the liberal arts curriculum with full support from classroom teachers, who collaborate with the special education teacher at each campus.

According to Thomas Doeblen, the regional ESS coordinator for Great Hearts Academies, the program operates in an environment that offers support for exceptional students' individual needs while maintaining the challenge and rigor of our curriculum.

The Federal Individuals with Disabilities Education Act (IDEA) protects students with disabilities who are eligible to receive special education and related services. Eligible students may receive what's known as a 504 plan—allowing accommodations within the learning environment for students with any physical or mental challenges—or an Individualized Education Plan (IEP) that provides individualized, specialized education for students who have at least one of 13 specifically identified disabilities.

"The guiding principle and mission of Exceptional Student Services is fostering our students' perseverance through introspection and courage," says Lauren Weber, the K-5 Exceptional Student Services coordinator at Archway Classical Academy Veritas, where the department has worked alongside a team of professionals that includes—but is not limited to—speech therapists, occupational therapists, physical therapists, counselors and school psychologists.

"Our focus is to expose all students to a classical curriculum despite any challenges they may have," she says.

Weber heads a team of 11 professionals in the ESS department at Archway Veritas who serve 34 special-needs students at the school. At Scottsdale Preparatory Academy, Exceptional Student Services coordinator Marla Babcock and her team serve about 45 students. At all Great

Hearts Academies, 488 students receive specialized, customized instruction.

The program is a proven success. "Move on When Reading," a program administered by the Arizona Department of Education, requires all school districts and charter schools in the state with a K-3 program to submit a comprehensive plan for reading instruction and intervention through grade three. The goal is to have all third-grade students in Arizona reading proficiently at grade level. To that end, all of the third-grade students receiving ESS instruction at Archway Veritas met the "Move on When Reading" requirements for school year 2014-15, Weber says.

At Scottsdale Prep, "students with disabilities are mainstreamed successfully and able to learn with their peers," Babcock says. "With our help, we have seniors who will graduate this year with the full Great Hearts experience."

"Our focus is to expose all students to a classical curriculum despite any challenges they may have."

— Lauren Weber, K-5 Exceptional Student Services Coordinator, Archway Veritas

FOR THE LOVE OF MUSIC

“To send light into the darkness of men’s hearts - such is the duty of the artist.”

– Robert Schumann

Music has always played an important role in my life. I recognized from a young age that music has a great effect on my soul, and I knew I wanted to share this great gift with others. Music has the power to lift me out of the world as it is and take me to a place of joy and happiness, a place outside my current situation, and gives me a chance to see things in a new and better light. It gives me strength when I have none and joy when sorrow abounds.

As a result, I have spent my life in pursuit of good music of all genres, and learning about the great people who have shared their talent with us. I have spent time studying the finest musical works and performing as often as I could.

My progression from loving music on my own to sharing it with others came when I started performing professionally. I come alive on stage, and I get to see the audience come alive as well. I feel emotions more distinctly and powerfully than in everyday life. I also find new ways to focus and have thereby learned how to be truly in the moment. When I am on stage I have the opportunity to create and be a totally different person. I am, therefore, able to understand more clearly who I am.

Another way I have learned to share my passion for music is through teaching. While attending graduate school in San



Photo by Josh Huskin

“I want to encourage them to listen,
not just to the words of a song,
but to what the music itself says to
them, then explore how and why it
does what it does to them.”

– Laura Pyper, Music Teacher, Dean of Lower School, Monte Vista

Francisco, I was given my first opportunity to teach music as part of an outreach program. I sang folk songs with elementary school students and we discovered how songs were written and passed down through generations.

In our class, we listened to as many great works as we could and I introduced them to the great composers. I recognized in these students the same excitement and joy I found in music. Many of them had never been exposed to great works and their eyes lit when they heard a full orchestra for the first time. I knew I was sharing a special moment with them that would be forever ingrained in their hearts.

It broke my heart to see these, and many other students go through an educational system that only provided music once a week, for one year. These young souls were not being given a chance to find and develop their own love of music.

I was introduced to Great Hearts Arizona when a colleague and fellow musician shared with me the Great Hearts mission. I was so excited to find a school that understands the value of the arts. In a time when music and art programs are being cut from schools, Great Hearts understands the importance of an education that includes the arts as vital to a complete, well-rounded education. I knew I had to be a part of this great work, and I knew I

had found an opportunity to share my passion for and love of music with not only students, but families, as well.

My time at Great Hearts has expanded my love of music. I get to listen to beautiful works alongside my students, and discover and learn with them. It is an honor to daily share my passion with those who see the beauty in harmony, intricate melodies, and performance.

My eyes have been opened to education and the desperate need to share the great works with children. I have developed a strong interest in equipping teachers to effectively teach our rich curriculum, and have the opportunity to do so as a dean at Monte Vista.

I found that teaching is performing. I must be “on” every single day while I stand with my students in pursuit of knowledge. It is not a false sense of energy, but of true curiosity and love of the subject matter. We feed off each others energy and passion. I can see and feel when they are truly engaged and excited about the material. I know when they are grappling with a concept and it is a joyous experience to work through discouragement into understanding.

As a music teacher, I have a great responsibility to foster the love of music in my students. My goal is to give my students an opportunity to love music, to

explore the great works and look outside themselves to experience the impact music can have on their souls. I want to encourage them to listen, not just to the words of a song, but to what the music itself says to them, then explore how and why it does what it does to them. I want them to learn about the history of the composers who wrote the music and the people who enjoyed it first and find a way to connect with them, through the music.

In addition, it is important that they see and hear not only the finished product, but the foundation and building blocks used to create music. In my classes, they will learn, and hopefully learn to love, the building of chords and key signatures and use the mathematical principles they explore in their math classes. They will discover how those relate to music and see that much of music is simple math.

I want them to explore the texts of great art songs and opera librettos and discover as much about their humanity as I was able to discover about mine. Hopefully they will come to realize, as I have, that music is not an abstract, ethereal, unattainable concept or mystical art form that you need a special gift to enjoy. It is history, math, poetry and even science.

It is all around us and, if we let it, has the ability to transform and elevate each and every one of us.

Read what our students chose to ask Great Hearts Arizona president, Erik Twist, in a recent interview.

Opportunities for students to engage with our leadership team provide a unique view into the minds of these future leaders.

Can you describe your journey to Great Hearts and your current role?

I joined Great Hearts in 2008, after moving home to Arizona after completing my graduate studies. I wanted to be back near family in Phoenix and initially worked as an assistant headmaster at another school. During that time, I met some Great Hearts leaders and immediately fell in love with the educational model and emphasis to what I consider core pillars of a well-rounded and deeply meaningful education. As I spent more time learning about Great Hearts and engaging with faculty and staff, I gained a deeper appreciation and respect for the unique culture that exists within our academies.

My first position with Great Hearts was teaching 7th grade lit comp and 9th grade Humane Letters. Next, I moved to teaching medieval history and serving as dean of students.

When Great Hearts was positioned to open its second K-5 academy, I led the establishment of Archway Veritas. (Note: Archway Chandler was the inaugural Great Hearts K-5 school, opening the year before.) I threw myself into the work of building a primary academy education that aligned with what we had established at the

prep school level, developing a rich curriculum and robust offerings, designed to engage and enlighten our students, forming them into passionate and engaged scholars.

After a few years leading our K-5 academies, I was honored to transition to the role of Arizona president in March 2015.

As president, what are you looking to do to sustain the success of our Arizona academies?

My predecessor did an incredible job leading our organization to its current success. Dr. Scoggin's focus on relentless quality and adherence to our mission has driven us from one academy residing in rented space, to 23 thriving schools across Maricopa

County, and new expansion into Texas.

As we enter a new season, I am excited about exploring ways to enhance our model. We want to look at everything from athletics, to extracurricular activities, to enhancing the overall program in the classroom that considers that connection between the first day of kindergarten and the last day of senior year. We are assessing where we can enhance our upper school culture as a dynamic continuation of our K-5 and middle school experiences.

There is a strategy to our growth that ensures mindful sensitivities to our external environment and lets us remain flexible to the changing needs of our students, faculty and families.

“One of the most central and enduring benefits of a classical education is that the skills and abilities students gain are timeless, meaning they are relevant and transferable to any number of careers and settings.”

— Erik Twist, President, Great Hearts Arizona



Photo by Jared Platt

With recent headlines challenging the study of liberal arts, how would you say a classical education assures real-world applicability?

The idea of real-world applicability refers to a competitive and constantly evolving world where demands change quickly and it can be difficult to pinpoint precisely what specific knowledge might be most relevant at any given time. Technology continues to disrupt the marketplace and it's natural to question what exactly students should know to enter into different fields successfully.

But one of the most central and enduring benefits of a classical education is that the skills and abilities students gain are timeless, meaning they are relevant and transferable to any number of careers and settings. What's more, these tenets prepare students to be capable in any field they pursue. Contrary to some critics, classical education delivers exactly what

the marketplace demands: well-rounded, critical-thinking, focused and mature graduates who are not just proficient test takers, but who are transformed into entrepreneurs and leaders prepared for the 21st century.

How does Great Hearts prepare students to enter the workforce?

A classical education is the absolute best preparation for any field. Classical schools like Great Hearts Academies recognize that self-motivated, articulate and focused graduates are able to excel across disciplines and across markets.

Our curriculum is based not solely on the best subject matter, but also in how it is presented, and what the process of learning means for the cultivation of the heart and the mind. Students who have learned to communicate clearly and think creatively are positioned to innovate and problem solve. Students who are adept

critical thinkers with strong character have a significant advantage in any professional pursuit.

Our students receive an education that immerses them in the rich literary beauty and philosophical wisdom of the past; in rigorous mathematics, civil discourse and analytical writing. These are skills that last a lifetime and far outweigh any knowledge forced upon scholars for the sole purpose of a project or test.

What is it like now that three of your children attend Great Hearts schools?

I am so very thankful my children have the opportunity to attend Great Hearts schools, and it drives me forward seeking ways to provide this education to more students across the state. At Great Hearts, we are parents partnering with other parents, to build schools for our children better than they were built for us. That work is a true joy.

A GAME PLAN



By Bruce Farr

“Great Hearts is a highly collaborative environment. A lot of my friends and I help each other with questions if we’re confused, and you can always find someone who’s willing to help you.”

– Grant Knight, Senior, Chandler Prep

FOR SUCCESS

A large, stylized red letter 'S' graphic that serves as a decorative element on the left side of the page, partially overlapping the background image and the text area.

Photos by Bailey Brown-McCray

Several years ago, billionaire financier Warren Buffet spoke to a group of Columbia University grads and said: “Right now, I’d pay \$100,000 for 10 percent of the future earnings of any of you. By having good communication skills, you can improve your value by another 50 percent. If you have good communication skills, see me after this, and I’ll pay you \$150,000 for 10 percent of your future earnings.”

Having solid communications skills in your repertoire as you’re about to enter the job market is one thing. But, as most of us recognize, the path to becoming a good communicator begins

long before we reach that milestone. It starts with our earliest nonverbal interactions and continues, nuanced and refined, throughout our lives.

Turning our focus to the critical school years, how, precisely, does communication affect our success in and out of class, and does it carry over into our athletic performance, as well?

We posed these very questions to two Great Hearts students, who offered their own unique perspectives on how communication, in its many forms, can help advance a student’s performance throughout his or her academic career—and beyond.

The great communicator

“I don’t hang back,” says Scottsdale Preparatory Academy senior Anika Weisbrod when asked how important she thinks communication is to being a successful student. “I ask questions because I always want to be looking forward and know what I need to know.”

From all accounts delivered by her teachers, coaches and peers, Weisbrod is the quintessential 21st-century American high school student and athlete. In addition to maintaining a 3.5 GPA, Anika excels in a variety of sports, including volleyball, basketball, soccer, track and, in the spring, sand volleyball.

“She’s an excellent athlete—just gifted,” says Bob Shishler, head coach for Scottsdale Prep’s cross country/track and field teams. “Bubbly, energetic and enthusiastic, she’s extremely coachable.”

Anika chalks up a good measure of her success to knowing how to interact with people.

“I’m a good communicator,” she says. “I always have been because I know it’s important. If I’m struggling in a class, I always go to the teacher for tutoring. I always want to be forward-thinking with my challenges.”

Lori Musico, Anika’s Classical Languages teacher agrees. “The first thing that comes to my mind about Anika is how persistent she is,” she says. “She doesn’t talk just for talking’s sake—she’s very purposeful about what she wants to know and how she goes about getting that information. She’s never vague; she’s very direct with her questions.”

Anika believes there is common thread between how she communicates with her teammates on the playing field and how she communicates with them in the classroom.

“Working with them in sports makes it easier for me to be involved with them in class, because you’re on that ‘next level’ of knowing them,” she explains. Musico says the same thing is true in sports on the playing field.

“A really strong leader isn’t simply shouting commands at his or her fellow players. They’re going to watch their play and then have a dialogue based on what they’ve done or not done. That makes both a strong leader and a good communicator.”

Although her college plans for next year aren’t yet set in stone, Anika’s attention is most recently focused on Elon University, a mid-size liberal arts college located in north-central North Carolina.

Her bottom line? “I’m a very organized person,” she says with complete aplomb. “And so my parents know that I’ll work to balance both my athletic and my academic activities. For the most part, I can handle my own schedule.”

Confidence is key

Grant Knight’s day typically begins at 5:45 a.m. and ends when he finally stretches out for a few hours sleep at midnight. It takes discipline—and good communication—to make it all work to his advantage, he says.

The 18-year-old Chandler Preparatory Academy senior, who holds a steady 4.0 GPA, has a resume with an array of honors, accolades and accomplishments. Aside from having captured a host of local and national academic awards, the young scholar is also an outstanding four-sport athlete, with championship achievements in varsity tennis, basketball, track and golf to his credit.

To make it all work, Grant says that he has to be able to micro-manage his time



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—Anika Weisbrod,
Scottsdale Prep

and activities—as well as his performance using whatever tools he can. Communication, he says, is crucial.

“With academics and sports, school takes up a pretty decent amount of time,” he admits. But having confidence in himself helps. “My confidence comes from hard work, dedication and being prepared. Some of it comes from how I’ve been raised, but it also comes from the way I’ve been taught. In class discussions, for instance, I feel I’m in a position where I can contribute. And in sports, I feel like I’m in a place where I can assess what’s happening and make smart decisions.”

Maura McCluskey, Grant’s former Humane Letters teacher, recalls those class discussions and witnessing, firsthand, his confidence not only in discussing the topic at hand, but also confidence in his knowledge of the topic and his ability to articulate his ideas.

“Grant is great communicator. He’s articulate, but with a confidence that allows him to speak with a certain level of authority,” she says. “He’s careful, making sure to speak thoughtfully about the material without merely thinking out loud. Being able to communicate is really the only way the students can learn.”

That same emphasis on communication carries over into sports activities, Grant says. “It’s one of the cornerstones of being a good athlete; being a great athlete isn’t just about how much talent you have, or how fast you can run or how high you can jump. Being the best athlete means understanding how to use your skill and ability in ways that are beneficial to the team as a whole.”

Team work

Anika and Grant both have a keen sense of how much communication has played in their success as students and athletes. As Grant describes it, one of the offshoots of good communication is collaboration, and he feels that the culture at Great Hearts promotes working together rather than working in opposition.

“We’re all on the same journey, going through the same thing. It’s a highly collaborative environment,” he says. “A lot of my friends and I help each other with

questions if we’re confused, and you can always find someone who’s willing to help you. In our school, people are invited to ask for help, and there’s always someone willing to offer it.”

In Grant’s experience, communication isn’t merely sharing information with someone else; it also involves the nature and the emotional commitment people have to their interactions.

“Whenever I’m in a position where I can help someone, I look at it as an obligation to do so. It’s a lot of fun helping other people learn something,” he says.

Having good communications skills is a requirement for achievement on any level, Grant believes.



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—Grant Knight, Chandler Prep

According to Cameron Karimi, Grant’s tennis and golf coach, and a chemistry teacher at Chandler Prep, whether students are on the playing field or in the classroom, it’s important to develop a skill for really listening to someone.

“Listen to what they’re actually trying to communicate, and not just what you might think they’re saying,” he says. “It’s important to remember that communication in a game—or maybe even in a classroom—isn’t always verbal; sometimes it’s communicating by exhibiting a certain posture or body language. Keeping your head up—literally—is letting people know that you have the upper hand.”

SHAPED BY CENTURIES

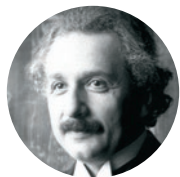
Thousands of years of ideas help ignite students' minds

By Brandon Crowe, Headmaster, Glendale Prep

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When I think about how Great Hearts approaches creativity and how it's incorporated into the curriculum, it's based on a foundation of thought shaped by centuries, and not some contemporary idea of the definition.

We provide students with the fodder to ignite their minds. By grounding them in a serious study of the best ideas of the last 6,000 years, we show them what it is to think seriously about the natural world—about humanity and the relationship between human kind and the world.



ALBERT EINSTEIN

The German-born physicist who developed the general theory of relativity, among other feats, is considered the most influential physicist of the 20th century.

Students experience and see—in science, mathematics, the arts, literature, philosophy, and history—how those who come after engage the thoughts and practices of those who've come before them. The term “innovation,” although it's now a buzzword, is what they experience without stripping away the experience of the context of development, change and reform.

Creativity by Example

To think creatively is not something you set out to achieve. That's what we as post-moderns try to do. We say, “Let us create something new.” This is contrived and yields very little compared to the genuinely creative moves made by Newton and Einstein, Plato and Aristotle, Napoleon and Bismarck, Monet and Picasso, Dostoevsky and Austen. Humans are responders; they

react to challenges and responses in their own minds, societies and in the world. This is the “heavy cream,” as educational theorist Mortimer Adler describes of creativity from which our students drink.

Great Hearts encourages and sparks creativity in students by example and helping them gain a better understanding of that which came before them. Just as scholars and statesmen spent time studying Thucydides to generate new and creative approaches to diplomacy during



PABLO PICASSO

Born in Málaga on the southern coast of Spain in 1881, Picasso could supposedly draw before he could talk.

Great hearts encourages and sparks creativity in students by example and helping them gain a better understanding of that which came before them.



Photo by Jared Platt

the Cold War, our students are prepared to respond to friction in creative and careful ways by examining the path of challenge and response from the past.

Furthermore, they're called to truly discuss what they study. In conversation with one another and their teachers, students weigh the ideas and approaches of others. They consider the opinions of their peers and look to understand. There is no better ground from which to create than genuine understanding of where something, or someone, has come from.

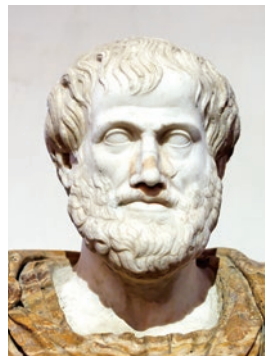
Participation is key

Our high school students write several original papers each semester. We maximize what thoughts and theses students have about a great work they've read, rather than asking them to simply report back what others have said/written in a book. Our students take an art class every semester, from poetry study and composition, to studio art, drama and choral music. Our arts classes provide a combination of grounding students in the tradition and requiring them to compose what they've considered. In mathematics, we teach traditionally, but also have all of our students practice for and enter the American Mathematics Competition, which demands care and creativity in solving difficult word problems.

We don't ever say "go be creative" and leave it at that, which would be akin to telling a child "go be good" without providing them opportunity to cultivate and reveal their goodness. We grapple with serious ideas to examine their assumptions and implications. We then require our students to come back together in class and share their ideas.

In so many cases, a student does not yet realize where his ideas might lead. We stress participation in every class as a key piece of learning because this both enriches the conversations and explorations of what we study and poses a variety of perspectives to the questions raised by the course material.

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ARISTOTLE

A student at Plato's Academy, the ancient Greek philosopher founded his own school, the Lyceum, in Athens, where he spent most of the rest of his life studying, teaching and writing.

What sparks creativity?

PLATO

The Athenian philosopher is one of the most important figures of the Ancient Greek world and the entire history of Western thought.



JANE AUSTEN

As a child, the English novelist read voraciously and began writing stories as early as age 12, completing a novella at age 14.



SIR ISSAC NEWTON

English physicist and mathematician Sir Isaac Newton, most famous for his law of gravitation, was instrumental in the scientific revolution of the 17th century.



CLAUDE MONET

The famous French painter's work gave a name to the art movement Impressionism, which was concerned with capturing light and natural forms.



WALT WHITMAN

Although the American poet loved music and books, he left school at the age of 14 to become a journeyman printer. Later, he worked as a teacher, journalist, editor, carpenter, and held various other jobs to support his writing.



EMILY DICKINSON

The American poet left school as a teenager to live a reclusive life on the family homestead, where she filled notebooks with poetry and wrote hundreds of letters.

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Creativity, then, is something that's forged in fires of reading, thinking, studying and engaging with others. This process, repeated in all of our classes every day over the course of 13 years of a Great Hearts' education, fosters brilliant thought, words and deeds from our students.

Closing the gap

Creativity is often linked to something that leads to innovation. But the goal of creativity, however, is not to be innovative for innovation's sake. Innovation is needed because of some deficit, absence or problem that currently exists. The innovation is then an improvement on the not-as-good-as-it could be reality. We recognize that something could be better and then aim to improve the outcome.

Improvements cannot be made without enhancing the thought surrounding what is currently occurring. In some cases, greater diligence or commitment is needed to reach success, but creativity recognizes what is getting in the way of making something better and seeks to remedy that problem.

Creativity knows that "willing" change/improvement is naïve; for if we could will things to be better, then we would. Some gap exists between what we want and where we are presently. It's the creativity that generates the innovation to close that gap. These "gaps" are not merely in the realm of technology, but they've persisted for thousands of years in the ways we interact with each other and harness the power of the natural world.

Shaping a better future

Ultimately, understanding and embracing the creative thought process helps students develop leadership qualities. I could go on and on, but ultimately, the effect of what we do with our students is put them in a place where they are prepared to deal with whatever may come their way in the "adult world."

This may be a difficult choice of conscience or a complicated interpersonal problem they have to sort out or a real puzzle they have to solve in the work force. What matters for the world is that our young people are familiar with the best



Photo by Jared Platt

Ultimately, understanding and embracing the creative thought process helps students develop leadership qualities.

(and worst) of what the past has offered, possess the goodwill to seek solutions that improve people and their circumstances, apply the fortitude to push through the most difficult conditions and have the agile minds to overcome the hurdles that stand in our way of shaping a future better than the present.

Put simply, leaders love. They want the best for those they work with and for. They want to better the circumstances and lives of those they serve. Leaders are needed

because, for myriad reasons, people need help, support and care. The difference between those who merely hold the position of authority and those who genuinely lead us to greater heights is creative energy.

A willingness to examine our circumstances, admit our shortcomings and through this see a way forward is the stuff of creativity. May we be as blessed with this societal virtue as our forebearers were. Great Hearts Academies aims to partner with families in pursuit of this blessing.

WELL VERSED IN THE WHY

Critical thinking mastered by asking why, not how

By Mary Chin, Lead Mathematics Teacher, Arete Prep



At Great Hearts, we ask students to be critical thinkers in each of their classes. For mathematics specifically, we want students well versed in the “why” as opposed to focusing on the “how.”

When students understand why they solve a problem with a particular strategy, they are more equipped to tackle new problems. If they merely focus on the “how” and memorize a process, they may be able to repeat that process on a very similar task but they are not able to transfer this knowledge to any new task.

To understand the “why” also means focusing on the deep connections between ideas. If our calculus students truly understand a derivative as a slope and also are able to make connections between slope, rate of change and speed, they are then able to apply these derivatives in myriad situations.

When I think about developing critical thinkers and problems solvers, I really hope that we are training our students to act like mathematicians or scientists who spend more time and energy understanding and making sense of a problem before following through with a strategy for a solution. In his book *How to Solve It* (a

favorite amongst math teachers), G. Polya summarizes this idea well: “The worst may happen if the student embarks upon computations or constructions without having understood the problem.”

How should we approach this problem? Why does this strategy work in this case? What may be a more efficient method? I am interested in these types of questions to stimulate critical thinking. An even more telling example is giving students problems that don’t have enough or have too much information. Typical textbooks give just the right amount of information to solve a problem. If a student recognizes the need to ask for more information or realize that she is given superfluous information, then she is really working to make sense of the problem.

To develop well-rounded students with finely tuned, critical thinking skills, it is important to encourage them to analyze and question the world at-large. This year at Arete, we are focused on “fostering the heart of the learner.” We really want our students to be life-long learners and a good way to start that process is to ask them to think about what is going on in the world around them. We don’t want students to think that knowledge is something that comes from outside but rather something that they develop and find within themselves.

I’m reminded of a quotation from Plutarch: “The mind is not a vessel to be filled, but a fire to be kindled.” We specifically look to instill a sense of wonder and depth of inquiry in our classrooms. As educators, we need to ask questions too. Are students looking merely for correct answers or are they looking to make connections and wonder about what is happening?

If they do not stop to consider the beauty or the connections, then they are likely not enjoying what they are doing. On the other hand, the more that students can wonder and stand in awe, the more likely they are to be on a path of being a life-long learner. If students merely answer the questions and do not look further, they may not enjoy what they are doing and, therefore, may not be able to have the stamina for long-term learning.

How should we approach this problem? Why does this strategy work in this case? What may be a more efficient method? I am interested in these types of questions to stimulate critical thinking.



Photo by Jared Platt

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– Mary Chin, Lead Mathematics Teacher, Arete Prep

THE PURSUIT OF GOODNESS

By Leanne Fawcett, Headmaster, Archway Chandler

At Great Hearts, our mission is to lead our students in the pursuit of the true, the beautiful, and the good. But some might well ask, “How can you teach goodness? What does that even mean?”

become strong enough to control appetite, anger, laziness and greed. He rightly taught that it is through acting well and doing well that we become good—and not through just talking and thinking about goodness.

Strengthening the soul

In the '70s, when I was in elementary school, the predominant approach in schools was somewhat different. Instead of training young people in good moral actions, we experienced something called “values clarification.” The idea was if you could teach children to be “critical thinkers” about ethics, without dictating or judging what their morals should be, they would

magically become good, tolerant, well-adjusted children. So we were given extreme scenarios and moral dilemmas to talk about in grade school. Nobody was right and nobody was wrong. Everyone’s idea of morality was equal and, as such, was to be discussed, respected and affirmed.

Teachers asked us such questions as, “If a man’s wife was sick and he couldn’t afford her medication, would it be OK for him to steal the medication?” We were tossed into the deep end of frightening adult situations, of complicated and controversial issues of the day without any prior attempt at forming character. Such an approach was highly inappropriate, to say the least. Rather than strengthening our souls, it

The ancient Greeks, our teachers in so many things, would have asked a different question: “How could education NOT include goodness?” The Greeks believed that there was no difference between the physical, intellectual and moral powers of the human person. Young people needed training—i.e. education—in each one of these areas in order to reach their full potential. The body, the intellect and the moral habits of what the Greeks called the soul all were thought to require education.

The philosopher Aristotle summed up ancient Greek wisdom when he taught that only through habitually practicing the moral virtues in life could the human soul





Photo by Jared Platt

tended to confuse us and make us think that our childish perspectives on issues way above our heads were just as good as anyone else's.

Classical schools take a different approach, one that Aristotle and the Greeks would recognize (and one that the Values Clarifiers of the 1970s would find puzzling). The classical school holds that a person becomes virtuous not by talking or thinking, but by performing virtuous actions, and by being rewarded for them. He becomes kind by acting kindly; she becomes brave by acting bravely.

These good actions often go against our natural first impulses and will be hard to perform at first. Adults—teachers and parents—must train children to perform these actions if the children are to become good; the young no more become good naturally than do world-class athletes become great without training. Adults must reward, praise and affirm good actions, not thoughts or words. And they must punish bad actions, not merely reflect on or talk about them. This is the classical approach to teaching

When we are teaching a child, we are teaching a whole child, mind and heart.

We cannot take some part out that relates to virtue and teach it separately from everything else; nor can we teach reading, writing, art, music or any other academic subject without, at the same time, teaching character.

goodness, and while it is ancient, it is just as relevant and effective today in the modern classical school.

Character education?

Another way in which the classical approach differs from the contemporary approach is the classical school understands that goodness cannot be compartmentalized and taught in slogans, programs and sound bites. It doesn't work that way. Moral goodness is woven into every human action, into every word and deed.

It cannot be boiled off or put into an abstract curriculum or set of "modules." It is not something that can be put on a flash drive and handed out for the occasional plug-in.

When we are teaching a child, we are teaching a whole child, mind and heart. We cannot take some part out that relates to virtue and teach it separately from everything else; nor can we teach reading, writing, art, music or any other academic subject without, at the same time, teaching character.

An entire school—its rules of conduct, its curriculum, its traditions and activities, and the words and actions of its teachers—is “character education.” Everything at a school the adults say, do, assign, correct, explain, praise, reward and punish is sending messages about moral and ethical things—some subtle, some loud and clear.

To engage in comprehensive character education—not just a program—is a huge responsibility, and this is why we must be intentional about everything. Great Hearts is selective, even picky, about who and what we place in front of our students and about the school culture we surround our children with.

We are highly selective about our teachers, our curriculum, our books, the kinds of assignments and classroom activities we engage in, the music and art we expose kids to, the things that happen in the gym and at recess, and, of course, the rewards and consequences we employ to reinforce and correct student habits. Everything matters. “Character education” is infused into everything we do—it is everything we do.

Teachers and books

The ancient Greeks believed the best way for a young person to learn good habits of behavior was by identifying with and imitating someone who already practiced them. This is why we select teachers who are excellent role models. They must be good people, not just smart people or effective instructors of reading or math skills.

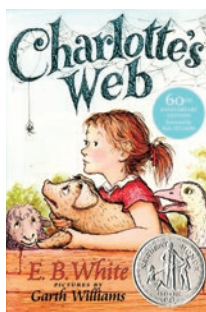
We hire people who believe there are virtues that transcend time, culture and religion, and who evidently live their lives that way. They are comfortable modeling what is right and avoiding what is wrong in their actions, and they are comfortable talking about such things when appropriate.

They cannot be philosophically or personally lax relativists. Good teachers must always be good people, who hold themselves to standards, exhibit virtue themselves and serve as constant models for the students. And it is worth re-emphasizing the wisdom of the saying that character is caught, not taught. Preaching and moralizing seldom have the desired effect on the young mind. Being exposed to good adult role models and inspired to imitate them is all-important.

In addition to the living, breathing role models of the teachers, a school that is taking its responsibilities



THE SECRET GARDEN
Frances Hodgson
Burnett



CHARLOTTE'S WEB
E.B. White



SHERLOCK HOLMES
Conan Doyle

to teach goodness seriously must also be seriously selective about what books it puts in its curriculum and in its library. What the ancient Greeks understood, and what a Great Hearts school continues to uphold, is that stories always teach something implicit about moral goodness. Again, not by explicit preaching or moralizing, but simply in what they depict and how they depict it. Just as everything in a school is “character education,” so, too, does every tale, poem or story have a moral aspect.

Thus, what a school endorses or gives its seal of approval to must be the very best. The books on the shelves and in the classrooms speak loudly about what the school holds to be good. To offer just a few examples, it makes an enormous difference whether a school assigns timeless fables, fairy tales and myths depicting serious themes and actions, or contemporary, soon-to-be-forgotten narratives drawn from only the present moment.

It makes a difference whether the school gives children beautifully-written stories full of well-drawn characters in a meaningful and compelling drama—think *Charlotte's Web*, *The Hobbit*, or *The Secret Garden*—or if it gives them cleverly-composed and marketed vignettes of self-absorbed, sullen, contemptuous, materialistic and disrespectful children engaged in nothing important whatsoever.

The drama of life and death, good and evil, past, future, and destiny? Or just a series of amusing and insignificant episodes? Aesop, Sherlock Holmes, and Narnia? Or tween celebrities and *Wimpy Kid*? The responsibility of the school is clear.

Sense of purpose

One of the ways Great Hearts ensures students develop a sense of purpose and calling is through our consistent philosophy and message that school is about more than just a preparation for college and career, it is a preparation for all the dimensions of life. For professional life, of course, but also for future life in citizenship and community, family and in the meaningful pursuit of cultured leisure.

Through our program of studies, through our celebration of intrinsic reward, encouragement of creativity and learning for



“In short, the Great Hearts high school program is not about some idealized, distant past—it is thoroughly about the needs of the present and about the future that our students will build.”

— Leanne Fawcett, Headmaster, Archway Chandler

their own sakes, we foster the growth of students who see their purpose as much greater than just making a paycheck. And because we orient students towards living the whole of their lives well, meaningfully and in balance, we are preparing them to be more successful, more motivated, and more fulfilled in their careers than can a society that only focuses on training for professions. A Great Hearts education is for the whole person, for the whole of life, and not just for one part of it.

As our students advance into the high school years of the Great Hearts program, they encounter books, dramas, epics and stories that tackle the deepest and weightiest of all human themes. Instead of the personal concerns of the moment, they are led to ponder ancient and timeless human questions about life, heroism, fulfillment, forgiveness, redemption, truth, justice, duty and destiny.

While their teachers must still be role models of women and men living their own lives well, the great books students read in the Great Hearts high school take on increasing importance in leading them to think about great questions that would be almost unimaginable without them. Our students read Dostoyevsky, Shakespeare, and Dante not because they are dusty and difficult classics, but because they are profound, life-changing works of art and imagination. Our students read ancient epics like the *Odyssey* not because they are old and traditional, but because they are timeless in their relevance to human life

and action. Our students read political and moral philosophy by thinkers like Plato and Aristotle and Jefferson and Lincoln not because of some abstract academic or scholarly purpose, but because to engage with their ideas is to think seriously about the most important questions about real life in community and society.

In short, the Great Hearts high school program is not about some idealized, distant past—it is thoroughly about the needs of the present and about the future that our students will build.

Great hearts, great minds

Great Hearts is rightly known for the high academic achievement levels of its students. The average SAT score of a Great Hearts graduate is 1830, and 98 percent of students go on to college, some attending the most prestigious universities in the country.

So why aren't our schools called "great minds" instead of Great Hearts? While the answer is contained in all that has been written above, we might turn to two important thinkers, one ancient, and one modern, to sum it all up.

Plato once wrote that "justice in the life and conduct of the state is possible only if first it resides in the hearts and souls of the citizens...Knowledge without justice ought to be called cunning rather than wisdom." How relevant this insight remains to our world—that justice in a community is impossible without personal goodness, and that all the intelligence

and specialized training in the world will not make a person wise, nor a society good. An education that is only intellectual will fall terribly short of what is needed.

More recently, C. S. Lewis wrote in the classic *Abolition of Man*:

...no justification of virtue will enable a man to be virtuous. Without the aid of trained emotions, the intellect is powerless against the animal organism. I had sooner play cards against a man who was quite skeptical about ethics, but bred to believe that 'a gentleman does not cheat', than against an irreproachable moral philosopher who had been brought up amongst sharpers...the Chest-Magnanimity-Sentiment—these are the indispensable liaison officers between cerebral man and visceral man. It may even be said that it is by this middle element that man is man: for by his intellect he is mere spirit and by his appetite mere animal.

A Great Hearts education certainly trains students in the use of their minds. We do this well, but that is not what distinguishes us. We form the intellect and the character, the head and the heart, in the pursuit of truth, goodness and beauty together. Great minds, and great hearts—this is what the world needs, and what it has always needed.



Photo by Mark Lipczynski

By Cara LaBrie

Chandler Prep grad earns Fulbright grant to teach English abroad

Allison Weidemann always had the desire to do something big in her life. Her parents Hermann and Lori knew it; her siblings Bryan and Courtney knew it. The question wasn't if, but when she'd leave the Valley for an opportunity to make her mark on the world.

And something big is what Weidemann, a 2010 Chandler Preparatory Academy graduate, has achieved. This spring, she was awarded a prestigious Fulbright scholarship and left Arizona to teach English for an academic year in Turkey.

"I've had the privilege of being close to home for college," Weidemann, 23, says. "And now I'm absolutely thrilled about this opportunity to live in a completely different context."

After graduating from Chandler Prep, Weidemann entered Barrett Honors College at Arizona State University with a

National Merit Scholarship. She quickly found a passion for the intersection between environmental and human systems.

"I had been fascinated with science since my ninth grade biology class at Great Hearts," she says. "I had also long had a passion for understanding and addressing poverty, a condition perpetuated by a complex network of factors."

Weidemann finished her undergraduate degree in Sustainability in just three years, and followed it up with a Master's degree in Global Health, also at ASU. Upon graduation, she worked as an intern with an

international development organization in Los Angeles.

In a little more than four years after she left Chandler Prep, Weidemann earned her B.S. and M.A., but she still had that itch to learn more and experience something special.

International spirit

One glance at Weidemann's academic record and it makes it obvious she was a very strong candidate for a Fulbright grant. She consistently graduated at the top of her class—as high school valedictorian, recipient of the Moeur Award for undergraduate excellence at ASU, and winner of the Outstanding Social Sciences Graduate Student Award.

Weidemann has a passion and knack for learning languages. She began studying Latin and German at Chandler Prep, and completed a minor in German at ASU. She also took a semester of French and a semester of Turkish, has independently studied Afrikaans from books and tapes, and most recently has been studying Arabic with the help of international student friends.

“During my last six months at ASU, I worked for the American English and Culture Program—the ESL department—and I interacted with a lot of international students. I absolutely loved that job, loved getting to know people from around the world.”

That love for learning about and experiencing other cultures was nurtured from a young age. Her family traveled extensively, including trips to visit relatives in South Africa. They also hosted international students for weekend homestays.

Cultural ambassador

In March 2014, Weidemann tagged along with a friend to attend an informational session about Fulbright grants. She wasn't expecting what she heard.

“I knew about the study and research grants, but I hadn't heard about the English Teaching Assistantship program until then. That piqued my curiosity, so I looked into what it would entail, and the list of country options included Turkey,” she says. “I've been there twice previously for a

“At Great Hearts, learning is about engaging with the subject matter—encountering, processing and applying it.”

– Allison Weidemann, Chandler Prep alumna

month at a time, two different summers. When I realized that the grant could enable me to teach English in Turkey, I thought, ‘Wow, this is a convergence of a lot of interests of mine.’”

The committee obviously agreed. Weidemann joins a group of Americans who will teach English to university students in Turkey. After meeting in Ankara, the Turkish capital, for a brief orientation, they depart for sites across the country for their 9-month grant. Weidemann was placed in the northern city of Amasya along with a grantee from Los Angeles.

“I am so thrilled about going back to Turkey,” she says. “Especially to be working with college-age students, helping them to improve their English while at the same time improving my Turkish. Even beyond the prestige of the Fulbright name, just the opportunity to be a cultural ambassador is very exciting.”

Great Hearts spirit

Weidemann taught English language learners in high school and college, but this experience will be her first leading an entire class on her own. And as she teaches English at Amasya University in Turkey this fall, she'll approach it in a similar fashion to the instruction she received at Chandler Prep.

“At Great Hearts, learning is about engaging with the subject matter—encountering, processing and applying it. This idea permeated every dimension of our education,” she says. “Our teachers also

went above and beyond, not only conveying course material, but also passing on life lessons and showing genuine interest in us as individuals. That level of connection motivated us and left a deep impression.”

When Weidemann reflects on her education—from high school to college, graduate school and beyond—she notes that education isn't just about what takes place in the classroom. “All of your experiences—be they internships, jobs, volunteer opportunities or extracurricular activities—help to illuminate your passions, hone your skills and develop your network,” she says. “My previous trips to Turkey, involvement with tutoring third-grade refugees through an ASU outreach club, experience as an assistant teacher at Archway Chandler, and work with international students at ASU all contributed to my interest and qualification for this incredible opportunity.”

Toward the future

Weidemann's grant runs through June of 2016. She can apply to extend it another year, or return to the States to begin the next chapter in her journey.

Working for an international development organization remains of interest, as does education.

“This year abroad will offer me many opportunities to grow, and I anticipate gaining clarity and inspiration about the next steps in my life. Ultimately, I want to be a life-long ambassador of intercultural understanding and goodwill.”

ACADEMIC RESULTS

Great Hearts Arizona

	Veritas Prep	Chandler Prep	Scottsdale Prep	Glendale Prep	Arete Prep	Anthem Prep	National Comparison
Number of Graduates	53	78	54	37	33	15	n/a
% of Class Commended or Better by National Merit Scholarship Program	11%	5%	9%	24%	6%	7%	<1%
% of Class Name NMSP Finalist or Semi-Finalist	6%	8%	0	8%	3%	0	<1%
% of Class Accepted to "More or Most Selective" Colleges*	72%	82%	89%	84%	73%	80%	n/a
Avg. SAT Score (of 2400)	1864	1793	1839	1841	1816	1813	1490
Avg. ACT Score (of 36)	28	26	27	27	27	27	21
Class of 2016 PSAT Data	171	172	174	186	168	161	141

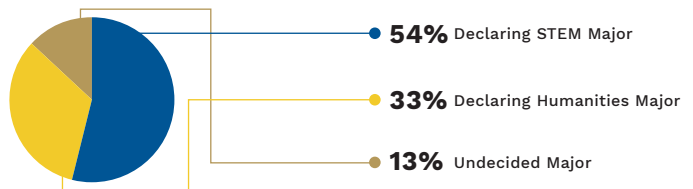
98%

98% of Great Hearts graduates attend a 2- or 4-year college

76%

76% of the Class of 2015 received merit-based scholarships totaling \$29.7 million

CLASS OF 2015 DECLARED UNDERGRADUATE STUDY



TOP-TIER COLLEGES

Great Hearts Arizona

Members of the Class of 2015 were accepted to a wide range of top-tier colleges ranging from the Ivy League to U.S. Service Academies. Graduates are attending the following schools:

Agnes Scott College
American University in Paris
Arizona Christian University
Arizona State University
Barrett, The Honors College
at Arizona State University
Bentley University
Biola University
Birmingham Conservatoire
Brigham Young University
Brigham Young University, Idaho
California Lutheran University
California Polytechnic State Univ.
Case Western Reserve University
Chaminade University of Honolulu
Chapman University
College of Wooster
Colorado School of Mines
Colorado State University, Honors
Creighton University
Dakota State University
Embry-Riddle Aeronautical
University, AZ
Georgetown University
Georgia Institute of Technology
Gonzaga University
Grand Canyon University
Grinnell College
Harvard University
Hillsdale College
Hope College
Illinois Institute of Technology
Johns Hopkins University
Kenyon College
Loyola University New Orleans
Macalester College
Missouri University of
Science and Technology

Massachusetts Institute
of Technology
New Mexico State University
New York University
Northern Arizona University
Oberlin College
Penrose Academy
Pepperdine University
Point Loma Nazarene University
Pontifical College Josephinum
Princeton University
Rockhurst University
San Francisco Art Institute
Santa Clara University
Seattle University
Seton Hall University
Simpson College
Soka University of America
Southern Virginia University
St. Lawrence University
Trinity College Dublin
United States Air Force Academy
United States Merchant Marines
United States Military Academy
University of Alabama
University of Alaska Anchorage
University of Arizona
University of British Columbia
University of California, Berkeley
University of Chicago
University of Dallas
University of La Verne
University of Notre Dame
University of Portland
University of Richmond
University of San Diego
Wheaton College, IL
Woodbury University

DID YOU KNOW?

TEST SCORES

SAT (CR+M) median range:

1090 to 1290

ACT median range:

24 to 30

The Great Hearts SAT average over the past four years is **1830**, a steady **300-plus point advantage** over the national average.

53% of graduates attending a “more or most selective” university

The 270 graduates in the Great Hearts Class of 2015 (across six academies) were **offered nearly \$30 million in scholarships** and were invited to **attend the most prestigious universities in the country**.

NETWORK-WIDE SCHOLARSHIPS

Total Scholarship Amount:

\$29,687,343

Average Amount Awarded
(attending 4-year university):

\$157,082

ACADEMIC RESULTS

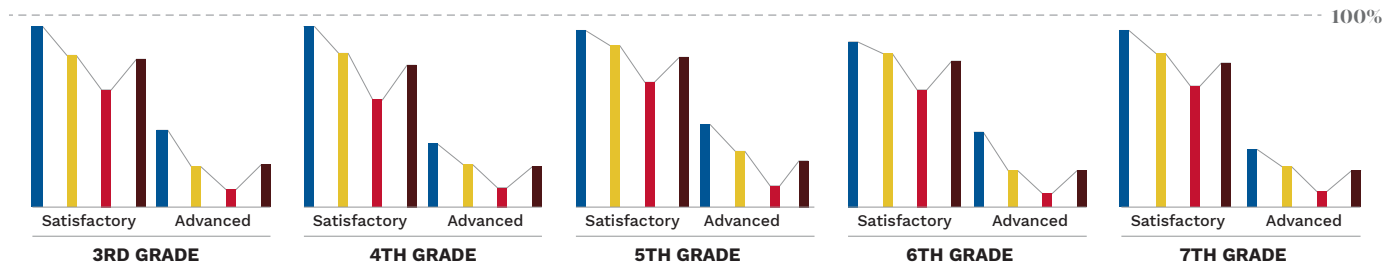
Great Hearts Texas

The graphs below highlight the performance of students at Great Hearts Monte Vista on the STAAR test, which is the state standardized test used to measure academic achievement in Texas. “Satisfactory” performance indicates that students have met the standards, and “Advanced” performance indicates that students have exceeded the standards by a significant margin. As demonstrated below, Great Hearts Monte Vista students, including economically disadvantaged students, generally outperformed students in the local districts and the state.

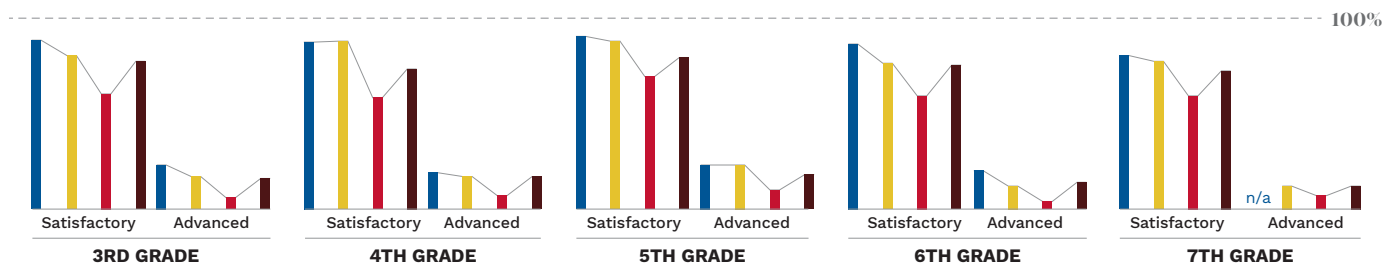
Average percentages by grade showing satisfactory or advanced score.

● Great Hearts Monte Vista ● Northside Independent School District ● San Antonio Independent School District ● Texas-wide

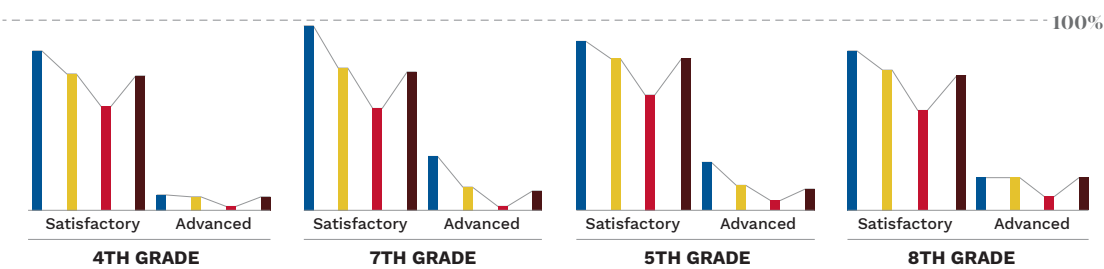
READING



MATH

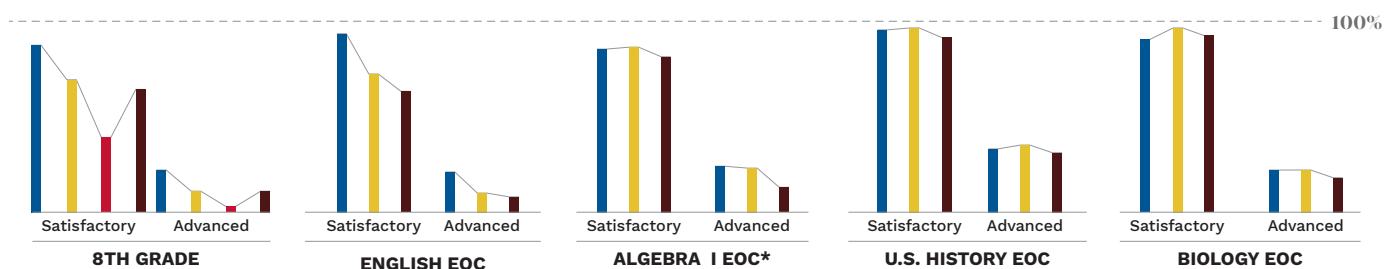


WRITING



SCIENCE

SOCIAL STUDIES



*Includes 7th and 8th graders in addition to 9th graders **Most TX students take this EOC in 11th grade



Photos by Josh Haskin

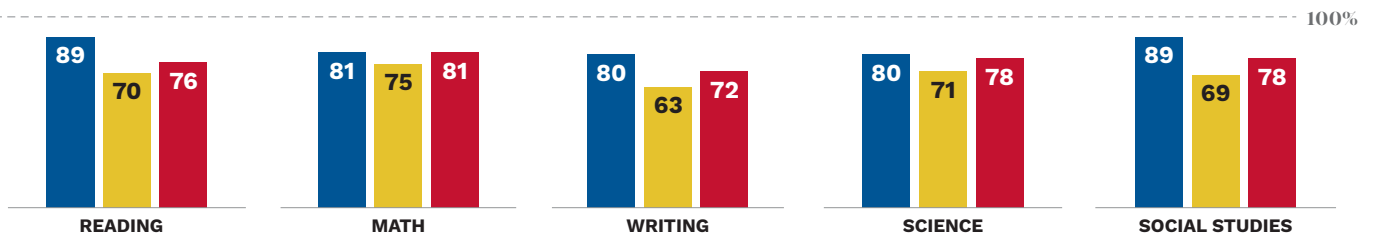
“At the core of classical education is the formation of curiosity and a love of learning.”

– Dr. Daniel Scoggin, President, Great Hearts Texas

2015 Economically Disadvantaged Student Performance

● Great Hearts Economically Disadvantaged Students ● State Economically Disadvantaged Students ● State, All Students

PERCENTAGE THAT MET STANDARDS



PARTNERS IN THE MISSION

Great Hearts Academies



Nadia Barduson, Chandler Prep alumna



In August, Great Hearts Academies was awarded a four-year grant from the Yelp Foundation

in support of our mission to transform students into great-hearted leaders. This partnership grew out of the dedicated efforts of Chandler Prep alumna Nadia Barduson, a Yelp employee in Phoenix.

Nadia had the opportunity to present on Great Hearts to a panel of her peers, using communication and critical thinking skills she gained during her time at Great Hearts. We are grateful for her efforts and appreciate the Yelp Foundation's support of education.

The Yelp Foundation supports charitable organizations addressing the needs of local communities, including access to information, education, local economic development, and freedom of expression, and to promote a culture of philanthropy among employees of Yelp Inc. We are thankful to have them as a partner.

Corporate and Foundation Partners in the Mission

Arizona

Acair Foundation	Phoenix IDA
AME Landscape Companies	Phoenix Suns Charities
APS Foundation	Pike and Susan Sullivan Foundation
Arizona Diamondbacks Foundation	SRP
Arizona Sports and Tourism Authority	Sundt Foundation
CHASSE Building Team	Swift Charities
CopperPoint Mutual Insurance Company	The Kemper and Ethel Marley Foundation
Daryl G. & Louis A. Weil III	The Louis Calder Foundation
Charitable Fund	Victoria Lund Foundation
Fiesta Bowl Charities	The Steele Foundation
Helios Education Foundation	Twiford Family Foundation
Hensley Beverage Company	Yelp Foundation
LifeLock, Inc.	
Matson Foundation	

Texas

Anonymous	The Ewing Halsell Foundation
The Boone Family Foundation	George W. Brackenridge Foundation
Michael and Louise Burke	Jefferson Bank
Charter School Growth Fund	The Louis Calder Foundation
Choose to Succeed	



Partners for the Greater Good

The Great Hearts Greater Good Fund was founded in 2013 in support of the students and teachers of Teleos Prep and Maryvale Prep. These Great Hearts academies are located in traditionally underserved Phoenix neighborhoods, and donations to the fund support the teachers and students in the classroom with supplies, books and school uniforms.

This year, commitments from families across the network to the Great Hearts Greater Good Fund increased by more than \$25,000 in support of the students and teachers at Teleos Prep and Maryvale Prep from the prior year.

In this same spirit, Great Hearts San Antonio received a \$500,000 gift to support uniforms, educational supplies, after-school programs, and sports fees for our scholars from a low-income background.

Uniform Partnership

This year, Great Hearts teamed up with Phoenix Rotary 100, Assistance League of Phoenix, BHHS Legacy Foundation and Anton Uniforms to provide free uniforms and school supplies to 485 students at Maryvale and Teleos Prep. We are grateful for the collaboration of these community-minded organizations to help transform the lives of students and their families.

Generous Family Support

In the 2014-2015 school year, there were 6,736 families in the Great Hearts network. A total of 5,653 families (84 percent) made a financial gift to their school. These gifts ranged from \$5 to \$250,000 and were made to efforts such as our Community Investment campaigns, tax credit drives, and capital campaigns.



84%
or 5,653

of Great Hearts families supported their school financially this year

NEW PARTNERS IN THE MISSION

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

Greater Good Fund 2015-16 Donors

Archway Scottsdale
Parent Service Organization
The Gary and Christine Jones
Foundation
Kona Ice of North Phoenix
Virginia C. Piper Charitable Trust

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Mr. and Mrs. Jesus Aguirre
Mr. Nathan Aldrich
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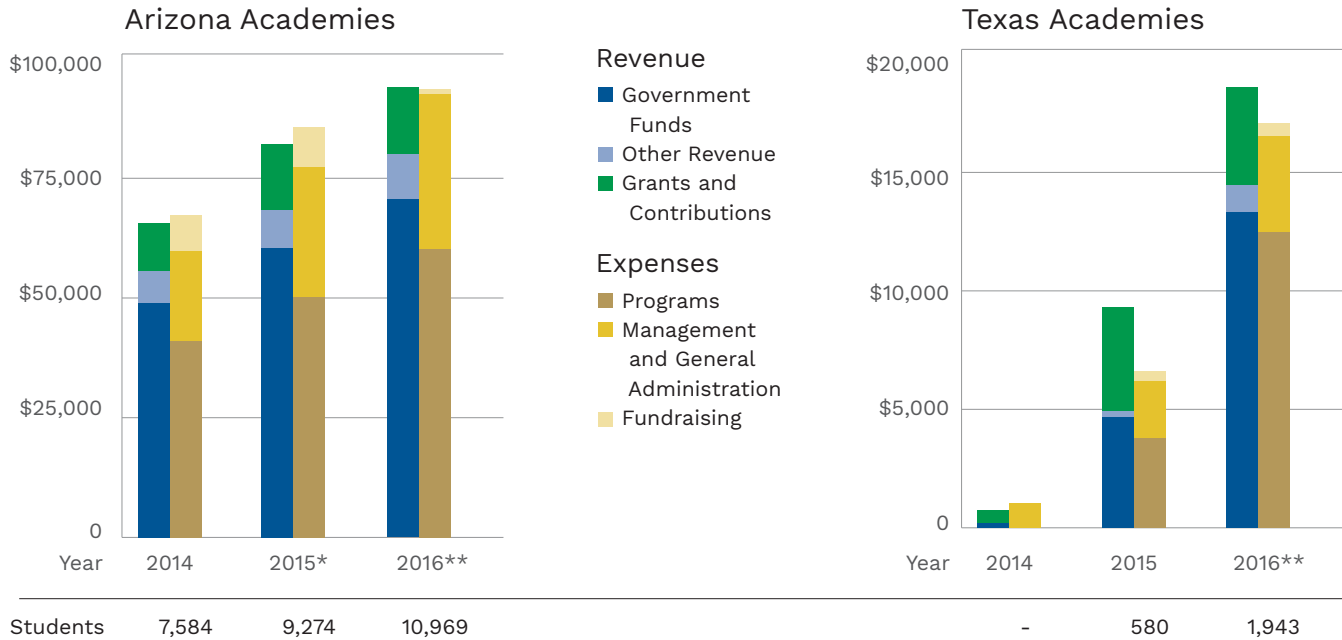
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Ms. Joan Zehrung
Mr. and Mrs. Ron Zeigler
Mr. and Mrs. Michael Zerbib
Mr. David Zook

FINANCIAL REPORT

Revenues / Expenses

Numbers in thousands (except student enrollment figures)



Assets

Numbers in thousands

Arizona Academies

	June 30, 2014	June 30, 2015*
Current Assets	\$ 19,989	\$ 33,920
Property and Equipment, Net	80,363	112,259
Other Assets	6,086	17,554
Total	\$ 106,437	\$ 163,733

Texas Academies

	June 30, 2014	June 30, 2015
Current Assets	\$ 877	\$ 1,807
Property and Equipment, Net	180	9,006
Other Assets	2,200	2,374
Total	\$ 3,258	\$ 13,186

Liabilities and Net Assets

Arizona Academies

	June 30, 2014	June 30, 2015*
Current Liabilities	\$ 14,098	\$ 14,718
Long Term Debt and Other Liabilities	73,736	126,180
Net Assets	18,604	22,835
Total	\$ 106,437	\$ 163,733

Texas Academies

	June 30, 2014	June 30, 2015
Current Liabilities	\$ 1,645	\$ 2,368
Long Term Debt and Other Liabilities	1,780	8,280
Net Assets	(167)	2,538
Total	\$ 3,258	\$ 13,186

*Financial information for the year ended June 30, 2015 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, 2016 represents budgeted amounts at the time of publication.

AMBASSADOR OF ENTHUSIAM

By Debra Gelbart

Jessica Pacheco has long been a proponent of educational options, so when she and Great Hearts Academies co-founder and board chair Jay Heiler happened to be talking about education in 2009, she naturally wanted to learn more about the school's philosophy, mission and vision.

"I was immediately intrigued by what Great Hearts is trying to accomplish," says Pacheco, who is vice president of state and local affairs for Arizona Public Service (APS). "I believe educational options enrich the marketplace and the more opportunities we have for our children, the better. I wholeheartedly support Great Hearts' vision and mission to educate the entire person and help young people achieve their greatness."

Pacheco says her involvement with Great Hearts aligns perfectly with the corporate philosophy of APS, an organization that supports educational excellence and whose executives participate in educational policy conversations with state leaders. At APS, Pacheco leads the company's state and local public affairs strategy. She joined the Great Hearts board of directors in 2013.

"What especially impresses me is how people react when you tell them about Great Hearts," she says. "Great Hearts inspires people to think about an educational revolution and how we are encouraging tomorrow's leaders. Many want to be part of what we're doing."

Pacheco's breadth of knowledge about the value and importance of educational choice is strengthened by her participation in a number of other community organizations, including as a current board member for the Arizona Charter

Schools Association and past service on the board of the Maricopa Community College Foundation. In addition, she is a past senior vice president for public affairs at the Arizona Chamber of Commerce, where she led advocacy efforts for the Arizona business community. She has extensive experience in economic and community development across Arizona, in the southwestern U.S. and in northern Mexico. She is fluent in Spanish and Portuguese.

Pacheco currently serves on the board of the Arizona Chamber of Commerce Foundation and on the board of the recently created ASU Center for Political Thought and Leadership, an organization that focuses on furthering civic education and the principles of political liberty and economic well-being.

Pacheco, who lives in Phoenix, is mom to 15-year-old son Andres and twin 9-year-old daughters, Eva and Sofia.



Jessica Pacheco

Photo courtesy of APS

She is so committed to the Great Hearts philosophy that she would like to see every family seeking to enroll their child at a Great Hearts campus accommodated.

"I want the waiting list for enrollment to become a thing of the past," she says. "I would like for every child who wants to attend a Great Hearts school to be able to do so. I'd like to see a Great Hearts school in every county in this state."

"Great hearts inspires people to think about an educational revolution and how we are encouraging tomorrow's leaders. Many want to be part of what we're doing."

— Jessica Pacheco, APS

DONOR PROFILE

Steve C. Lewis, Jefferson Bank

BANKING ON GREAT HEARTS

By Bruce Farr

On its website, Jefferson Bank in San Antonio brands itself with the following short imprimatur: “Family banking with a Texas attitude.”

No doubt descriptor has been championed numerous times in the bank’s nearly 70-year history in San Antonio, but never so unequivocally as it has in its full-on support—financial and otherwise—of the Great Hearts schools and their philosophy. In September, a ceremonial ribbon-cutting at the brand-new Great Hearts Northern Oaks campus on San Antonio’s north side reaffirmed the Jefferson Bank’s commitment to Great Hearts and its refreshing approach to education—that is, to put it most simply, offering a tuition-free public education in the classical tradition. The Northern Oaks school is the third Great Hearts campus in Texas, but, by all calculations, certainly not the last.

Happily present at the Northern Oaks ribbon-cutting was Steve C. Lewis, board chairman of the Jefferson Bank and a staunch supporter of the Great Hearts philosophy. Also present was Great Hearts co-founder and Texas CEO Dr. Daniel Scoggin, who dedicated the school’s Jefferson Bank Library in the bank’s honor.

The bank’s active support is a primary reason that Great Hearts is on a path toward fulfilling its ambitious goal of building and opening no fewer than 15 additional charter schools throughout Texas over the next decade and a half. As a “corporate sponsor” of Great Hearts Academies, Lewis and the bank are major contributors to the school’s highly aggressive plans to grow exponentially.

Lewis explains his ironclad commitment to the Great Hearts concept this way: “A child is typically born into a house where



Steve C. Lewis

Photo by Josh Huskin

“To have read the ‘great works’ and learned how to respectfully discuss a complex issue at age 12 or 15 years is something that will serve these young people well for the rest of their lives.”

– Steve C. Lewis, Jefferson Bank

there’s an assigned school district and a campus within that district,” he says, “so the house that the child is born in dictates the quality of education he or she receives. In so many areas of our city and county, that education is sub-par and inadequate, when it’s compared with other addresses within the county. I personally believe that high-performing charter schools should be welcomed, and praised for bringing new, energetic ideas on education with rigor, and I emphasize the term rigor.”

The plans for Great Hearts expansion are right on target, Lewis believes.

“The demand is there,” he says. “The schools have only been in Texas a short time, and there are approximately 4,000 students waiting to sit at a Great Hearts desk. I consider that incredible—to be in business just a year-and-a-half and to have a waiting list of 4,000 kids with very little advertisement. It affirms the desirability of the offering.”

Lewis vividly describes why he feels that Great Hearts offers such an advantage to its students.

“These kids,” he says, “are going to graduate from Great Hearts having learned to comport themselves in a scholarly manner, having had a big dose of the Socratic system at a young age, developing respect for their peers, and learning how to make a point in dialogue in a thoughtful yet forceful way.”

Lewis believes that these are the skill sets that leaders require, and he adds “To have read the ‘great works’ and learned how to respectfully discuss a complex issue at age 12 or 15 years is something that will serve these young people well for the rest of their lives.”

Asked to add to his comments about why Great Hearts has become such a “cause celebre” for his bank, Lewis couldn’t be more straightforward.

“I believe in Dr. Daniel Scoggin, and I believe in Great Hearts and the mission of bettering San Antonio through the development of high-performing charter schools.”

Enough said.

DONOR PROFILE

Mike and Louise Burke

A LABOR OF LOVE

By Debra Gelbart

After Mike Burke and his wife, Louise, were first introduced to the Great Hearts schools concept just a year and a half ago, it didn't take the dynamic San Antonio, Texas, couple very long to plunge into active support of Great Hearts. In that short span of time, Mike has formally joined the Great Hearts board of directors, and he and his wife have also donated personally to help secure a bright future for the charter school concept.

And, although it's her husband who officially serves as a Great Hearts board member, Louise humorously refers to herself as "Mike's sidekick," meaning, she says, that she is right there at his side, on the front lines of the Great Hearts cause.

Currently the president of MDB Capital Ventures, a private equity investment and management consulting firm, Mike formerly was director, president and CEO of EOTT Energy, the largest marketer and transporter of crude oil in North America. Prior to that, he headed up Tesoro Petroleum Corporation, and the list goes on. He also serves on more than a dozen boards and local San Antonio committees. One of them is a Houston nonprofit called Reasoning Minds, through which the Burkes first heard about Great Hearts.

As Mike describes it, the Reasoning Minds board has been focused on developing a world-class math curriculum to help combat declining test scores among students in all grade levels in Texas and, eventually, throughout the U.S. Enhanced



Mike and Louise Burke

Photo by Josh Huskin

“When we first walked into a Great Hearts third-grade classroom we were just amazed to hear these young kids having a discussion about literature. Their dialogue was phenomenal—something you’d expect to see occurring on the college level.”

— Mike Burke

with Internet delivery, artificial intelligence, self-paced learning, high-level algorithmic assessment tools and many other leading educational techniques, the math program is considered very cutting edge. It was through Mike's efforts to aid in the

development and rollout of this intensive curriculum that he was first introduced to Great Hearts.

“We took a trip to Arizona last year and toured all of the campuses there, and were just very impressed,” Louise says. “Although I’m not a ‘teacher,’ per se, I’ve always had a very strong love of children, so anything that can improve their lives is something I’m interested in.”

Mike adds, “When we first walked into a Great Hearts third-grade classroom we were just amazed to hear these young kids having a discussion about literature. Their dialogue was phenomenal—something you’d expect to see occurring on the college level. And we saw that same level of scholarship in class after class after class.

“The education is world-class, yes, but—my gosh—the moral development! The ethics and integrity that these kids are learning and living. That’s important.”

What impressed both the Burkes during their tour of the main campus and other Great Hearts schools in Arizona was how enthusiastic the children and their families were about what Great Hearts was offering them in the way of a solid future.

“It made us realize that we could go back to San Antonio and hopefully bring this school concept into some of the poorer areas where children didn’t have a reasonable opportunity to succeed,” Louise says. “The one thing that stuck in my mind was that once they set foot on any of the Great Hearts campuses, they were almost guaranteed a 100-percent success rate, and the opportunity to go to the college of their choice.”

Right now, Mike says, his Great Hearts board's focus is meeting the challenge of the schools' aggressive rate of growth. In Texas alone, plans for schools are underway, with a schedule to open one school per year—a challenging undertaking, to be sure.

Mike and Louise couldn't be more enthusiastic about the job ahead of them, though. “It doesn't feel like work,” Mike says, “because, for both of us, it's definitely a labor of love.”

DONOR PROFILE

Bob and Tina Mulhern

A FOUNDING FAMILY

By Bruce Farr

If it weren't for a conversation that Bob Mulhern had in 2001, there might not be Great Hearts schools today.

Bob and his wife Tina have nine children, ranging in age from 3 to 26. Tina had home-schooled some of her children, but the couple felt that when their kids reached middle school, that might be a good time to transition them to a private or charter school.

When their eldest son, John Paul, was getting ready to start the seventh grade, Bob learned about a new charter school.

"I had lunch with my good friend John Evans, an educator at ASU, and he recommended Tempe Preparatory Academy," says Bob, a current Great Hearts board member. "We were so impressed with the school that I joined the board and set about expanding a similar philosophy to Phoenix where we live." Dr. Daniel Scoggin, co-founder of Great Hearts, was the headmaster of Tempe Prep.

From the beginning, even before Great Hearts was formally launched, the driving mission was there—to build a growing network of schools to serve more students and families with a classical liberal arts education.

The Mulherns and co-founder Jay Heiler, another longtime friend, began looking for an available building for a school in the Biltmore area of Phoenix. With Bob's background

in commercial real estate, he found a church building with classrooms at 22nd Street and Lincoln Drive that could be updated. Relying on personal loans, the necessary renovations to the humble campus included "bringing a water line specifically to the classrooms for fire sprinklers," he says.

The new school, named Veritas Preparatory Academy (Veritas means "truth" in Latin) opened in the fall of 2003 to 120 students in grades 7 to 9. The school became so popular that just five years later, the Lincoln Drive location had run out of space.

In 2008, the Mulherns and the rest of the Great Hearts executive team started looking for a larger building for Veritas. Many options were explored but were ultimately out of reach. But in the aftermath of the real estate downturn, a dream campus became a possibility: the 140,000- square-foot former Motorola

building on 56th street in Phoenix.

Once again, through personal loans from board members, creative financing and generosity from the community, the purchase and renovations were done in time to welcome students in the fall of 2011. Today, the campus educates more than 1,200 students in grades K-12 and is home to the Great Hearts administrative office.

The Mulherns are thrilled that Great Hearts has now reached thousands of families across more than 20 campuses in Arizona and Texas, ensuring students are positioned to succeed by teaching not only a robust academic curriculum, but also skills such as how to communicate effectively, think critically and creatively while demonstrating strong ethical character.

"We're so grateful that our kids are getting a high-quality education that encourages them to go into the real world and speak the truth," Tina says. "They also have learned the importance of giving back to our community."

Because of their significant contributions to Veritas, the Mulherns were offered the opportunity to have the new Veritas library named after them. Instead, they chose to honor their good friend whose words of wisdom about a charter school helped launch Great Hearts Academies.

"It's now called the John X. Evans Library," Bob says. "We thought it would be especially fitting."



Courtesy of the Mulhern family

"We're so grateful that our kids are getting a high-quality education that encourages them to go into the real world and speak the truth. They also have learned the importance of giving back to our community."

— Tina Mulhern

BY THE NUMBERS

At a Glance

106

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

1,119

THESES
DEFENDED
(SINCE 2007)

13

SERVING STUDENTS + FAMILIES FOR
THIRTEEN YEARS

32

essays
written
by
senior
year

98%

OF GREAT HEARTS GRADUATES IMMEDIATELY
ATTEND UNIVERSITIES & COLLEGES

\$29.7 M

in scholarships earned by the class of 2015

2% participating in military service or a gap year

76% of the class of 2015 received full or partial
merit-based scholarships

13,017

STUDENTS

29

ACADEMIES
IN



2

STATES

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