



American Heritage School News

Spring & Summer 2014

Message From the Head of School

Recently I was intrigued by a conversation that took place on a national LinkedIn network for secondary school leaders. The question, posed by a high school principal in Iowa, was “What is the real purpose of high school?” He lamented the incessant focus on assessment and diplomas, and then recommended that the real purpose of secondary education should be “preparing students for a career and a job.”¹ The flood of supportive “career readiness” replies from principals, superintendents, and education association leaders from around the country were like an echo chamber of school-to-work philosophy that has overtaken our national and state education priorities.



The motto of American Heritage School is “Educating Hearts and Minds for Latter-day Families.” Preparing students for strong, Christ-centered families is the fullest expression of that motto.

My comment on the network was as follows:

My feelings about the purpose for high school come primarily from my perspective as a parent, which of course informs my perspective as an education leader. At the core, I want my own children to leave high school as young men and young women of character. Empathy, honesty, courage, humility, kindness, respect, work ethic, compassion, relationship skills, patience, grit—these are the kinds of outcomes that matter most to me as a father. Maybe this is

In This Edition

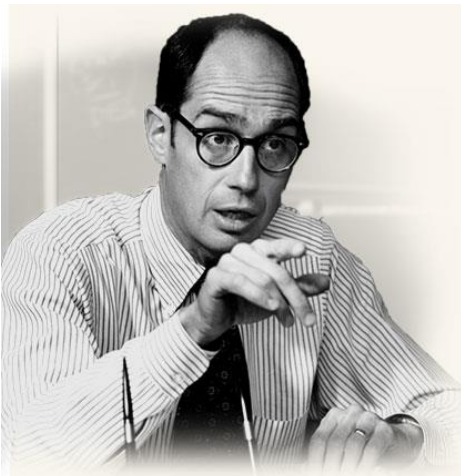
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a classic case of selective perception on my part, but as an education leader, I see more correlation between these skills and positive life outcomes than I do with high test scores, diplomas, technical skills, school-to-work programs, and a host of other well intentioned secondary education “purposes” that are calculated to produce college, career, or life success. Technical skills matter, but character is king.

“The Lord Requireth the Heart and a Willing Mind”²

On January 6, 1971, Professor Henry B. Eyring was in his ninth year as a faculty member at the Stanford

Graduate School of Business and his fourth year as an LDS bishop.³ The sixties had been a turbulent time on college campuses across the country, especially in California. The San Francisco Bay Area had been the epicenter of moral experimentation and political protest that began initially as a quest for freedom of political speech against war and racism. The countercultural ideas of the sixties had turned increasingly to behavior, including San Francisco's 1967 "Summer of Love" that drew tens of thousands of young people from across the country who experimented with mind-altering drugs, illicit sexual relationships, and rejection of traditional moral authority.⁴

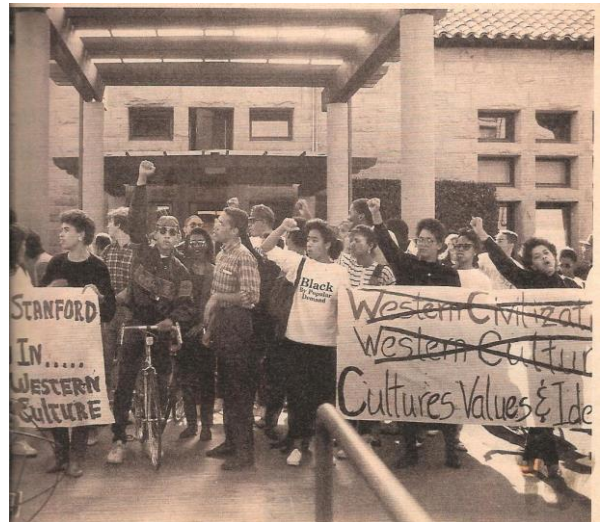


Henry B. Eyring brought his experience both as a professor at Stanford University and an LDS bishop in the turbulent sixties to his foundational work as President of Rick's College. In his journal, he describes trying to reach the hearts of students at Ricks who disagreed with the dress and grooming standards of the honor code. Some students kept the standards unwillingly. "The hair was cut, but the hearts will have to come too," he wrote.

As with so many ill-conceived social movements that ignore time-tested laws of health and morality, the 1967 Summer of Love ended in despair, heartache, and shattered lives for many that participated. But for some, and particularly students, the siren song of unfettered social and moral freedom was so intoxicating that they began protesting their schools, governments, and churches.

By the end of the decade, these student demonstrations became so disruptive to civil society that Ronald Reagan, then Governor of California, felt compelled to call in the National Guard, resulting in deadly violence.⁵

UC Berkley attracted most of the national press for its student riots, but Stanford, just south across the Bay, was drawn into the same social currents. A course on Human Sexuality became so popular at Stanford that it had to be moved to the 1,700 seat Memorial Auditorium. "No one registered but everyone went" recalled one Native Utahn Scott Cameron who was a first-hand observer.⁶ Fascination soon turned to agitation. Demonstrators broke windows in Professor Eyring's office on their way to setting fire to the navy ROTC building and the university president's office.⁷ The LDS Church was also a target of protests on the Stanford campus, based upon perceived discrimination by the Church, and Stanford soon distanced itself from the Church by refusing to engage in any sporting contests with Brigham Young University.⁸ At the height of protests against the Church, members of Bishop Eyring's ward rotated shifts through the night guarding the LDS institute building where the ward met.⁹



Students at Stanford University staged various countercultural protests in the 1960's, including against the LDS Church. Bishop Eyring instructed members to take shifts guarding the LDS institute building from vandals.

Against this backdrop of experience, Henry Eyring's life was about to change dramatically. On January 6, 1971, he recorded in his journal the following:

An unusual thing happened during the day. On the way to my office in the morning, I stopped to pick up suits at the dry cleaner. Just as I drove out onto El Camino Real, I felt great doubts about the reality of the gospel run through my mind. They persisted for

about five minutes, the only such experience I have had in my recollection. I thought, "This must be the fear people who doubt feel." Within an hour after reaching my office, I got a phone call from Neal Maxwell, the Church's Commissioner of Education. He asked to see me in Salt Lake immediately. After juggling my schedule I called back to confirm my arrival tomorrow evening.¹⁰

In the ensuing 48 hours, Bishop Eyring met with Neal Maxwell and then the First Presidency, including President Joseph Fielding Smith and his counselors Harold B. Lee and N. Eldon Tanner.¹¹ Like a sacred witness after a trial of his faith, Henry Eyring was invited to be the next President of Rick's College (BYU-Idaho). Four months later, he set foot in Rexburg for the first time.

President Eyring threw himself into his new assignment at Ricks with typical gusto and enthusiasm. He met with faculty, administrators, and students to listen and learn as he prepared himself for the upcoming school year.

He soon became aware of an emotional issue at Ricks that reflected some of the same countercultural spirit he had experienced with student demonstrators a few years earlier at Stanford. The popular fashion of the day included long hair and beards for men, and short skirts or tight jeans and tops for women. The honor code at Ricks College disallowed these styles. Many students who did not agree with the school's honor code expressed not just surprise but outrage when they realized that the dress and grooming code was strictly upheld beginning on registration day and extending through the last day of school.



One member of the Dean of Students office responsible for upholding the dress code described the "egging" of his house, which he believed was retribution by an offended student.¹²

Sensing the need to gauge the pulse of this issue first-hand, President Eyring decided to join faculty and student leaders in a personal way by greeting students at registration tables and assisting in the duty of judging compliance with the school's dress and grooming standards. From 7:30 a.m. to 4:00 p.m. on August 18–20, he greeted and shook the hands of approximately two thousand students each day. He was at once pleased but not fully satisfied by what he saw and felt from the students: "I was impressed at how childlike the girls seemed as I stared into those thousand-or-so eyes, and how many fellows had obviously just hand cut their shoulder-length hair," he wrote in his journal that week. "*The hair was changed, but the hearts will have to come too.*"¹³

"The Hearts Will Have to Come Too"

President Eyring knew that when it came to the honor code, he must have more than just superficial compliance from students. He would need deep and genuine *consent*. For that, he would have to reach the students' hearts and obtain their self-governed commitments to abide by the rules, even when the rules were perceived as unenforceable because the infraction could not be seen. That kind of consent would only be born of reverence for the principles underlying the rules and respect for leaders personifying the rules.

This, of course, was a matter of conscience, and would require love, discipline, teaching, and a persistent combination of inspiring and requiring.



Alex Bigelow (left) and Josh Van der Beek (right) find the gravestone for their grandfather Bigelow at Arlington National Cemetery with AHS classmates on tour in DC this summer. The sacrifices made by forefathers is a major focus of American Heritage School's curriculum and programs, one of various "soil softeners" that touches hearts and inspires minds.

But the soil in a few hearts was too hard for the seeds of consent to take root. That soil would need to be softened:¹⁴

At seven-thirty this morning I met with a young student. He challenged the rules for having guests only at certain hours in our housing. I hope he felt and understood my message: the rules remind him of real danger, and the exact hours become important not because they are perfect boundaries but because we need to become perfect in exactly doing what we agree to do.¹⁵

The next school year brought more students who still needed instruction, but a noticeable change was already starting to take place:

Another day of hand shaking [at August registration]. Again, I was struck with the forthrightness of the young people. Every boy had his hair cut, and every girl was

dressed modestly. Perhaps it was self-selected... with the understanding they must really keep the standards. It almost certainly was also that the young people knew they were starting with their lives square. Whatever mixture of the two, I didn't find ten sets of eyes that wouldn't look into mine today. Out of almost two thousand students. (August 25, 1972)¹⁶

Toward the end of the 1972–73 academic year, even with the notable improvement over the previous two years since President Eyring took office, there were still a few prominent young men on campus who refused to cut their long hair, ignoring repeated warnings from the Dean of Students' office. President Eyring felt the need to act, and sent an open letter to the entire student body two weeks before graduation, published in the school's newspaper:

The standards are approved by the Board of Trustees, and you committed to uphold them.... If we allowed you to remain on campus while breaking that commitment, we would teach you that commitments... are not important. We cannot do that. Violators may mistakenly assume that a commitment means less at the end of an academic year than it did on the first day. Can you imagine the harm we would do if, by not asking you to keep the standards now, we taught you that you need not keep commitments of performance in the last months of a mission, or in the last weeks before a temple marriage, or in the closing years of life? We cannot teach the false lesson that nearness to the end of term of a promise changes its reality.¹⁷



Some students changed their behavior in response to President Eyring's open letter. Others chose not to, and were suspended. In both cases, the twin pillars of agency and accountability were upheld, and the culture impact was remarkable:

Just under 1,600 [enrollment]. That's below last year, and we're concerned. But the quality is not just a little better than last year but like another kingdom, another place. We're sending back a tenth as many students from registration for violation of the dress and grooming standards as we did last year. And not one student in a hundred is even cool to me as I greet them. We've had a miraculous change. (August 23, 1973)¹⁸

Watch Until They Obey

In the creation story set forth in the Book of Abraham "the Gods watched those things which they had ordered until they obeyed."¹⁹ Sometimes we feel that getting our children to obey requires nagging, when in fact what it really requires is being present and consistent. At a recent AHS Family Forum, Dr. Wally Goddard, a Professor of Family Life at the University of Arkansas, shared the example of a parent who is busy talking in a parking lot and instructs the children to get in the car. The children obey for a minute or two, but as soon as it becomes clear to them that the parent is distracted by the conversation again, the children get back out of the car and play for a few more minutes. The parent, aware that the children have been out of the car playing, orders them back in to the car, returns to the conversation, and the process starts all over again.



Children learn quickly and intuitively that parents and teachers will only truly *require* the things they care the *very most* about. In the mind of the child, all the other "requirements" are not really requirements at all, they are simply suggestions cloaked in requirement language by an adult who hopes such language might improve performance without having to expend the effort to "watch until they obey." The result? Children play a guessing game as to which of the many requirements are legitimate ones, and adults become frustrated with children (as well as with other adults) because of what they perceive to be scattered obedience or rebellion.

Obedience can be obtained by any of three basic motivational techniques: force, transaction, or love. Force exacts it, but only fleetingly. Transaction purchases it, but only superficially. Love, the most powerful and effective of the three, inspires it—even when unenforceable, and even in the face of tremendous opposition. This third kind of obedience, born of love and sacrifice, has been referred to as "deep obedience."²⁰ President Eyring's experience at Stanford and Ricks demonstrates that love is indeed a powerful tool for change especially when it follows the Godly pattern of "watching until they obey" and holding each other accountable to fixed principles.

A cautionary note here about rebellion. Disobedience can sometimes be traced to rebellion and pride as a root cause, but can also result from poor training, unclear guidelines, or lack of perspective. Those in life who too frequently mislabel disobedience as *rebellion* often see others around them as villainous—a demeaning perspective that can be readily perceived by children and adults alike, and one that is inconsistent with a Christian view of humankind.²¹



One blessing of a K-12 campus is that AHS middle and high school students have opportunities to mentor and partner with elementary school students. These experiences are fun, but they are also “family education” and remind older students of the responsibility they have as examples to younger students.

Dr. Goddard articulated this principle by saying that “people genuinely desire to do good; they oftentimes just don’t know how.”²²

I recently wondered why getting our seven-year-old to make his bed has been so difficult. So I watched him closely as he tried to make his bed. He sleeps on the top bunk. Since he can’t easily stand on the floor and reach his bed, he actually sits on top of his blanket, hands-and-knees style, literally trying to spread the blanket out from beneath his own weight, wrestling against himself and bouncing on all fours to release a little more blanket here and there. It works, but it’s a real work-out. His slowness to make his bed is hardly rebellion (or, at least, not entirely). Sometimes a little supportive and strategic coaching goes a long way—and it usually builds relationships along the way.

Ultimately, a culture of inspiring *and* requiring (high love and high expectation) is essential to proper government, private or public. “For of him unto whom much is given, much is required.”²³ If we require honor of our children, we must also bestow it upon them. As they increasingly feel loved and honored by us, obedience will become their greatest desire, and our disappointment their greatest fear. And “when obedience ceases to be an irritant and becomes our quest, in that moment God will endow us with power.”²⁴

Entitlement, Property, and Conscience

One closing thought on the entitlement problem in America²⁵ and a solution that requires some insight into the principles of property and conscience. The entitlement problem is not new. It is a pattern described in the Book of Mormon that is currently evident at both the macro level nationally and the micro level in individual homes and lives:

And thus we can see that the Lord in his great infinite goodness doth bless and prosper those who put their trust in him. Yea, and we may see at the very time when he doth prosper his people, yea, in the increase of their fields, their flocks and their herds, and in gold, and in silver, and in all manner of precious things of every kind and art... yea, and in fine, doing all things for the welfare and happiness of his people; yea, then is the time that they do harden their hearts and do forget the Lord their God, and do trample under their feet the Holy One—yea, and this because of their ease, and their exceedingly great prosperity.”²⁶

In the home, entitlement arises when we give our children too much and demand too little, thus diminishing the incentive for our children to learn to work and earn.²⁷ “Entitlement goes beyond *having* to *behaving*,” write the Eyres in their book *The Entitlement Trap*.²⁸



Bob and Robbi Ann Sorensen had many tender moments this year as the last of their five children graduated from AHS, extending back to 1991. American Heritage School is also a “Family Education Center.” Much attention is given at AHS to providing training opportunities for parents to learn from other outstanding parents about best practices for latter-day families.

[Children] think they should be able to do whatever they want, whatever their friends do, now, and without a price. This sense of entitlement contributes mightily to sloppiness, to low incentive, to boredom, to bad choices, to instant gratification, to constant demands for more, and to all kinds of addictions (including the addiction to technology). Perhaps the biggest problem with entitlement is that under its illusions, there seem to be no real consequences in life and no motivation to work for anything. Someone will always bail you out, get you off the hook, buy you a new one, make excuses for you, give you another chance, pay your debt, and hand you what you ask for.²⁹



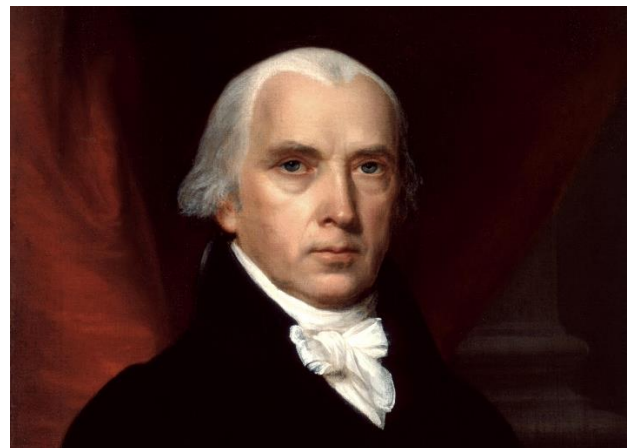
The principle that “conscience is the most sacred of all property” was penned by James Madison in his essay entitled “Property” and published in the *National Gazette*, March 29, 1792.³⁰ The importance of correctly understanding *property* as it relates to conscience in effective self-government cannot be overstated—especially when it comes to keeping the spirit of entitlement at bay.

Consider first of all the motivation that comes of *ownership* (think of the difference in motivation between an owner and renter). Now consider the deeper motivation that comes of *stewardship* (think of the difference between a “homeowner” who has a mortgage on a new home, and another who has worked and saved to build his own home, free and clear, on land that was passed down as a *heritage* through the generations). Renters own the least and care the least. Mortgagees care more, but are very tempted to walk away when the home is “underwater.” Heritage Owners—those who feel a deep sense of legacy and stewardship—will do almost anything to save the family home on the land of their inheritance.³¹ The difference in *conscience* based upon their perspective of *property* is remarkable.



Finally, a humorous but highly instructive illustration:

One day one of our sons, eight-year-old Jason, came home from school on an early spring day, and he was missing an article of clothing. You might guess it was his jacket, but in fact it was his shoe! It was cold outside, and when he came in with just a sopping wet sock on one foot, I reacted in typical parental fashion. “Where in the world is your shoe, son?” A friendly boy, he reacted conversationally. “Well, Dad, the snow is melting and there was water going down the ditch, and Chad and I needed a boat. The shoe worked great!” “But, son, where is your shoe?” “Well, you know where the water goes under the road... the shoe went in the tunnel, but it never came out the other side.”



James Madison wrote that “conscience is the most sacred of all property” in an essay on property published in 1792. He understood that for self-government to work effectively, principles of ownership must be correctly understood and applied, especially when it came to the most sacred of all property: conscience, opinions, and religion.

“Jason! Do you know how much that shoe cost?” “No.” I was there with my hands on my hips, glaring down at him, and finally Jason got the message that I was upset, and his instinct was to fight back. He put his hands on his hips and glared right back up at me. “Well, it was your shoe!” “What do you mean it was my shoe?” “Well, you bought it, and you’ll probably have to buy me another one now, won’t you?!” Jason felt no sense of ownership of his shoe. He didn’t buy it; he hadn’t given up anything for it. He hadn’t even picked it out. And without the perception of ownership, he couldn’t have felt a sense of responsibility. What he felt instead was a sense of entitlement. He was entitled to another shoe!³²

Conveying a sense of ownership and stewardship is one of the grand keys to gaining genuine consent³³ of our children for their own self-government, and one of the great antidotes to the disease of entitlement. In the end analysis, this may be one of the essential characteristics that makes God a god: He knows in his infinite wisdom how to convey “all that he hath”³⁴ while perfectly honoring our agency, and holding us perfectly accountable for our choices.

At a BYU commencement address in 1957, Cecil B. DeMille, the iconic producer of the massively popular Hollywood motion picture *The Ten Commandments*, summarized it this way:

Some, who do not know either the Bible or human nature, may see in the orgy of the golden calf only a riot of Hollywood’s imaginations—but those who have eyes to see will see in it the awful lesson of how quickly a nation or a man can fall without God’s law. If man will not be ruled by God, he will certainly be ruled by tyrants—and there is no tyranny more imperious or more devastating than man’s own selfishness, without the law. We cannot break the Ten Commandments. We can only break ourselves against them—or else, by keeping them, rise through them to the fullness of freedom under God. God means us to be free. With divine daring, He gave us the power of choice.³⁵



Students learn from Curtis Miner, AHS architect, about the scope of maintenance required to operate the school building during an Experiential Learning Week course “The House that Math Built.” Experiential Learning Week was new in 2014 and offered week-long project-based courses that allowed students to deep-dive in areas such as molecular biology, world religions, mathematics and engineering, constitutional studies, advocacy, art, music, digital media, and athletics. Experiential Learning was also an intensive “4-R” experience that resulted in deeply reflective personal portfolios and journals of learning.

Thank you, parents, teachers, and students for your good hearts and willing minds. All of us are stewards more than we may realize. May we continue to discover and recover the highest purposes of education. As we press on in this sacred endeavor, feeling and reasoning our way, sometimes questioning and sometimes doubting as Thomas did—may we also bear with us a seeking spirit that desires for faith, and exclaim as did he of olden time, “Help thou my unbelief.”³⁶

Sincerely,

Grant Beckwith
Head of School

¹ Rex Kozak, High School Principal at East Marshall Community Schools, Iowa.

² D&C 64:34

³ Robert I. Eaton and Henry J. Eyring, *I Will Lead You Along: The Life of Henry B. Eyring*, p. 139.

⁴ The “Hippie” movement of the late 1960’s was the primary outward manifestation of a philosophical influence called antinomianism that spread like a fad throughout all of America. Antinomianism traditionally refers to the idea that members of a particular religious group are under no obligation to obey the laws of ethics or morality as presented by religious authorities. In a secular sense, “it places characteristic emphasis on intuition, immediacy, self-actualization, transcendence.” Chenoweth, Lawrence. *The Rhetoric of Hope and Despair: A study of the Jimi*

Hendrix Experience and the Jefferson Airplane, American Quarterly 23 (1971): 25–45. JSTOR. University of Arizona Library, Tucson.

⁵ Eaton, Eyring, *I Will Lead You Along: The Life of Henry B. Eyring*, pp. 139-140.

⁶ *Id.* at 141

⁷ *Id.*

⁸ *Id.*

⁹ *Id.*

¹⁰ *Id.* at 166

¹¹ *Id.* at 167-171

¹² *Id.* at 186-187

¹³ *Id.* at 197

¹⁴ Credit to Dr. Carole Adams for her Foundations Training presentation at AHS on the topic of consent, and her metaphor of “soil softeners” that help prepare the heart to give consent before true learning can take place.

¹⁵ Eaton, Eyring, *I Will Lead You Along: The Life of Henry B. Eyring*, p. 215

¹⁶ *Id.* at 217

¹⁷ *Id.* at 218

¹⁸ *Id.* at 219

¹⁹ Abraham 4:18

²⁰ President Kim Clark, “Deep Obedience,” Brigham Young University-Idaho Devotional, April 19, 2011, http://www2.byui.edu/Presentations/Transcripts/Devotionals/2011_04_19_KimClark.htm

²¹ See Carole Adams, “The Christian View of the Child,” Journal of the Foundation for American Christian Education

²² Wally Goddard, “Bringing Up Our Children in Light and Truth,” AHS Latter-day Learning Conference, May 10, 2014

²³ D&C 82:3

²⁴ Ezra Taft Benson, quoted in Donald L. Staheli, “Obedience—Life’s Great Challenge,” *Ensign*, May 1998, p. 82.

²⁵ See Nicholas Eberstadt, *A Nation of Takers: America’s Entitlement Epidemic*, 2012, in which Eberstadt, a demographer, details the exponential growth in US Government entitlement spending over the past fifty years. As he notes, in 1960, entitlement payments accounted for well under a third of the federal government’s total outlays. Today, entitlement spending accounts for a full two-thirds of the federal budget. See also *Time Magazine’s* 2012 cover issue “One Nation Subsidized” and reporter Michael Grunwald’s feature article “One Nation on Welfare: Living Your Life on the Dole.” See also Richard and Linda Eyre, *The Entitlement Trap: How to Rescue Your Child with a New Family System of Choosing, Earning, and Ownership*, 2011.

²⁶ Helaman 12:1–2

²⁷ For some enlightening and humorous examples of what entitlement language sounds like, read Richard and Linda Eyre’s *The Entitlement Trap*, pp. 12–18, providing actual quotations from children around the country whose parents submitted case studies on entitlement from their own homes.

²⁸ *Id.* at 4

²⁹ *Id.*

³⁰ For the full text, see <http://www.heritage.org/initiatives/first-principles/primary-sources/madison-on-property>. The Constitution had just been ratified in 1790, and the national debate about effective principles of government was as lively as it had ever been in the history of any sovereign nation when Madison wrote this seminal essay connecting principles of property and conscience.

³¹ Credit to Stanford Swim for his insightful writing and speaking on the topics of “mortgage versus heritage” and also “steward donor.”

³² Richard and Linda Eyre, *The Entitlement Trap: How to Rescue Your Child with a New Family System of Choosing, Earning, and Ownership*, 2011, pp. 31–32

³³ Abraham Lincoln clearly grasped the critical importance of the principle of consent of the governed: “No man is good enough to govern another man without that other’s consent.” *The Collected Works of Abraham Lincoln* edited by Roy P. Basler, Volume II, “Speech at Peoria, Illinois” (October 16, 1854), p. 266. Lincoln went on to say that the principle of “consent of the governed” is “the leading principle—the sheet anchor of American republicanism.”

³⁴ D&C 84:38. Consider how in the eternal laws of property the Father can give “all that he hath” to all of his deserving children, all at the same time. The answer might lie in the notion that certain kinds of property (truth, light, intelligence, and conscience) are what good parents desire most to convey to their children—of which there is an eternal abundance.

³⁵ Cecil B. DeMille, BYU Commencement Address, May 31, 1957. <http://speeches.byu.edu/?act=viewitem&id=1924>

³⁶ Mark 9:24. Credit to Abraham Lincoln’s personal statement of faith, recounted in Stephen Mansfield, *Lincoln’s Battle With God: A President’s Struggle with Faith and What it Meant for America*, p. 93.

Forever in Our Hearts...



How do we ever thank teachers who have given decades of their lives to our children? Our heartfelt gratitude to Nicole Griffith, 22 years at AHS, pictured above, and Debbie Hobbs, 10 years at AHS. Both retired this year after a celebration from faculty, board members, and staff. Fond farewells from parents and students in the last days of school were particularly poignant.

Nicole and Debbie -- We can never replace you.
Your sacrifice has blessed thousands
for generations to come.

Student, Parent & Teacher Submissions

The following excerpt is from a senior essay by Eliza Huhem, Class of 2014, full text of which can be read along with other senior essays at:

www.american-heritage.org/document/graduation.



Principal Blaine Hunsaker congratulates Elisa Huhem, Class of 2014, at Graduation. Elisa was one of two students in the Class of 2014, including Michael Sorensen, who were “lifers” by attending AHS since Kindergarten.

We live in a time when true values are in the process of extinction, and when permissiveness is allowed to the point of diluting the real worth of a soul. Society seems to have reached a kind of plateau where being an “ordinary human” is the standard; and excellence has almost disappeared as a quest. As the rising generation, we are confronted with confusion, and mixed messages of what is right and what is wrong.

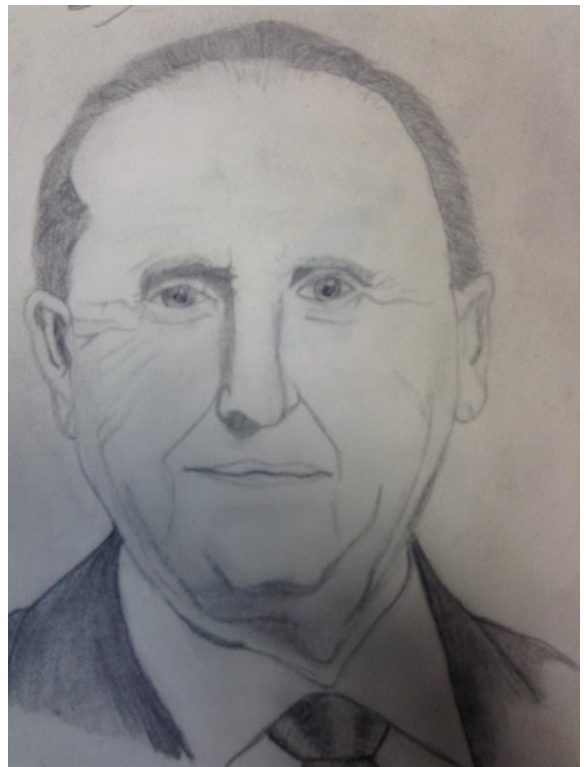
God loves His children. He loves us all. He intended for us to become nothing less than the crowning glory of His creation. Our Father in Heaven wishes us to develop the kind of attributes that are the signature of His character. When we understand this, we begin to understand why the virtues displayed over the doorways of our school are the guide posts for us to see on a daily basis. We see how virtue, courage, humility, charity, and faith have prepared us “to become useful in the hands of the Lord” (AHS Mission Statement) by cultivating a Christ-like character.

As Children of Liberty, we must learn from the past. As Children of Liberty, we are part of a family that represents freedom. We are the link that will preserve

the values that our Founding Fathers instituted. We are the carriers of the torch, and the beneficiaries of a legacy that must be passed on.

Thoughts about Courage
By Lizzie Beckwith, 5th Grade

Courage is the ability to be able to do what is right. If you have courage, it doesn't mean that you're not afraid. You can be afraid to do something, but you do it anyway. Sometimes it takes courage to come to Christ and to be repentant and try to change. Sometimes it's hard to have courage. Once I was hiking with my family up to some very beautiful ice falls. The trail was steep at some parts and sometimes slick with ice and snow. I could see my destination and my target, but I was afraid. Even though I was afraid I had courage and kept my eye on the target and kept going until I reached my destination. Our lives are like that hike sometimes. The road is slick and hard but if we have courage, we will be able to make it. Our life will still be hard, but courage will help us. And if we keep our eye on the target, which is Christ, we will be able to reach our destination, which is to live with God again. Courage will make our life so much easier. That is something I always want to have.



Portrait of Thomas S. Monson drawn by Melissa Lytle (Grade 5)



Katelyn Handy sewed a dress as the art component of her Seventh Grade Master Project focusing on Emma Smith.

Freedom Festival Essay Excerpt
By Danny Mason, 7th Grade

God is the basic cause for our country’s success. God inspired the Founding Fathers to write the Constitution so the people could be free without anarchy. Alexander Hamilton said: “For my own part, I sincerely esteem it a system, which without the finger of God, never could have been suggested and agreed upon by such a diversity of interest” (Essays on the Constitution of the United States, ed. Paul L. Ford, 1892, pp. 251–252). The Founders were men of faith who wanted to preserve “this nation under God”. This was so important to the authors of the Constitution that they included in the First Amendment a right to guarantee freedom of religion to all citizens. God has kept this nation together. However, if we do not abide by His inspired laws, we will fall. “It is the duty of all nations to acknowledge the providence of almighty God, to obey his will, to be grateful for his benefit, and humbly to implore his protection and favor” (A letter from George Washington to LaFayette).

Freedom Festival Essay Excerpt
By Caleb Brown, 7th Grade

One of the key components to keeping our nation strong is to place God at the head and allow him to be the leader of our nation. As Benjamin Franklin proposed, “I have lived, Sir, a long time, and the longer I live, the more convincing proofs I see of this truth—that God governs in the affairs of men. And if a sparrow cannot fall to the ground without his notice, is it probable that an empire can rise without his aid?” This means that if God notices something as small as a bird falling, a nation has no hope to rise without God. Our Founding Fathers were God-fearing men who wrote the U.S. Constitution with God in mind. He is the ultimate salve to our Constitution and to our sometimes-injured lives.



Andrew Knudsen (Grade 11) artistically depicted the 27 amendments to the U.S. Constitution as an assignment for Constitutional Studies.



A bird lights on its nest, drawn by Megan Mortensen (Grade 5)

Calendar at a Glance

June

- 2-6 Annual Parent/Teacher Foundations Training
 5-13 America's Heritage Tour, Washington, D.C.
 Summer Summit Kick Off
 14 ACT administered at AHS 8:00 a.m.–12:00 p.m.
 17 Uniform Swap 12:00–2:00 p.m.
 24–30 Concert Choir Tour

July

- 10-11 Shakespeare Festival Tour, Cedar City
 28-2 Lyceum Musical Festival, Midway Zermatt

August

- 4-9 Youth Lyceum Musical Festival, AHS Campus
 8-9 Student Government Retreat, 9-12
 16 End of Summer Dance, students ages 14-18
 11-15 Employee Training Week
 15 Employee Family Retreat
 18 New Student Orientation 9:30–11:00 a.m.
 19-22 AHS Youth Chorus Auditions
 21 Meet Your Teacher 1:00–3:00 p.m.
 21 Uniform Swap 12:00–3:00 p.m.
 21 Textbook Checkout, Grades 7–12, 12:00–3:00 p.m.
 20-23 Drama Dept. Musical Auditions, *Wizard of Oz*
 25 **School Begins**
 25 Flag Raising, Opening Assemblies
 27 Lyceum and Preparatory Orchestra Auditions
 28 **Required All-Parent Meeting 6:00–6:55 p.m.**
 28 **Parent Classroom Orientation (K–12)**
 7-7:25, 7:30-7:55, 8-8:25

Note: Calendar information is updated regularly during the school year. The most up-to-date calendar information, including athletic schedules, is available on our school website: www.american-heritage.org (go to "Tools" on the top, and then "Calendar").

Freedom Festival Essay Excerpt

By Ashlynn Tuck, 3rd Grade

There are lots of ways people have paid for the freedom that we enjoy. I got to be involved in just one of the millions of stories of our freedom. I witnessed my Uncle J.C. and Aunt Beth pay a precious price by sacrificing one of the most sacred experiences we get to have on this earth. He left for his first tour of duty to Iraq knowing that he would miss the miracle of seeing his first child born. My aunt Beth knew that she would have to do it all on her own, without J.C.'s support in the comfort of having him by her side. My uncle had many trials and hardships to overcome because of the war, but I think that he would say the biggest challenge

he faced was missing the opportunity of being with his wife and newborn son. God blessed him for his sacrifice by returning him home safely to his new little family.

I was there watching Tucker grow inside my Aunt Beth's tummy, and I was there when my uncle J.C. got to meet his seven-month-old son for the very first time! What a reunion it was, too, watching them get to be a family at last. There were many tears of joy that day. We all rejoiced that he was home and safe and sound, and that he was preserved to help fulfill his duty as a daddy. I am grateful for the men and women who have worked so hard to keep our freedoms intact. I know that many have given up their comfort, time, families, and even their lives! We are so blessed to have brave patriots willing to pay the price of freedom and give us our liberty! May we never forget these heroes, like my uncle J.C., because Freedom isn't and never will be FREE!



Artwork by Misha Duncan, Grade 12

New AHS Orchestra & Choir Albums: **"The Master" and "Children of Liberty"**

By Kayson Brown

Music coming from the programs of American Heritage School is reaching a growing worldwide audience. Consider the following "external" impacts: The new Philharmonic album "The Master" has sold thousands of physical albums since its release in the spring, and is on store shelves across the country in Deseret Book and other music retailers, as well as being distributed by most major online music retailers (iTunes, Amazon, etc.). It has received radio play

across Utah. The inspiring videos of Beethoven's 5 Secrets featuring The Piano Guys and the Lyceum Philharmonic have a combined 30 million views on YouTube. This season with performances in the LDS Conference Center, Energy Solutions Arena, Abravanel Hall, and Thanksgiving Point Amphitheatre the Philharmonic will have performed for more than 30,000 live audience members. The Youth Chorus and Philharmonic have released a combined album entitled "Children of Liberty" to the school community and the Youth Chorus will be touring, performing, and sharing their testimonies with audiences in the Four Corners region.



Lyceum Music Festival students perform with Steven Sharp Nelson at the Zermatt Resort in Midway, Utah.

But what kind of impact does exposure to this kind of music *really* make?

I will never forget a powerful learning experience I had at the Missionary Training Center while preparing to serve a foreign-speaking mission. I was an excellent student, top in my group, and I came to the MTC prepared with scriptures memorized, a firm testimony,

and plenty of confidence. So when my companionship had the opportunity to teach our first pretend-investigator in the new language I was both excited and perhaps a bit over-confident. We knocked on the door, pretending it was a real Dutch home not a classroom in the MTC. My companion and I stumbled through a well-rehearsed but awkward door approach in Dutch. The "investigator" had every intention of helping us to be successful but despite all my study and preparation, we failed to answer adequately even the most basic gospel questions in a way that would have led to conversion.

Following our failed attempt, three sister missionaries in our same group knocked on the very same door. I had spent enough time with them to pridefully believe that their language and scripture memorization skills were substantially behind those of my companionship. I observed their door approach fully expecting them to struggle at least as much as we had. To my surprise they began by singing "Ik Ben Een Kind van God" ("I Am a Child of God") in beautiful three-part harmony. By the end of the second verse the "investigator" and sisters were embracing with tears streaming down their faces.

Music opens otherwise closed doors. Music circumvents barriers of language. Music bypasses the logical filters of the brain and communicates heart-to-heart. Not all those who heard on the radio the sinewy strains of *I Need Thee Every Hour* from "The Master" album will know or even understand that this is the combined testimony of 100 youth, but there is little doubt that they will feel the devotion imbued in each note. 30 million people have felt the spirit of the music and read the Beethoven quote that starts Beethoven's 5 Secrets, "Do not only practice your art but force your way into its secrets. For it and knowledge can raise men to the Divine."



AHS Drama Department cast members in "Trail of Dreams" that recounted stories of sacrifice by Mormon pioneers from England to the trail west from Nauvoo.

YouTube viewers may not comprehend how literally the students on the video believe those words or how hard they endeavor to use their art to raise men to the Divine, but the music itself often teaches that lesson better than any sermon could. The missionary message contained in the music that the Youth Chorus will take on tour will certainly impact audiences in the Four Corners region plus the testimony-building power of sharing that message will endure in the hearts of the performers for a lifetime.

The final result of this musical outreach will hopefully echo my experience in the MTC. Whether on YouTube, on the radio, listening to the new album, or attending a concert in person (May 9th at Thanksgiving Point Amphitheatre), the music that these devoted youth are sending out into the world has the power to reach hearts and minds.



AHS 7th Graders walk by the Vietnam Memorial wall in Washington D.C. during their annual American Heritage Tour.

Welcome to New AHS Board Members

Congratulations to Dan Burton, who was elected to be the AHS Board Chair-Elect for 2014-15, working in tandem with Board Chair Bob Sorensen who is completing the last year of his chairmanship during the 2014-15 year. Dan will serve as Board Chair beginning in the 2015 year. Additionally, David Stirling, Brett Gerlach, and Laurie Swim were nominated and unanimously elected to serve a four-year term on the AHS Board of Trustees. Bios of these wonderful, dedicated individuals follow:



Dan Burton was born and raised in Salt Lake City. He attended BYU where, 18 years ago, he met and then married his sweetheart, Sarah, and graduated with a BS in Economics and a minor in English Literature. After a few years working as a Strategy Consultant for the Boston Consulting Group,

Dan attended the Harvard Business School, graduating with a Master's in Business Administration. After graduate school, the Burtons moved to Boise, Idaho where they lived for nearly a decade, during which time Dan held various positions with Hewlett Packard and Micron Technology. Four years ago Dan co-founded a private firm, HB Ventures, which invested in education, healthcare and technology industries. One of the startup companies in which HB Ventures invested, Health Catalyst, began to grow very rapidly, and two years ago Dan was asked to devote his full-time efforts to Health Catalyst, where he currently serves as CEO and a board member. Dan and Sarah have four wonderful children, all of whom attend American Heritage. The Burtons have felt such gratitude to experience the school's markedly positive influence within their family. Mr. Burton has been a board member since April of 2013. His AHS board committee assignments include: Legal (Chair), Finance, and Development Committees. Congratulations, Dan!



David Stirling is the President of DoTERRA and has extensive experience and education in business management. With BS and Master's Degrees in business management, David also has a background in technology, having overseen IT development and engineering efforts for a billion-dollar consumer products company prior to joining DoTERRA. David and his wife, Laurea, are the parents of nine children, four of whom are currently enrolled at AHS from elementary to high school. The Stirlings have served at the school on the Development Committee and in classrooms and programs widely. David's strength is in his ability to see what can be, while inspiring the same vision in others. David has a deep respect for the mission of American Heritage School, and says that "it has been an enlightening experience to be exposed to more of the vision, sacrifice, and mission of our forefathers, especially when combined with that of the Restoration." Welcome to the Board, David!



Brett Gerlach grew up in Minnetonka, Minnesota. He attended BYU, served a mission in Helsinki, Finland, and returned to BYU to study Computer Science, where he met and married Vicki Richards. A summer internship with Microsoft led to fulltime work there, first developing software for printing in Windows, and later developing software to help manage large networks of computers. Brett eventually finished his Bachelor's degree at the University of Washington, and went on to complete a Master's in Business Administration at the Wharton School, where he was awarded the Benjamin Franklin Award and graduated as a Palmer Scholar for outstanding scholarship. Ten years ago, while completing his MBA, Brett left Microsoft to start Brevium, a software company that helps medical practices identify patients that need care and contact them. In 2006, Brett moved the company and his family to Utah. He currently serves as President and

CEO of Brevium. The Gerlachs have ten children, with five attending American Heritage School. The Gerlachs have fallen in love with the school, and earnestly hope that its influence can grow to bless many more families. Welcome, Brett!



Laurie and Gaylord Swim became involved in American Heritage School as parents. Gaylord served as chairman of the Board for ten years until his death in February 2005, when Laurie was elected to succeed him. Laurie was born and reared in Provo, Utah, and received an associate of arts degree from Brigham Young University. She is the vice president of the GFC Foundation. She served on the Young Women General Board and is currently a Relief Society President. Laurie is the mother of five children and grandmother of ten. Mrs. Swim served as a board member from 2005 to 2011. In addition to serving as the Chairman of the Board, her other board committee assignments have included: Administration Liaison, Finance Committee, and Chair of the Design & Facilities Committee. Welcome, Laurie!

Bill Mumma, President of the Becket Fund for Religious Liberty, Addresses AHS Graduates at 2014 Commencement

Bill Mumma, President of the Becket Fund for Religious Liberty, delivered the Commencement Address to our graduating class of 2014 on May 21 at American Heritage School. Mr. Mumma, a Catholic, was the former CEO of Mitsubishi Securities



USA, and also the former Chairman of the Board of a private Catholic K-12 school, Oak Knoll School of the Holy Child, in Summit New Jersey. The Becket Fund for Religious Liberty is one of the most

influential legal defense organizations for First Amendment and religious liberty cases in the country, and recently honored Elder Dallin H. Oaks with its highest award at the prestigious Canterbury Medal Gala in New York City, where Elder Oaks gave an acceptance speech entitled “Strengthening the Free Exercise of Religion” that touched significantly upon education. Mr. Mumma also recently visited American Heritage School, and was greatly impressed by what he saw and felt here. We were honored to host him again as our commencement speaker, as well as other guests from across the spectrum of religious faith who joined us to welcome him and celebrate our graduates.

AHS Dance Festival



In January, approximately 600 students in grades K–12 participated in American Heritage School’s Dance Festival, coordinated annually by the school’s physical education and dance instructors (thank you, instructors!). From the Maypole Dance to La Bastingue (a dance from Spain), AHS students enjoy learning dances from around the world. “I loved all of it,” said Eli Bantilan, a first grader who danced the Mexican Hat Dance. In case you missed the Dance Festival, video recordings of selected dances are available here: <http://blog.latterdaylearning.org/ahs-dance-festival/>

Annual Patriotic Program “The Spirit of America Speaks”

The Spirit of America Speaks, American Heritage School’s annual “Patriotic Program,” was held in February around Presidents Day celebrations. This program continues to be one of the most impactful events produced by the School each year. Hundreds of guests visit (and revisit) each year to see this one-of-a-kind production, which traces the epic “line of Christian liberty” through scenes from the Old and New Testament, the Voyage of Columbus, the Reformation, the American Revolution, the

Declaration of Independence, the Constitution, the Restoration of the Gospel through the Prophet Joseph Smith, and the Civil War. Video recap footage of the program is viewable here <http://blog.latterdaylearning.org/video-recap-2014-patriotic-program/>.

Regional Science, Engineering Fair Honors

Congratulations to Mikaela Arnson, Ryan Arnson, and Josh Blair, who took third place in the Senior Division, Animal Science Category, at the Central Utah Science and Engineering Fair at BYU. Their project, “Bugs R Us,” retrofitted a hex-bug with infrared controls so that movement of the “insect” would not be random, but rather controlled, which has potential applications for laboratory tests of insects. Great work, students!



Michael Sorensen defends his senior thesis before a panel of faculty and volunteer expert adjudicators. One of the two “lifers” in the Class of 2014, he attended AHS since Kindergarten.

Senior Thesis Adjudication

Congratulations to our Senior Class for producing, presenting, and defending excellent senior theses. Theses covered a variety of topics including:

- A Single World Currency Should Not Be Adopted (David Ma)
- The Effects of Television (Elisa Huhem)
- Dangers of the Affordable Care Act (Jiho Lee)
- The Importance of Fathers in the Development of Children (Amelia Andersen)
- The Word of Wisdom (Andrew Sessions)
- Work or Stay at Home? Keeping Mother’s Role as Traditional (Mercedes Ng)

The senior thesis is a graduation requirement that demands extensive research, reasoning, relating, and recording. Tanlen Raubenheimer, a senior whose thesis compared and contrasted the outcomes for children of traditional marriage vs. children of cohabitation, said, “I realized I was more interested in my topic than I thought I would be, and writing the thesis prepared me to write harder papers in the future.” We are proud of the seniors for their research and theses writing this year! Well done, Seniors!



Mr. Stan Swim, Miss Elizabeth Jacob, and Dr. David Moore were among the judges who adjudicated approximately 40 senior theses, oral presentations, and oral defenses in April 2014. The senior thesis has been a graduation requirement since 2011–12.

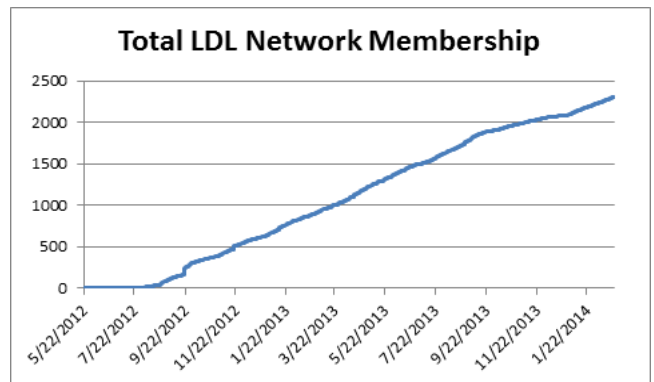
Latter-day Learning Network Grows to 2,500 Members



American Heritage School strategic vision is to be “an effective educational resource for parents worldwide in assisting children and families to maximize their divine potential” (see AHS Strategic Vision Statement).

The Latter-day Learning Network—a social website sponsored that facilitates sharing among LDS homeschoolers worldwide, and which is published by

AHS—surpassed 2,700 members in June 2014. This represents growth of more than 100 families per month (average) since the network’s inception in April 2012, which growth is depicted in the following graph:



On average, approximately 100 families per month have joined the Latter-day Learning Network since April 2012.

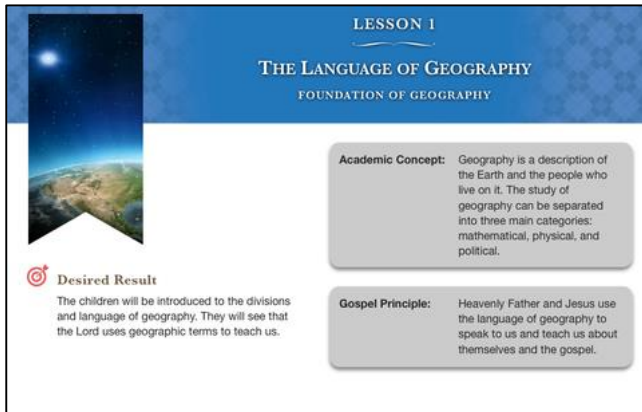
AHS families are invited to visit network.latterdaylearning.org, where members gain access to and a robust library of online resources are organized by subject and lesson in support of *The Family School* curriculum.



Families worldwide in at least 36 countries and 49 states now use American Heritage School’s “Family School” curriculum or participate in the Latter-day Learning Network.

AHS Publishes The Family School eBooks

AHS published *The Family School—Year 1* as an eBook in January 2014. Families may purchase the Family School eBooks from the iTunes store (search in iTunes for LatterDayLearning.org). Don’t own an iPad? Families who do not currently own an iPad, but plan to in the future, may purchase the eBooks now in iTunes and sync eBook purchases to their devices later, when they own one.



LESSON 1
THE LANGUAGE OF GEOGRAPHY
FOUNDATION OF GEOGRAPHY

Academic Concept: Geography is a description of the Earth and the people who live on it. The study of geography can be separated into three main categories: mathematical, physical, and political.

Gospel Principle: Heavenly Father and Jesus use the language of geography to speak to us and teach us about themselves and the gospel.

Desired Result
The children will be introduced to the divisions and language of geography. They will see that the Lord uses geographic terms to teach us.

Do you own an Android- or Windows-based tablet? AHS is working diligently to produce similar e-Books for Android- and Windows-based tablets. Although the school cannot guarantee when these offerings will become available, we are hopeful that they will become available in Fall 2014.

For more information about the iBooks, please see the following helpful resources:

- [iBook Product Description](#)
- [iBooks Complete Lesson Demonstration](#)
- [Flashcard \[+\] App Tutorial](#)
- [iBook Recommended Apps List](#)
- [iBooks Q&A](#)

We appreciate all the input and feedback you provide through the network discussions, surveys, and feedback forms—and we hope you enjoy wonderful success in your family and homeschooling endeavors!



The Family School Receives Independent Reviews

The Family School received an [independent review](#) on one of the higher profile national LDS homeschool association websites. Other reviews, also very positive, appear in the Latter-day Learning online store [product page for *The Family School*](#). Each of these reviews were voluntarily posted, unsolicited by American Heritage School. We extend a heartfelt thanks to our Family School developers and staff, and to all of you who have supported the vision of the Family Education Center at AHS.



The Family School curriculum is adaptable for families of all sizes and brings the Notebook Method into your home education.

2nd Annual Family Field Day and Latter-day Learning Conference

The 2nd Annual [AHS Fun Run and Family Field Day](#), was held in May. Back by popular demand, “The Fastest 5K in the World” and 1-mile Fun-Run were followed by several field races and activities and a newly improved “Healthy Picnic.” The day concluded with a new event—the “Planet & Stars” Concert at the Thanksgiving Point Waterfall featuring our very own Lyceum Orchestra with piano sensation William Joseph.

Following the Family Field Day, the 2nd Annual Latter-day Learning Conference was held the next day, Saturday, May 10. It offered youth and adults an inspiring learning opportunity.



Runners of all ages participated in the 5K walk/run of the 1st Annual Family Field Day and Latter-day Learning Conference. Join us for the 2nd Annual Family Field Day May 9 and Latter-day Learning Conference on May 10.

Adult presentations focused on how to better understand and apply the methods, philosophy, and principles of the School in your home, while youth presentations focused on helping youth understand that they have a divine mission, how to discover it, and how to maximize it. To see a list of speakers and presentations, visit latterdaylearning.org, and be sure to join us next year!

Dr. Carole Adams Trains AHS Teachers, Parents in The Principle Approach®



American Heritage School was pleased to have Dr. Carole G. Adams, PhD, visit American Heritage School to participate in the school’s annual Foundations Training June 2–4. Attendance at this training is required for all new parents, and any returning parents who have not yet attended.

Dr. Adams is a native Virginian, and serves as president of the Foundation for American Christian Education (FACE) in Chesapeake, Virginia, faithfully carrying out the mission of the FACE founders, Verna Hall and Rosalie Slater. She is the directing editor of the kindergarten through twelfth grade Principle Approach curriculum now published as *The Noah*

Plan. The school Carole founded in 1980 to fulfill the Principle Approach vision in every subject, StoneBridge School in Chesapeake, Virginia, is now the national FACE demonstration school, and serves as a practical model to schools across the nation and the world.

Dr. Adams presented to AHS faculty on the topics of “Thinking Governmentally” and “A Love of Learning” She was accompanied by Dr. Max Lyons, also of FACE, who presented on the topic of “From Horace Mann to Common Core: A History of Education in the United States” and on the topic of “Cultivating Character and Conscience.”

State Chess Champions



Bobby Zhou and Gabriel Zhao display their Chess championship trophy. Both Bobby and Gabriel have become true masters of the world’s most famous board game!

Congratulations to Bobby Zhou and Gabriel Zhao, two of our international students from China, who helped AHS take first place in last week’s state-wide Utah Preparation Tournament hosted by the Utah Chess Association. Bobby and Gabriel, who tied for first place, were accomplished chess tournament players in China, and both qualify to compete in the upcoming Utah Chess Association High School State Championship. Many thanks to AHS parents Kyle Clark and Dan Reed (both former collegiate chess tournament competitors) who have inspired so many AHS students this year through an afterschool AHS chess group. Congratulations, Bobby and Gabriel!

A Banner Year for AHS Athletics



2013-14 was a banner year for AHS athletics, including league championships for Varsity Boys Basketball, Varsity Girls Soccer, and JV Boys Basketball. Second place trophies were also won in Varsity and JV Girls Basketball.

Our Varsity Boys basketball team won the championship in overtime ([check out this clip of Davin's buzzer-beating three pointer to force overtime](#)), and the Varsity and JV Girls Basketball both came home with 2nd Place trophies in equally hard-fought games. JV Boys Basketball won the championship the week previously in a game every bit as close as the Varsity nail biter. Girls Varsity Soccer went undefeated this season, holding most opponents scoreless until the tournament, which they still won solidly.



For the first time, the AHS Athletics Department held an all-sports Awards Banquet in the spring to celebrate the many team and individual accomplishments that deserved recognition. Many thanks to Mr. Hunsaker, Athletic Director, Mrs. Bigelow, Asst. Athletic Director, and especially to Jody Nielson, parent booster extraordinaire, for their work on the Awards Banquet. With great momentum going into 2014–15, we can't wait to see what is around the corner for AHS Athletics. Go Patriots!



This year the AHS Student Government Association and Development Committee members designed a new series of logos for AHS athletics

National Geographic Bee State Finalist



Congratulations to Ethan Morrill (Grade 6) who took 2nd place in the state-wide National Geographic Bee at Thanksgiving Point on April 4! Way to go, Ethan!



Nathan Griffith and Sadie Veach (both Grade 8) display their talent with style on the AHS Recreation Hall Stage during the 2014 Ballroom Dance Showcase. Many thanks to Mrs. Barbara McOmber and her husband Art McOmber for choreographing and emceeing a wonderful showcase!

AHS Youth Chorus and Philharmonic Album: Children of Liberty



The American Heritage Youth Chorus joined the Lyceum Philharmonic Orchestra for a special collaborative concert—Children of Liberty—which was performed at Libby Gardner Concert Hall at the University of Utah.

In March, the American Heritage Youth Chorus joined the Lyceum Philharmonic Orchestra for a special collaborative concert: *Children of Liberty* was the first project combining the forces of both after-school music programs at American Heritage School. The concert took place at Libby Garner Concert Hall on the University of Utah campus and featured nearly 200 student performers. The theme of the program was gratitude to the pilgrims, pioneers, and patriots who shaped America’s future. Soloists from the Lyceum Philharmonic Orchestra were also featured in four concerto numbers. In addition to the concert, the choir and orchestra participated in a 7-hour recording session for the soon-to-be-released album *Children of Liberty: Songs of Gratitude and Deliverance*. The CD will be released on May 21st and can be pre-ordered until that date for the discounted price of \$10.

Spring Choral Concerts

In April, the choral department of American Heritage School presented their annual Spring concerts. The 4–6 grade concert (directed by Cheri Hancock and accompanied by Donna Patten) was titled “I’d Like to Teach the World to Sing.” In addition to beautiful choral singing by the 4–6 grade students, the program included a number of featured student performers. A highlight of the concert was the premier of a new arrangement of the children’s song “Beautiful Savior” by BYU music faculty member Robin Hancock. The 7–12 grade concert (directed by Rob Swenson and accompanied by Heidi Rodeback) was titled “Look at the World” and contained a wide variety of music based on the theme of the creation.



Through music and lyrics, the American Heritage Youth Chorus educates hearts and minds for Latter-day families in deeply meaningful and memorable ways.

Congratulations AHS Class of 2014!



Mercedes Ng gives her salutatory remarks at Graduation following valedictory remarks from co-valedictorians Andrew Sessions and Ian Boggess.

Congratulations to our Class of 2014 seniors, who have been admitted to the following colleges: BYU, BYU—Idaho, BYU—Provo, UVU, University of Utah, Utah State University, Snow College, University of California—Riverside, Indiana University—Bloomington, Institute of Chicago School of Art, New York University, The School of Visual Arts. You will be a light to others as you go forth to build up the kingdom of God on earth. Congratulations, Seniors!



Inaugural Experiential Learning Week a Success!

Experiential Learning Week 2014 involved students in grades 7–12 in weeklong, project-based learning. All participants received 0.25 credits of high school graduation credit. Course topics included:

- Law and Government: “From Self-Government to Civil Government”
- Molecular Biology: “In the Beginning...”
- Digital Media: “To Fill the World With Goodness and Truth”
- Constitutional Studies: “The First Freedom”
- Math and Engineering: “The House That Math Built”
- World Religions: “A Taste of Heaven”
- Fine Art: “We Seek After These Things”
- Athletics for Life: “And When I Run, I Feel His Pleasure”

Feedback about the week was very positive. A strong majority of parents and students indicated interest in continuing experiential learning in future years.



The Experiential Learning Fine Art Class displays a few of their Experiential Learning Week projects.

High School Focus Meeting

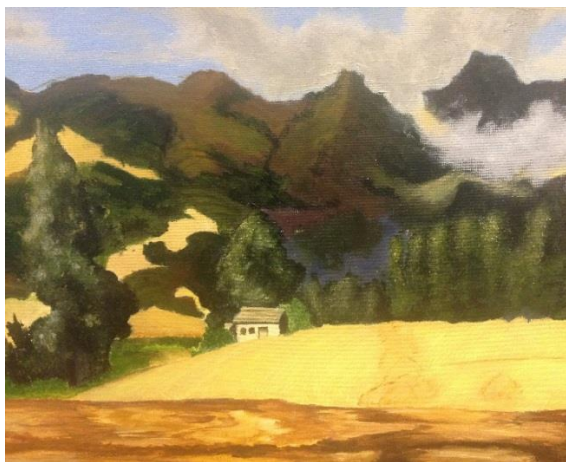
A High School Focus Meeting open to entire school community was held Tuesday, April 15, in the North Auditorium. Attendees viewed feedback from the schoolwide High School Survey and had an opportunity to discuss in open Q&A format various perspectives and recommendations about high school

at AHS. A video of the High School Focus Meeting is available on the school’s website at: <http://american-heritage.org/Document/Media> (scroll down to “2014 High School Survey Report”)

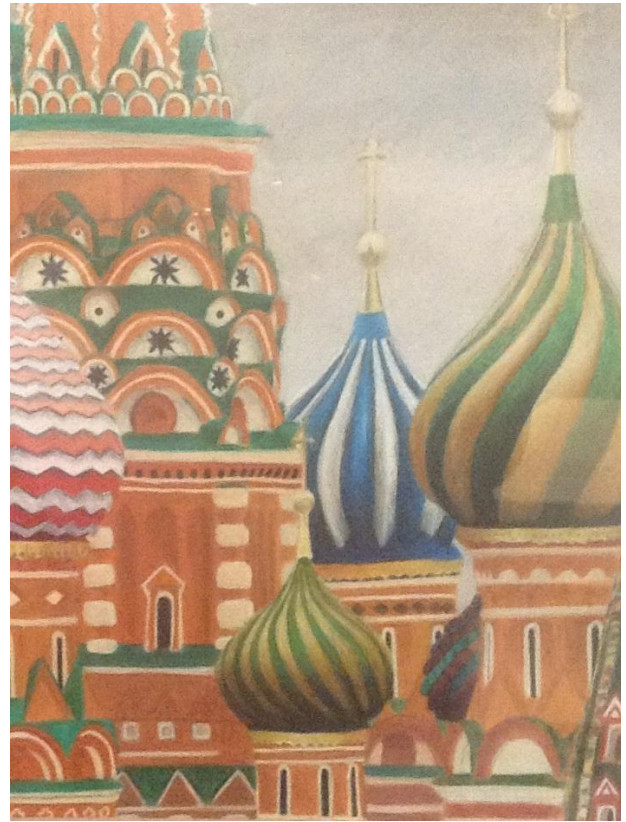
With this all-school feedback, our High School Focus process has just begun, and will include additional phases of High School Focus Committee work over the coming months. Members of the committee, comprised of students, alumni, parents, teachers, administrators, and board members, will be tasked with making recommendations to the Board based upon the feedback that we have received. Thank you to all who participated in our High School Focus survey. Parents, students, and faculty are very important voices in the school’s strategic planning processes.



Artwork by Tanlen Raubenheimer, Grade 12



Artwork by Jerusha Bitter, Grade 12



Artwork by Benjamin Weyland, Grade 12

***AHS Academic Performance—
Excellent STAR, ACT Scores in 2013–2014***

STAR standardized reading and math assessments show excellent performance gains in all K–8 classes this year. AHS began using STAR in September of this school year to reduce total class time spent on standardized tests while simultaneously improving test accuracy and immediacy of the data provided. Such data can be useful as feedback for parents and teachers by measuring response to reading or math interventions. Additionally, ACT average scores of AHS high school students continue well above state and national averages.

2013–2014 (AHS n=70)	AHS	UTAH	USA
ACT English Average	26.5	20.0	20.2
ACT Math Average	26.1	20.3	20.9
ACT Reading Average	24.9	21.3	21.1
ACT Science Average	24.0	20.8	20.7
ACT Composite Average	25.5	20.7	20.9

Faculty News & Notes

Congratulations to Karen Logan, AP Biology and High School Science teacher, who completed a Masters Degree in Science Education this summer.

Congratulations to Aja (Tolman) Gamble and her husband, Taylor Gamble, recently wedded in the Draper Temple on April 4, 2014!

Congratulations to Mrs. Ashlee Jessen and her husband, Christian, who welcomed their first child, Clark, on April 30. Ashlee completed her on-campus teaching at AHS in April, and retired to stay at home as a mother. Congratulations, Jessens!

Welcome New Administrators and Faculty



Charné Adams, K-6 Assistant Principal. Charné Adams comes to American Heritage with over twenty years of experience as an elementary school teacher in private and public schools, the last four of which she served as Principal of North Star Academy, a K-9 charter

school in Bluffdale, Utah. Mrs. Adams was born and raised in South Africa. She received her Bachelor's degree in Elementary Education in South Africa and began teaching in 1994. She immigrated to the United States with her family in 2002, and continued to teach elementary grades. With a deep love for children and education, Mrs. Adams graduated from Idaho State University with a Masters in Educational Administration and Leadership, and has K-12 administrator's and teacher's licenses in the states of Utah and Idaho. More importantly, the mission of American Heritage envelopes everything Mrs. Adams holds dear to her heart. Besides teaching, Mrs. Adams has directed a school production, created and designed school yearbooks, coached fast pitch softball, field hockey, netball, and swimming, and above all else, is passionate about quality education and the power in realizing one's potential. She and her husband are the proud parents of five children. Two of their sons are married, adding two wonderful daughters to the family as well as a beautiful grandson. Welcome, Mrs. Adams!



Linda Strong, Director of Elementary Teacher Services and Kindergarten Teacher. Linda Strong began teaching at American Heritage School in 1994. Having graduated from BYU, she has a composite bachelor's degree in Early Childhood and Elementary Education. In addition to her years of teaching and training at American Heritage, she has deep and varied experience being trained in American Heritage School methodologies by other professional organizations, including FACE Principle Approach training in Chesapeake, Virginia (twice), and Riggs language training in Oregon, Montana, and Utah. A longtime resident of Utah, she has traveled as far as Korea and New Zealand but has always called Utah County home. After teaching Kindergarten for three years in the public school system, Mrs. Strong retired for several years to raise seven children. During this time, she also conducted a preschool out of her home. Her family is unique in that it is multi-cultural. Of her seven children, four are adopted—two from Korea and two from India. She and her husband Mark are now the grandparents of twelve and they have enjoyed the experience of blending different backgrounds in their family. "Words cannot express my gratitude for the blessings that I have received from being at American Heritage School," Linda says. "I love teaching and cherish my association with the children, patrons, and faculty of this wonderful school." Congratulations, Mrs. Strong!



Samuel Wood, Middle and High School Math. Samuel comes to American Heritage with four years of math teaching experience at Challenger School in Highland. Samuel realized that teaching was a personal passion while he served in the Honolulu, Hawaii mission from 2005-2007. After his mission, Samuel attended the University of Utah where he received his Bachelor's Degree in Atmospheric Sciences/Meteorology. Through his studies, Samuel found his love for math and began looking for opportunities to teach it. Samuel has been

a middle and elementary school teacher since 2009 not just in mathematics, but also science, logic, chess, speech/debate/theater, and physical education. Samuel is originally from Taylorsville, Utah. He is the youngest of five brothers. He was married in 2008 to his lovely wife, Stacy, and has the cutest daughter in the world, Aurora. In his free time you can find him playing sports like flag football, softball, ultimate frisbee and basketball. He also enjoys hunting and fishing. He is always reading a good book. Welcome, Mr. Wood!



Cynthia Bingham, Kindergarten (AM). Cynthia has been serving for the last two years as a dedicated kindergarten aide and apprentice with Linda Strong. A volunteer at American Heritage School since the school moved to its new current location in 2002, Cynthia first came in

contact with AHS during an open house as she was looking for a kindergarten school for her oldest son, Dennis. She was so touched by the spirit, that she came home that night and enrolled her husband in supporting the vision that AHS has to offer their children. Cynthia and her husband Spence live in Lehi with their three children Dennis, Roman, and Arista. Since 2002, Cynthia has been an avid student, supporter, and now a teacher of the principles, curriculum, and methodologies used at the school. In addition to her involvement at AHS, she has also started three companies with her husband, managing the financing, bookkeeping and serving as the managing partner of all three businesses. Cynthia has grown to have a deep appreciation and love for the teachers and scholars of AHS, and is very much inspired to join the ranks of teachers and to continue her work in Kindergarten. Congratulations, Mrs. Bingham!

Matt Paskett, Varsity Boys Soccer [Not Pictured]. Check out the fall edition of AHS Newsletter for picture and bio of Coach Paskett and a few other wonderful additions to our Athletic and Fine Arts Faculty!



Trisha Peel, Kindergarten Aide. Trisha graduated from Weber State University with a bachelor's degree in Early Childhood and Elementary Education. She has been a teacher for the past twenty years in a variety of settings, including public, charter, and home school classrooms. Her emphasis is in reading and math instruction, and she has tutored many children in these specific areas as well. Trisha loves to learn, and is inspired by the truths, values, and academic excellence that are at the heart of American Heritage School. She feels she has been prepared and directed to this remarkable school, and is excited for the opportunity to assist in the Kindergarten classrooms. She has a great love for children and a strong desire to be a positive influence for good in their lives. Trisha and her husband, Steve, have been blessed with three wonderful sons. In addition to teaching, she enjoys the outdoors, gardening, music, and nutrition. Welcome, Mrs. Peel!



Amy Fallon, Sixth Grade Core Teacher. Amy has a great love for children, learning and teaching. She has over 16 years of experience in education including upper and primary elementary, most recently (since 2002) as an administrator and elementary school teacher in grades 2–3 at Challenger School. Amy was born and raised in Orem, Utah, graduating from Orem High School. She attended Rick's College in Idaho and Brigham Young University in Provo, graduating with her B.S. in Elementary Education. During her first two years at BYU, she worked at Timpanogos Elementary in Provo School District as a Title I Para-Educator in second grade, until she began her student teaching in Nebo School District, teaching fifth grade. Following graduation, she taught fourth grade and also first grade Reading Recovery at Grovecrest Elementary in Alpine School District. She was an Algebra tutor throughout high school and college. Amy, her husband, Sean, and their three children live in American Fork. Mrs. Fallon

is very excited to be a part of the joy that radiates from staff and families at American Heritage. Welcome, Mrs. Fallon!



Heidi Parker, Eleventh Grade AP English, English, and US History.

Heidi brings years of experience as an educator, parent, writer, and elected official to her role as an 11th grade AP English, English and US History teacher at American Heritage School. With a

master’s degree in English from Brigham Young University, a bachelor’s degree in English from the University of Utah, and a certificate from the Conflict Resolution Graduate Certificate Program at the University of Utah, Heidi has spent the last five years teaching English and writing courses at the BYU Salt Lake Center. Heidi has raised six children, and she knows firsthand the challenges that children and youth face as they grow up. She served as an appointed and elected official in Brigham City, and knows the importance of understanding history in government and policy-making. She also gained an appreciation for the private and public role that loving parents and nurturing teachers play in building strong communities. Welcome, Mrs. Parker!



AHS faculty and staff pose for a picture at a waterfall during a recent faculty retreat. Love can be felt at AHS in large part because our teachers and staff love each other!



Earl Harding, Jr., Custodian.

Born and raised in Midvale, Utah, Earl grew up listening to trains and developing a love of the outdoors. After ten plus years working in residential construction as a licensed Journeyman Electrician, Earl completed an Associates

Degree in Facilities Management and a Bachelors Degree in Technology Management at UVU. Earl and his wife Sue Ann have been married for seven years and currently live in Orem. With no children of their own, they try to spoil the neighbors, nieces and nephews in their life. When there is free time you can bet they are out together camping, shopping, fishing, or hunting. Anything as long as they are together. Welcome, Mr. Harding!



Lori Welch, Spanish.

Lori Welch is excited to be the Spanish instructor at AHS. She and her husband, Nathan, have 5 children, all of whom have attended American Heritage School. She has been involved with the school over the last 12 years and has served as Parent Organization Vice

President, Curriculum Committee member, and substitute teacher. She is passionate about the Principle Approach and loves to teach. She has taught Spanish in the Provo, MTC, served a mission in Chile and traveled to Spain. She attended Brigham Young University where she received a Bachelor’s degree in Family Science. She loves the outdoors, and her favorite activities include gardening, hiking, snow skiing and water skiing. Welcome, Mrs. Welch!

AHS National Merit Scholar Qualifiers



Congratulations to Andrew Sessions ('14) and Samantha Burton ('15) both of whom qualified as National Merit SAT/NMSQT finalists this year based upon their outstanding performance on the SAT and PSAT exams, respectively. Fewer than 15,000 students nationwide (under one-half of one percent) receive this recognition. Andrew served as Student Government Association President this year, and Samantha was elected by her classmates to fill the same position in the coming year. Both of these students are exceptional leaders in every way, including academically, and we honor them for their examples of devotion and work ethic.

Student Government Officers 2014–15

Congratulations to the new 2014-15 AHS Student Government Officers: Samantha Burton, President; Ellie Woo, Vice President; Alexandria Bigelow, Middle School Speaker; Linnea Miner, Secretary of Dances; Holly Stirling, Secretary of Activities; Eliana Coy, Secretary of Finances; Amber Sessions, Secretary of Athletics; Rebekah Crawford, Secretary of Publicity; Emma Brady, Secretary of Service and Stewardship; Sarah Sorensen, Twelfth Grade Representative; Josh Crockett, Isaac Reid, and Daphne Boggess, Eleventh Grade Representatives; Catherine Bigelow, Jens Jorgensen, and Josh Jorgensen, Tenth Grade Representatives; and Maggie Crawford, Drew Jensen, and Caleb Uhl, Ninth Grade Representatives.

New High School Electives

With strong high school enrollment growth this fall, we are pleased to announce the addition of three new high school electives: (1) Creative Writing (Mr. Dye), (2) Music Composition and Digital Media (Mr. Hansen), and (3) American Sign Language (new position opening). Look for elective registration forms with seating packages later this summer.

Updates to Student Uniform

Before you purchase new uniforms and shoes for the fall, please note that we have included more flexibility in student uniform policies for the upcoming year, including for shoes. Take a look at the uniform updates here. We think you'll be pleased with these. The full version of the Student Uniform Policy is online. Many thanks to our Uniform Committee. Contact Blaine Hunsaker or Liz Jacob with any questions, bhunsaker@ahsmail.com or ejacob@ahsmail.com.



Mr. Brown, Director of the American Heritage Orchestras, poses with Lexi Walker, who performed with the American Heritage Lyceum Philharmonic at the Utah Best of State Gala in May. The American Heritage Lyceum Philharmonic, recently received its sixth consecutive Utah Best of State award and was also recently selected as the only student orchestra to perform at the nation's largest annual gathering of music educators – the American String Teachers Association National Conference taking place in March

2015 in Salt Lake City. Maybe more significantly, of the 40 graduating seniors in the Lyceum Philharmonic, most have mission calls or are planning to serve a mission in the next year, and collectively they received well over \$100,000 in music and academic scholarships. Thank you student musicians, Mr. Brown, and orchestra staff and families, for your inspiring music and for your sacrifice and commitment!

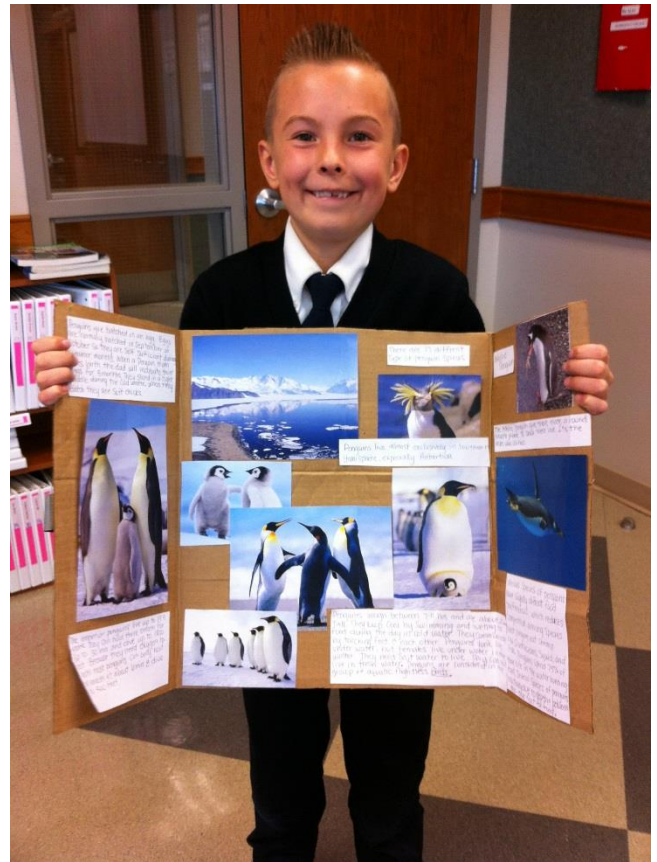
AHS Honor Roll—Third Term, 2013–2014

American Heritage School posts the Honor Roll each term for grades 4 and higher. Students qualify for the Honor Roll through exemplary performance in either academics (minimum 3.70 grade point average) or self-government (highest self-government grade of “Outstanding” in all classes). A student receives an “Outstanding” self-government grade who demonstrates exceptional respect, effort, and work ethic; makes significant or frequent contributions to the class; and completes and submits all in-class and homework assignments on time during the term (unless otherwise excused by the instructor).

Hyrum Allen	Amanda Chipman	Katelyn Handy	Hyeweon Kang
Kate Allen	Jenny Cho	Kaylee Handy	Andrew Knecht
Gordon Andersen	Trustine Chun	Kristyn Handy	Owen Knecht
Rachel Andersen	Clara Cook	Kaleb Hansen	Reed Knecht
Samuel Andersen	Emma Cook	Azure Harbaugh	Andrew Knudsen
Chris Anderson	Tori Cook	China Harbaugh	James Knudsen
Emily Anderson	Carsyn Cosgrave	Daniel Haymond	Evelyn Krallis
Linda Anderson	Cate Cosgrave	Chandler Helvey	Kymerly Larson
Samuel Anguiano	Eliana Coy	Halle Henderson	Beihe (Sunny) Le
Megan Banks	Jacob Crawford	Logan Hendrickson	Daniel Lee
Luke Banner	Magdalene Crawford	Josh Higgins	Jiho Lee
Elizabeth Beckwith	Rebekah Crawford	Alex Hill	John Lee
Erin Bevard	Joshua Crockett	McKenzie Hill	Mason Lee
Alexandria Bigelow	Liberty Cromar	Ivonne Hilton	Carsyn Lofgreen
Mark Bigelow	Emma Crosby	Joseph Hilton	Haozhen (David) Ma
Jessica Blair	Kathleen Crossley	Megan Holmes	Sumner MacArthur
Joshua Blair	Shera Crossley	Joseph Holmstead	Mackenzie Macey
Aaron Boden	Aaron Crowder	Nathan Holmstead	Larissa Maldonado
Daphne Boggess	Jared Crowder	Ryan Holmstead	Brenley Mason
Ian Boggess	Abigail Davis	Camilla Huhem	Kenna Mason
Jesse Boggess	Kyle Denney	Elisa Huhem	Aleah Maxfield
Jared Bowen	Joshua Dewey	Natasha Huhem	Allison McMurry
Emma Brady	Marinn Duncan	Kaden Hunsaker	Jacob Meeks
Kenzie Brandon	Joseph Dunn	Parker Hunsaker	Halle Miller
Hadley Brimhall	Isabelle Fee	Eloise Jensen	Alison Miner
Jenny Bryner	Isabelle Fisher-Sidwell	Sarah Jensen	Karina Miner
James Burton	Grant Frazier	William Jensen	Linnea Miner
John Burton	Tatum Frazier	Macey Jeppson	Jayden Monson
Olivia Bushman	Andrew Furner	Ashleigh Johnson	Rosie Monson
Grace Bybee	Addison Gardner	B.J. Johnson	Chloe Morrill
Klaesara Bybee	Jacob Gardner	Brenna Johnson	Ethan Morrill
Chelsey Carlson	Angela Gerlach	Lauren Johnson	Laurie Mortensen
Emilynne Carr	Rex Gerlach	Adam Jones	Megan Mortensen
Natalie Carter	Sabrina Glathar	Alyza Jones	Alessa Mousques
Samuel Carter	Anna Griffith	Aryn Jones	Lauren Mulvey
Eva Chenn	Truman Gunther	Jens Jorgensen	Hannah Murdock
Madeline Chenn	Porter Hales	Josh Jorgensen	Anders Neuenschwander

Matthew Ng
Mercedes (Nok Yi) Ng
Colin Nielson
Gracie Nielson
Liana Nunes
Ammon Olayan
Liahona Olayan
Marinn Patch
Lexie Peck
Luke Penrod
Avalon Peterson
Kimball Pew
Josh Philpot
Leah Pierce
Elizabeth Pletsch
Nathan Poulsen
Hannah Price
Jonah Purles
Casey Raubenheimer
Tanlen Raubenheimer
Isaac Reid
Maya Tanner Reyes
Parker Reyes
Bentley Reynolds
Leah Rickenbach
Logan Rickenbach
Ryker Roskelley
Derek Rowen
Baylor Sandberg
Madeline Sanders
Thomas Sanders
Emma Schmidt
Amber Sessions
Andrew Sessions
Noelle Sessions
Jenasie Shawcroft
Lillie Shawcroft
Adam Sheets
Emmie Sheets
Sophie Sheets
Olivia Shelton
Taggart Smith
Sarah Sorensen
Joshua Sperry
Holly Stirling
Savannah Stirling

Bailey Stone
Allison Story
Isabel Stratton
Rachel Stratton
Rebecca Stratton
John (Rui Tao) Su
Rudy Sullivan
Katelyn Swallow
Hannah Swim
Addison Symonds
Connor Symonds
Katherine Todd
Caleb Uhl
Cara Uhl
James van der Beek
Der Van Der Watt
Der Van Der Watt
Jenaya van der Beek
Sadie Veach
Catherine Wall
Crystal Wang
Sarah Ware
Olivia Washburn
Harrison Welch
Thomas Welcker
Samuel Weyland
Mia Wilkins
Ashley Willardson
Lauren Willardson
Ellie Williams
Bronson Woolston
Timothy Woozley
Jakob Wulfenstein
Alan Zhang
Gabriel Zhao
Bobby Zhou



AHS Honor Roll—Fourth Term, 2013–2014

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Allen, Kate	Chenn, Eva	Griffith, Anna	Jones, Alyza
Andelin, Jennis	Chenn, Madeline	Griffith, Nathan	Jones, Aryn
Andersen, Gordon	Chipman, Amanda	Gunther, Truman	Jorgensen, Jens
Andersen, Rachel	Cho, Jenny	Hales, Porter	Jorgensen, Josh
Andersen, Samuel	Chun, Trustine	Handy, Katelyn	Kang, Hyeweon
Anderson, Chris	Cook, Clara	Handy, Kaylee	Kim, Dan
Anderson, Emily	Cosgrave, Carsyn	Hansen, Kaleb	Knecht, Andrew
Anderson, Linda	Cosgrave, Cate	Harbaugh, Azure	Knecht, Owen
Banner, Luke	Coy, Eliana	Harbaugh, China	Knecht, Reed
Bevard, Erin	Crawford, Jacob	Harbaugh, Paisley	Knudsen, James
Bigelow, Alexandria	Crawford, Magdalene	Haymond, Daniel	Krallis, Evelyn
Bigelow, Mark	Crawford, Rebekah	Helvey, Chandler	Larson, Kymberly
Bingham, Roman	Crockett, Joshua	Hendrickson, Logan	Le, Beihe (Sunny)
Blair, Jessica	Cromar, Liberty	Higgins, Josh	Lee, Daniel
Blair, Joshua	Crosby, Emma	Hill, Alex	Lee, Jiho
Boden, Aaron	Crossley, Shera	Hilmo, David Eli	Lee, John
Boggess, Daphne	Crowder, Jared	Hilton, Ivonne	Lee, Mason
Boggess, Ian	Curzon, Nicole	Hilton, Joseph	Lofgreen, Carsyn
Boggess, Jesse	Curzon, Sarah	Hilton, Sarah A.	Ma, Haozhen (David)
Bowen, Jared	Davis, Abigail	Holmes, Megan	MacArthur, Sumner
Brady, Emma	Denney, Kyle	Holmstead, Joseph	Macey, Mackenzie
Brandon, Kenzie	DeSpain, Dorie	Holmstead, Nathan	Maldonado, Larissa
Brimhall, Hadley	Duncan, Marinn	Holmstead, Ryan	Mason, Brenley
Brimhall, Hyrum	Duncan, Misha	Huhem, Camilla	Mason, Kenna
Bryner, Jenny	Dunn, Joseph	Huhem, Elisa	Maxfield, Aleah
Burr, Jacob	Fee, Isabelle	Huhem, Natasha	McMillan, Benjamin
Burton, Anna	Fisher-Sidwell, Isabelle	Hunsaker, Kaden	McMurry, Allison
Burton, James	Frazier, Grant	Jensen, Drew	Meeks, Jacob
Burton, John	Frazier, Tatum	Jensen, Isabel	Miller, Halle
Burton, Samantha	Furner, Andrew	Jensen, Sarah	Miner, Alison
Bushman, Benjamin	Gardner, Addison	Jensen, William	Miner, Clark
Bushman, Olivia	Gardner, Jacob	Jeppson, Macey	Miner, Karina
Bybee, Draeton	Gerlach, Angela	Johnson, Ashleigh	Miner, Linnea
Bybee, Klaesara	Glatthar, Sabrina	Johnson, B.J.	Monson, Jayden
Carr, Emilyenne	Goddard, Sam	Johnson, Brenna	Monson, Rosie
Carter, Natalie	Graham, Jackson	Johnson, Lauren	Morrill, Chloe
Carter, Samuel	Green, Tahlia	Jones, Adam	Morrill, Ethan

Morris, Samuel
Mortensen, Megan
Mousques, Alessa
Mulvey, Lauren
Murdock, Hannah
Neuenschwander,
Anders
Ng, Matthew
Ng, Mercedes (Nok Yi)
Nielson, Colin
Nielson, Gracie
Nunes, Liana
Olayan, Ammon
Orr, Hope
Patch, Marinn
Patten, Alyssa
Peck, Lexie
Penrod, Luke
Petersen, Chelynn
Peterson, Avalon
Peterson, Ethan
Pew, Kimball
Pierce, Leah
Pierce, McKay

Pierce, Trevor
Pletsch, Elizabeth
Poulsen, Nathan
Price, Hannah
Purles, Jonah
Rather, Christian
Raubenheimer, Casey
Raubenheimer, Tanlen
Reid, Isaac
Reyes, Maya Tanner
Reyes, Parker
Reynolds, Bentley
Rickenbach, Leah
Rickenbach, Logan
Roskelley, Ryker
Sandberg, Baylor
Sanders, Madeline
Sanders, Thomas
Schmidt, Emma
Sessions, Amber
Sessions, Andrew
Sessions, Noelle
Shawcroft, Jenasia
Shawcroft, Lillie

Sheets, Adam B.
Sheets, Emmie
Sheets, Sophie
Smith, Taggart
Sorensen, Sarah
Sperry, Joshua
Stirling, Holly
Story, Allison
Stratton, Isabel
Stratton, Rachel
Stratton, Rebecca
Su, John (Rui Tao)
Sullivan, Rudy
Swallow, Katelyn
Symonds, Addison
Symonds, Connor
Todd, Emma
Todd, Parker
Uhl, Caleb
Uhl, Cara
van der Beek, James
van der Beek, Jenaya
van der Beek, Joshua
Van Der Watt, Ariane

Van Der Watt, Daisha
Wall, Catherine
Wang, Crystal
Ware, Sarah
Washburn, Olivia
Welch, Harrison
Welch, Holland
Welcker, Thomas
Weyland, Benjamin
Weyland, Samuel
Wilkins, Mia
Willardson, Ashley
Willardson, Lauren
Willes, Bailey
Woo, Ellie (Sangmin)
Woolston, Bronson
Woozley, Timothy
Wulfenstein, Jakob
Zhang, Alan
Zhao, Gabriel
Zhou, Bobby



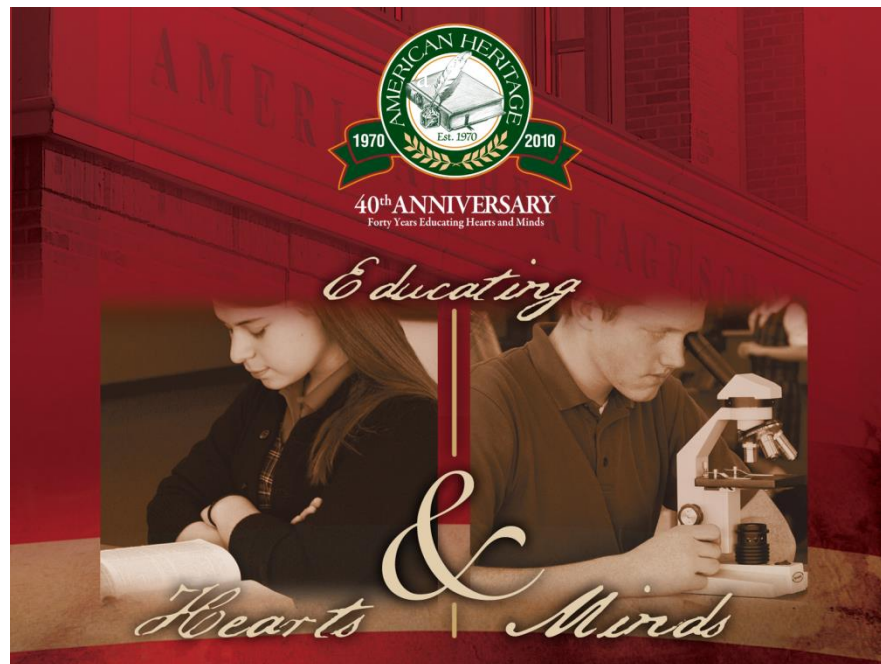


MISSION STATEMENT OF AMERICAN HERITAGE SCHOOL

American Heritage School exists for the purpose of serving parents in assisting in developing the minds, the hearts, and the bodies of students in order that they may:

1. Be useful in the hands of the Lord in building the kingdom of God on earth;
2. Increase faith in and knowledge of the Plan of Salvation;
3. Develop a love, understanding and appreciation for America and the Founding Fathers;
4. Develop the basic academic knowledge and skills necessary to be able to make self-education a life-long pursuit;
5. Learn to reason and discern between right and wrong, truth and error;
6. Develop character and self-discipline of mind and body; and
7. Conduct themselves in all aspects of life as Christians.

All activities, teaching, governance, and administration are to be accomplished in light of the above objectives and insofar as possible in harmony with revealed principles of the restored gospel of Jesus Christ and laws of the land. All teachers, staff, administrators, and Trustees shall strive to be living examples of the values, principles, and skills taught at the school.



VISION STATEMENT

American Heritage School will be an effective educational resource for parents worldwide in assisting children and families to maximize their divine potential.

Welcome to
American Heritage School

Home of the Patriots



"The Lord
requireth the **heart**
and a willing **mind**"

– De&C 64:34



Patriots are sons and daughters of liberty. In the American Revolution, they were minutemen, chosen for their youth, ability, and enthusiasm. They signed a covenant upon enlistment that they would serve as the early response and first defense against the enemy. "**Inspired by a better cause**," they loved liberty more than life, and fought for a "patriot dream that sees beyond the years" (America the Beautiful, Alma 43:45). **Patriots** at American Heritage School remember all the great patriots who defended our Promised Land, and know that AHS stands for "**Always Honor & Serve**" (AHS Honor Code). The early patriots looked to the Old North Church tower for a signal of their cause. Today, AHS **Patriots** look to **God for strength and direction**, always ready to **stand for truth**. We "**stand fast in the liberty wherewith Christ has made us free!**" (Gal. 5:1)