



# American Heritage School News

Spring & Summer 2015

## Message From the Principal

On a frigid November night in 2012, a police officer in New York City was on patrol at Seventh Avenue near 44<sup>th</sup> Street when he came across a homeless man sitting barefoot on the sidewalk. The officer, who was wearing combat boots and two pairs of wool winter socks, described how the biting New England air was penetrating his layers. He could only imagine how the barefoot, homeless man felt.

So, the officer decided to do something about it. He walked down to a shoe store on 42<sup>nd</sup> Street, bought a pair of insulated winter boots and thermal socks for \$75, then returned to the man, knelt down, and helped put the footwear on him. A tourist realized what was happening, snapped a picture of the kneeling officer, and posted the image on Facebook.



*A New York City police officer was caught in an act of empathy by a tourist who snapped this photo, which was posted to Facebook and went viral. It also sparked a debate in the national press about how best to help people whose life circumstances and preferences are complicated, uncomfortable, and foreign compared with our own.*

It went viral with nearly two million views in a few weeks' time. The officer was widely honored and later promoted—an example of empathy in a profession so frequently misunderstood and all too often underappreciated.<sup>1</sup>

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But then, as is so often the case in life, this seemingly simple act of compassion began to draw criticism. Investigative journalists caught up with the homeless man a few days later.<sup>2</sup> They learned his name (Hillman), and found out that he was still barefoot. The boots were nowhere to be seen. When asked why he was not wearing the boots, Hillman responded “Those shoes are hidden. They are worth a lot of money. I could lose my life if I wore those boots.”<sup>3</sup> Further investigation into Hillman’s background revealed that he apparently had an apartment in the Bronx paid for by social security. Soon other news organizations joined the growing debate. By now, the barefoot Hillman was aware that his story had somehow become the focus of national attention. His feelings, published in the New York Times, were boiled down to this: “I appreciate what the officer did, don’t get me wrong,

and I wish there were more people like him in the world,” he said, “[but] I was put on YouTube. I was put on everything without permission. What do I get? I want a piece of the pie.”<sup>4</sup>

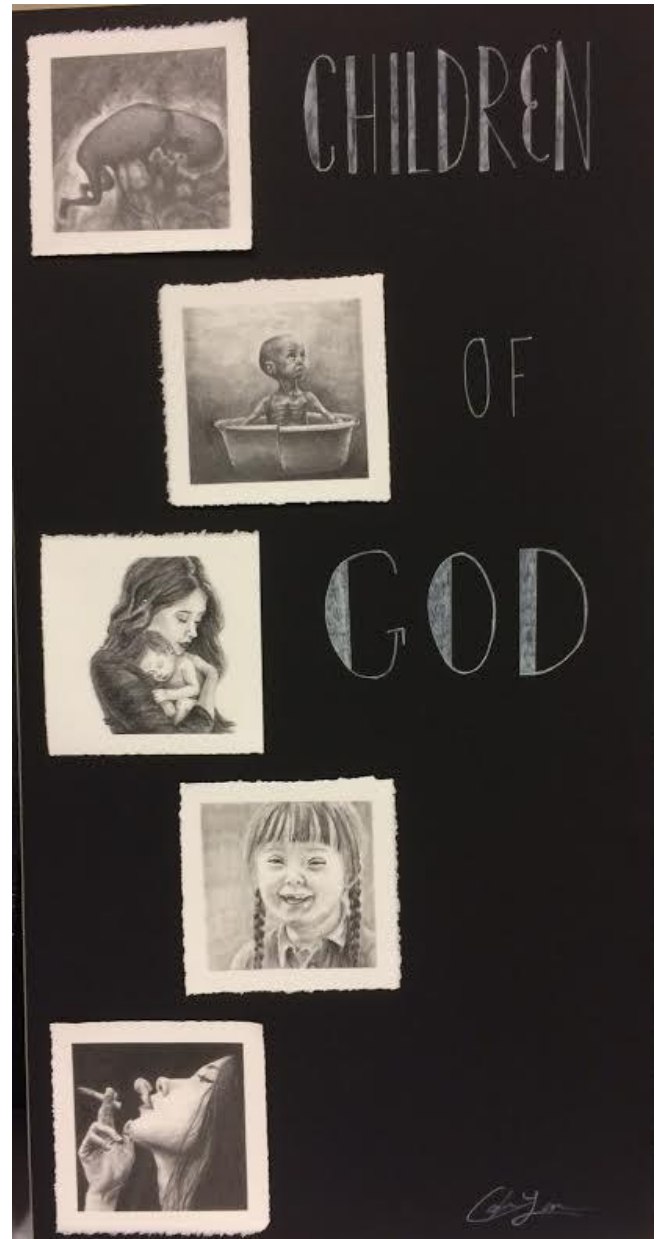
Many were impressed by the initial gesture of the police officer but bothered by various aspects of what followed. Why was the barefoot man *really* without shoes, and why did he feel entitled to compensation for someone else’s act of charity? Did the police officer have any ulterior motive, and did NYPD really want to encourage this kind of behavior on the part of its officers? Why did journalists feel so compelled to expose a barefoot and “homeless” man who received socks and boots from a police officer?

It’s easy to jump to conclusions. We all seem to have opinions about welfare, entitlement, homelessness, poverty, law enforcement, media, and other perennial “big” questions. But big questions in life defy easy answers. We are deeply scripted by our own personal experiences, which can just as easily cloud our perspective as illuminate it. This is not to say that the truth about big questions isn’t attainable, just that when it comes to timeless, soul-stretching questions, honest seekers of truth must travel difficult and less trodden paths to discover the answers. And, by the end of the journey, they often find that it was not the answer but the journey itself that was the real point of it all.

#### Empathy and Courage: Two Hallmarks of Great Learners and Teachers

Honest seekers of truth have both empathy and courage—two hallmarks of great learners and teachers. If empathy is putting yourself in someone else’s shoes, then courage is taking your shoes off, walking barefoot to your neighbor’s house, asking if you might borrow their shoes for a while, and explaining to them that your view about their shoes might have been wrong.

Real empathy takes real courage because we so often fear what we do not understand. And real courage is strengthened by empathy as we are “pricked”<sup>5</sup> by our conscience to take a courageous stand in the wake of truth discovered by empathy—especially when it is apparent that our stand may be uncomfortable or unpopular.



*“Children of God” pencil sketch series by Cayla Larson, Class of 2015. This piece is a poignant reminder of the eternal and unconditional nature of God’s love for all of his children.*

Empathy in practice is not as simple or soft as it might sound. Like conscience, empathy is honed in the difficult and heart-wrenching crucible of personal experience. And like repentance, empathy is an uncomfortable virtue: it can hardly be gained doing the same things we have always done.



*Cayla Larson (Class of 2015) worked tirelessly to develop the technical skills necessary to convey realism in her sketches and paintings; but she also developed a heart of empathy that is deeply evident in the vision and insight depicted in her work.*

We might assent to it intellectually, but allowing ourselves to see and especially *feel* the world from someone else's perspective can be frightening, in part because empathy invites us to question our own virtue.<sup>6</sup> But never fear. If we are humble, we cannot be humiliated. As Elder Maxwell once put it, "The enlarging of the soul requires not only some remodeling, but some excavating. Hypocrisy, guile, and other imbedded traits do not go gladly or easily, but if we 'endure it well' (D&C 121:8), we will not grow testy while being tested."<sup>7</sup>

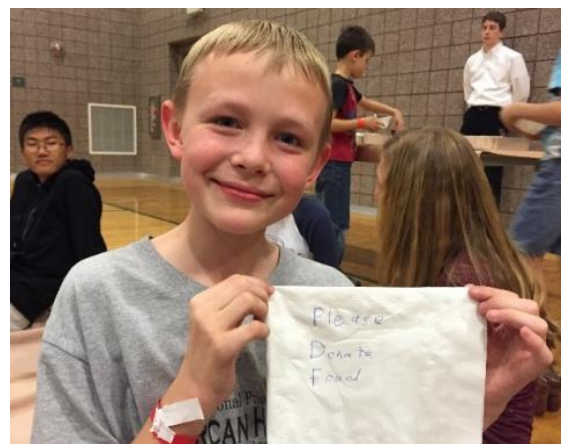
All of us are guilty of missing the empathy mark at times. Our good faith efforts to empathize can sometimes lead us to capitulate in ways that weaken, not strengthen, leaving those around us feeling cozy, but with little or no resolve to do the hard work of improvement. On the other hand, and probably more common for most of us, when we lack empathy—often in the name of courage or strength—we can place ourselves in a dangerous box,<sup>8</sup> enclosing us in a state of gradual blindness that is further complicated by breathing our own fumes.

Essentially, when we lack empathy, we pretend to know more than we really know. Pretending to know is a faulty defense mechanism. It is both dishonest and cowardly: dishonest because it is a fashion statement that appears outwardly secure but is inwardly insecure; and cowardly because we fear what we do not understand. Pretending to know keeps us from having to confront messy and ambiguous questions in life. Unfortunately, this kind of pretending not only strains relationships, but is damning to the pretender, who eventually believes his own façade, "ever learning, and never able to come to the knowledge of the truth."<sup>9</sup>

Even when we have empathized well, we can act clumsily in response. But the risks of imperfect empathy are not reasons to stop practicing empathy, which, like a musical instrument, will grow in us with each painstaking attempt. Finally, when we have practiced empathy well, we "understand one another, and are edified and rejoice together."<sup>10</sup>

#### Empathy, Resonance, and the Golden Rule

Empathy is also the science and art of "resonating." Neuroscience demonstrates that we are created to resonate with other living things around us.<sup>11</sup> We are literally wired for it,<sup>12</sup> including "empathy circuits" in our brains that if damaged could actually impede our ability to understand other people's feelings.<sup>13</sup> Psychologists have shown that we are primed for empathy through attachment relationships in our first few years of life.<sup>14</sup>



*"Please Donate Food." Students beg for food at the AHS Hunger Banquet. The Student Government sponsored this banquet as part of an effort to raise awareness and much-needed funds (over \$2,000 raised) for malnourished children in the Philippines and other countries around the world.*



Physics and music theory join with neuroscience in showing that all matter and energy in the universe vibrates, which produces sound, or “music.” Even if imperceptible to the human ear, the integrated senses of human beings can miraculously attune, or “resonate,” with these frequencies for purposes of understanding, communicating, and healing.<sup>15</sup>

Great teachers resonate with their students like a tuning fork: they synchronize with the learner’s fear, excitement, questions and emotions. Given their love of those whom they teach, they can hardly help themselves from this kind of resonant empathy.

Consider the example of a 15-year veteran high school teacher who was invited to spend two full days going through the exact same routine as her students, shadowing them in each of their classes, sitting next to them in their desks, and attempting to do the in-class and homework assignments that she and other teachers gave to the students.<sup>16</sup> At the end of her two-day empathy experiment, this teacher resonated so deeply with the experience of her students that she published a blog post about it, which was so widely circulated that it was soon picked up by the Washington Post:

*Key Takeaway #1: Students sit all day, and sitting is exhausting. If I could go back and change my classes now, I would immediately require a mandatory stretch half way through every class and build in a hands-on, move-around activity into every class.*



Students create their own volcanoes in science class. “Tell me, and I’ll remember for a minute. Show me, and I’ll remember for a day. Let me do, and I’ll never forget.”



Students investigate human brain samples in an Experiential Learning Week Course focused on psychology with AHS instructor Brigham Dye.

*Key Takeaway #2: Students are passively listening during approximately 90 percent of their classes. If I could go back and change my classes now, I would immediately set an egg timer every time I get up to talk and all eyes are on me. When the timer goes off, I am done. End of story. I can go on and on. I love to hear myself talk. I often cannot shut up. But this is not really conducive to my students’ learning, however much I might enjoy it.*

*Key Takeaway #3: Students feel a little bit like a nuisance all day long. I lost count of how many times we were told to be quiet and pay attention. In addition, there was a good deal of sarcasm and snark directed at students, and I recognized, uncomfortably, how much I myself have engaged in this kind of communication. I feel a great deal more empathy for students after shadowing, and I realize that sarcasm, impatience, and annoyance are a way of creating a barrier between me and them. They do not help learning.<sup>17</sup>*

In fact, we are all “wired to care”<sup>18</sup>—but deeply “empathic people” have been careful over the crash-course of their lives not to allow relationships to be short-circuited by the increasing voltage of jobs to be done. And even when an empathy circuit shorts, as it does with all of us from time to time, the empathically-minded will pause to repair it before continuing, understanding all too well the systemic stress that a single strained relationship can have on the whole.

### Empathy, Gethsemane, and the Golden Rule

More than interesting brain science and good pedagogy, empathy is a basic building block of morality, and a key to the Golden Rule. But it should not be confused with the Golden Rule itself. As George Bernard Shaw put it, “Do not do unto others as you would have them do unto you—they might have different tastes.”<sup>19</sup> This and various other ethical dilemmas beg the question of whether the Golden Rule can really be the gold standard of human decency and morality.

A faithful law professor probably had it right when he explained to a class of young law students that “Truth is not something we find at the end of a syllogism, nor is it something we each decide for ourselves. Truth is a *person*.”<sup>20</sup> Christ is the gold standard, “the way, the truth, and the life.”<sup>21</sup>

And so it is with many of life’s biggest questions that seem to defy easy answers: the pattern to follow is



“Christ Healing by the Well of Bethesda,” by Carl Heinrich Bloch



most fully expressed in the life of one man whose personal example gave us a maxim more empathic and courageous than the Golden Rule: “As I have loved you, love one another.”<sup>22</sup>

Easier said than done, for sure. What about Hillman, the “homeless barefoot man” with an apartment in the Bronx? What pattern to follow there? Was he well served by the charity he received? Does he deserve a “piece of the pie?” One journalist who practiced a little empathy managed to learn that Hillman was in fact a United States veteran, and also mentally ill.<sup>23</sup> Even if that revelation doesn’t change our mind entirely, it probably adds a little flavor to what might have seemed a bland or even distasteful caricature of his behavior.

Still, the big questions remain: “What to do” and “how to treat” the people in our lives whose circumstances seem so complicated or foreign? Maybe these are the wrong questions to start with. Maybe the more important question is “why?” Why did God place “those people” and “those questions” in our lives?

There are no easy answers, but we are not left without a pattern:

*And his disciples asked him, saying, Master, who did sin, this man, or his parents, that he was born blind? Jesus answered, Neither hath this man sinned, nor his parents: but that the works of God should be made manifest in him.*<sup>24</sup>

As we embark upon another school year together, and as we each “wrestle before God”<sup>25</sup> with our soul-



stretching questions—private and public—may we remember both the empathy and courage of Gethsemane, and consecrate our learning and teaching to Him whose love casts out all fear.

Sincerely,

Grant Beckwith  
Principal

<sup>1</sup> David Goodman, *The New York Times* “Photo of Officer Giving Boots to Barefoot Man Warms Hearts Online” Nov. 28, 2012,

[http://www.nytimes.com/2012/11/29/nyregion/photo-of-officer-giving-boots-to-barefoot-man-warms-hearts-online.html?\\_r=0](http://www.nytimes.com/2012/11/29/nyregion/photo-of-officer-giving-boots-to-barefoot-man-warms-hearts-online.html?_r=0)

<sup>2</sup> Jonathan Jones, *The Guardian*, “The homeless man and the NYPD cop’s boots: how a warm tale turns cold” Dec. 4, 2012,

<http://www.theguardian.com/commentisfree/2012/dec/04/homeless-man-nypd-cop-boots>

<sup>3</sup> Marc Santora and Alex Vadukul, *The New York Times* “Homeless Man Is Grateful for Officer’s Gift of Boots. But He Again Is Barefoot.” Dec. 2, 2012,

<http://www.nytimes.com/2012/12/03/nyregion/barefoot-homeless-man-says-hes-grateful-for-boots.html>

<sup>4</sup> *Id.*

<sup>5</sup> Jarom 1:12

<sup>6</sup> Arbinger Institute, *Leadership and Self-Deception*.

<sup>7</sup> Neal A. Maxwell, “Endure it Well” April 1990 General Conference Address.

<sup>8</sup> See Arbinger Institute’s *Leadership and Self-Deception* and its prequel *The Anatomy of Peace*. “Getting out of the box” is Arbinger’s metaphor for healing a relationship through empathy.

<sup>9</sup> 2 Timothy 3:7

<sup>10</sup> D&C 50:22

<sup>11</sup> In neuroscience, “limbic resonance” is the theory that circuits in the limbic system of the brain form the basis for sharing deep emotional connections as well as the ability to empathically synchronize with those closest to us in a way that promotes understanding, emotional health, and healing.

<sup>12</sup> Jill Suttie, “Why Empathy Matters,” U.C. Berkley, Greater Good in Action: Science-based Practices for a Meaningful Life, Nov. 21, 2014,

[http://greatergood.berkeley.edu/article/item/why\\_empathy\\_matters](http://greatergood.berkeley.edu/article/item/why_empathy_matters)

<sup>13</sup> Christopher Bergland, *Psychology Today*, “The Neuroscience of Empathy,” Oct. 10, 2013,

<https://www.psychologytoday.com/blog/the-athletes-way/201310/the-neuroscience-empathy>

<sup>14</sup> *Id.*

<sup>15</sup> In physics theory, every movement and vibration in the universe resonates sound. In music theory, all sound is a form of music. Combining the two theories, all living and non-living matter and energy in the universe resonates with a kind of music. See Randall McLellan, *The Healing Forces of Music*.

<sup>16</sup> Alexis Wiggins, reprinted in Valerie Strauss, “Teacher Spends Two Days as a Student and is Shocked at What She Learns” *The Washington Post*, October 24, 2014, <http://www.washingtonpost.com/blogs/answer-sheet/wp/2014/10/24/teacher-spends-two-days-as-a-student-and-is-shocked-at-what-she-learned/>

<sup>17</sup> *Id.*

<sup>18</sup> Dev Patnaik, *Wired to Care: How Companies Prosper When They Create Widespread Empathy*, 2009.

<sup>19</sup> Need Citation

<sup>20</sup> Professor Cole Durham, BYU Law School, colloquium “The Practice of Law in the Light of God,” 1999.

<sup>21</sup> John 14:6

<sup>22</sup> John 13:34

<sup>23</sup> Natalie DiBlasio, *USA Today* “Barefoot man given boots by NYPD officer not homeless” Dec. 4, 2012

<http://www.usatoday.com/story/news/nation/2012/12/04/barefoot-homeless-nypd-boots/1745911/>

<sup>24</sup> John 9:1-3

<sup>25</sup> Enos 1:2

### “Brought by the Hand of the Lord...”



AHS Assistant Principal Charné Adams and her family, originally from South Africa, took the U.S. *Oath of Citizenship* in February. “There shall none come into this land save they shall be brought by the hand of the Lord. Wherefore, this land is consecrated unto him whom he shall bring. And if it so be that they shall serve him according to the commandments which he hath given, it shall be a land of liberty unto them.” (2 Ne. 1:6–7)

Congratulations, Adams family!

## *Message from the Board*



*AHS board chairs past and present (left to right): Laurie Swim, Dan Burton, Bob Sorensen, and Curtis Miner. Recently at the annual Board of Trustees Luncheon, the ceremonial chairman's staff, on which is inscribed "Protect, Preserve, Promote." The Chairman's staff was passed from outgoing board chair Bob Sorensen to incoming chair Dan Burton. We are grateful to all of the board members through the years whose vision and direction have protected, preserved, and promoted our mission.*

In 2007, the Board of Trustees, with the assistance of the Administration of American Heritage School, and with feedback from parents, developed a short-, mid-, and long-term strategic plan, entitled "American Heritage School Strategic Plan 2027." The vision statement of that 2007 plan states, "American Heritage School will be an effective educational resource for parents worldwide in assisting children and families to maximize their divine potential." Who would have believed that just eight years later families in all 50 states along with families in over 50 countries would be the beneficiaries of The Family School, the worldwide outreach of American Heritage School? Each day around the world children begin their day nourishing their spirits with a devotional followed by a prayer. Teachers and home school parents then use American Heritage School's curriculum, which is carefully prepared to help the students feel the Spirit as they learn a variety of subjects along with the enlightened teachings of the restored gospel of Jesus Christ. Parents around the world are rejoicing because their families are blessed in a remarkable way as a result of the curriculum that enlarges the souls and enlightens the understanding of their children. Truly, the motto developed in the aforementioned meeting in

2007, "Educating Hearts and Minds for Latter-day Families," is bearing fruit throughout the world.

Along with thousands of other parents, I express my appreciation to the administration, teachers, developers, and countless volunteers who have diligently and miraculously developed for families worldwide an affordable curriculum for such a time as this. If ever there was a need for an educational tool for parents, it is now, and it is this superb curriculum. For those of you who have labored day and night please accept our collective "amen and amen" as we enjoy and are blessed by the fruits of your labors!

With a Heart a Gratitude,

Bob Sorensen  
Outgoing Board Chairman

## **Welcome to New Board Members**

This year, we bid farewell to Trustees Mary Kay Ware and Jill Bigelow, both of whom have served diligently for four years on the Board. We express heartfelt thanks to them and their families for their devoted service. Dan Burton will begin serving as Board Chair in the 2015–16 school year. Additionally, Fraser Bullock, Janine Miner, Julie Sessions, and Jeff Sheets were nominated and unanimously elected to serve a four-year term on the AHS Board of Trustees.



**Fraser Bullock.** Fraser Bullock is a Co-founder and a Managing Director of Sorenson Capital. Fraser was an original partner of Bain Capital and prior to that worked as a Manager at Bain & Company. Fraser was Chairman of the Board of Omniture and currently serves as Chairman of Health Catalyst, the Polynesian Cultural Center, DMBA, and serves on many other Boards. Fraser was the COO and CFO of the Salt Lake Organizing Committee for the 2002 Olympic Winter Games. He continues to be active in the Olympic movement, having served as an advisor to the International and U.S. Olympic Committees, and to several Olympic cities. Fraser received an MBA and a BA in Economics from BYU. In the education field, Fraser served on the Board of Imagine Learning, an

education technology company, the Perpetual Education Fund, and was Chairman of the Governor's Education Coalition. Fraser served as a member of the Fifth Quorum of the Seventy for the Church of Jesus Christ of Latter-day Saints from 2002 to 2011. Fraser and his wife Jennifer have three grandchildren at AHS, and headlined the school's first annual benefit gala in 2007.



**Janine Miner.** Janine grew up in Idaho, Mexico, Canada, and various locations throughout the United States. After serving a full-time mission in Guatemala, Janine graduated from Brigham Young University in 1995 with a Bachelor of Science degree in Nursing. She enjoyed teaching large group meetings at the Provo Missionary

Training Center and working as an operating room nurse before helping her husband, Curtis, found their commercial architecture firm where she currently works as office manager. Church service is important to Janine, and she has served in various ward and stake leadership positions. Her responsibilities have included leadership of stake YW camp and a stake youth trek. Janine was introduced to American Heritage School in 1998 when Curtis was asked to be the architect of the American Fork campus. The Miners were instantly drawn to the spirit and mission of the school and have been involved with it ever since. Their children started attending AHS in 2005 and all four have been actively involved in the extracurricular programs including orchestra, choir, drama, tech crew, ballroom dance, athletics, art, and student government. Janine served as vice-president of the AHS Parent Organization from 2009–2011.



**Julie Sessions.** Julie Workman Sessions was born and raised in Utah through her 9<sup>th</sup> grade year when her father was called to be the Mission President in New Jersey. She completed high school in New Jersey and then returned to Utah to attend BYU and BYU Jerusalem. She received her Bachelor of Science degree in

Nursing and worked as a critical care and home health nurse. She believes her greatest education for life and

family came on her mission to Guayaquil, Ecuador. Julie later married Travis Sessions and they are the parents of eight children. Their oldest son, currently serving a mission in Taiwan, graduated from American Heritage in 2014. This will be the Sessions 13<sup>th</sup> year at AHS and they will have six children enrolled ranging from a kindergartener to a senior in high school. Julie considers American Heritage School to be one of the greatest blessings of her life because of the education in Christian character that her children have received at the school. She is also grateful for the outstanding orchestra, choir, college prep, and sports programs that have profoundly enriched her children's education. Julie has found motherhood to be her absolute greatest joy. Her hobbies include spending time with her husband and children, participating in sports, running, scrapbooking, and reading uplifting material—especially the Book of Mormon. Julie was elected, and is currently serving, as a state delegate.



**Jeff Sheets.** Jeff and his wife Brooke are the parents of four children and feel blessed to have them each attend American Heritage School. He currently serves as the Director of the Laycock Center for Creativity and Collaboration in the College of Fine Arts and Communications at BYU. In this position, Jeff directs

creative projects collaborating with faculty and students across the University, particularly the creative disciplines of film, animation, design, music, advertising, illustration, photography, theater, dance, etc. Previously at BYU he founded the BYU AdLab, a student-run, professionally mentored, award winning ad agency working with and producing campaigns for high profile international clients such as Nike, Nestle, L'Oreal, Gatorade, UNICEF, and the Ad Council. Personal consulting clients include Apple, Nike, Nintendo, TaylorMade Golf, The Foundation for a Better Life, and The Church of Jesus Christ of Latter-day Saints. Jeff has served on the Board of Directors for national marketing associations such as the American Advertising Federation and the Utah Office of Tourism. He is excited to serve on the Board at American Heritage School.



### Student, Parent & Teacher Submissions

The following essay won first place and a \$500 cash prize in the high school division of the statewide America's Freedom Festival Essay Contest. Other winners from AHS included Christian Sorensen (2<sup>nd</sup> Place, Grades 4–6), and Caleb Brown (3<sup>rd</sup> Place, Grades 7–9).

By Lauren Johnson, 11<sup>th</sup> Grade

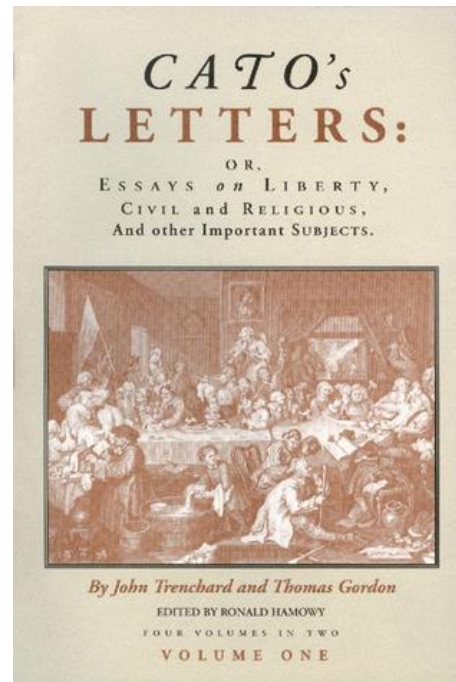


Throughout all of history, novels have entertained with their unforgettable heroes and villains, their beautiful settings and plotlines, and most importantly, their lessons and principles.

The majority of books we consider “classics” were written to prove a point or inform people about social situations. Jane Austen’s *Pride and Prejudice* taught the danger of pride—hence the name; Charles Dickens’ *David Copperfield*—and most every other book he wrote—displayed the economic and social inequality in Victorian England; Victor Hugo’s *Les Misérables* not only exhibited the slums of France, but included themes of justice, love, and virtue; Harriet Beecher Stowe’s *Uncle Tom’s Cabin* protested slavery; and C.S. Lewis’ *The Lion, the Witch and the Wardrobe* integrated an allegorical symbol of the Atonement of Jesus Christ. Each has influenced thousands of people—sometimes directly, and sometimes inadvertently. But none would have been possible without Freedom of Speech.

Benjamin Franklin stated, “Freedom of Speech is a principal pillar of a free government; when this support is taken away, the constitution of a free society is dissolved, and tyranny is erected on its ruins.”

Trenchard and Gordon’s *Cato’s Letters* tell us, “Whoever would overthrow the Liberty of a Nation, must begin by subduing the Freedom of Speech; a Thing terrible to Public Traitors.” Free speech allows the people to keep their government in check through common opinion, as well as promote essential beliefs and principles that benefit the morals of society.



*Cato's Letters* are essays on civil and religious liberty by British writers John Trenchard and Thomas Gordon, first published from 1720 to 1723 under the pseudonym of Cato (95–46 BC), a famously stubborn champion of republican principles and intractable foe of Julius Caesar. Trenchard's and Gordon's arguments strongly influenced the ideals of the American Revolution. It is estimated that half the private libraries in the American colonies held bound volumes of Cato's Letters on their shelves.

Though free speech can offend people, spread lies, and destroy morale, it can also inform, teach, and promote general excellence. As such, it is unfortunate that fewer and fewer people take advantage of the good side of free speech.

With the rising controversy—in seemingly every possible situation—it becomes harder to work up the courage to take a stand. So many posts, articles, books, and statements have to be “politically correct” and “non-discriminatory” that many of us have lost our right of expression because we are afraid to use it. In novels—which used to be employed to prove points and to promote ideals—we can no longer have a “moral of the story” strictly for the fact that people don't want opinions: they want validation and justification. This is why many authors hold a pivotal role in allowing Freedom of Speech to endure.

Even with the public's opposition to morals and distinct definitions of right and wrong, many authors have succeeded in promoting ideas that many would

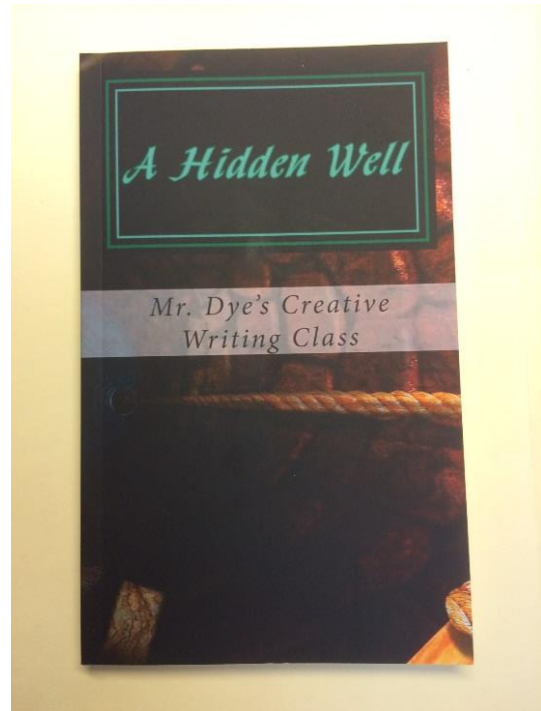
disregard if presented in any other manner. Trenchard and Gordon also state, “Freedom of speech is the great bulwark of liberty; they prosper and die together: And it is the terror of traitors and oppressors, and a barrier against them. It produces excellent writers, and encourages men of fine genius.” The opportunity for opinionated authors to influence the world has only increased with the introduction of self-publishing markets and websites. As a fiction author, I take this augmented responsibility very seriously.

I cannot change the world as people used to. There is little room for an *Uncle Tom’s Cabin* arguing against the faults of the twenty-first century—though one is sorely needed. But I can implement my ideals into the stories I write. I can teach people through the actions and examples of my characters. I have done so already. I can take people places they never thought they’d go, and teach people things they never thought they’d learn all because I have the Freedom of Speech.

As our rights are suppressed, it becomes more and more dangerous to express our beliefs: people have estranged themselves from friends, they have lost their jobs, and some have lost their lives. If people are willing to give up all for the protection of speech and thought, we have no excuses. As a community, we need to take advantage of this right, and preserve it to protect our other God-given liberties.



*This year marked the 800<sup>th</sup> Anniversary of Magna Carta, which AHS students celebrate every year through the school’s annual Patriotic Program, The Spirit of America Speaks, which draws nearly two thousand visitors annually. “Sign, John, Sign!”*



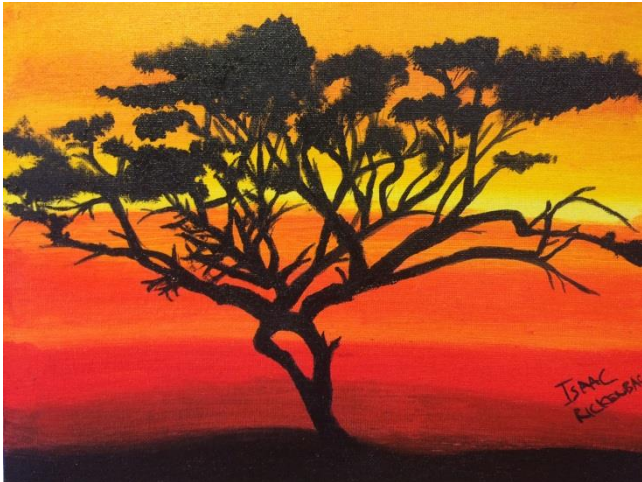
*A Hidden Well is an anthology of poems, short stories, and essays that was published this spring by the first ever Creative Writing Class at AHS, under direction of Brigham Dye, instructor. The authors range in grade level from seniors to freshmen with a wide variety of experience in writing. As stated in the acknowledgments: “A motley crew of topsy-turvy word wranglers, they pioneered the wild west of language arts at their school, leaving a heritage of word play and revelatory writing for generations of students to come.”*

*“A Hidden Well”  
By Sarah Hilton, 11<sup>th</sup> Grade  
Published in A Hidden Well*

The sun scorches down, pulsing on the sand and dirt as it siphons water from the ground, leaving it dry and cracked and thirsty. The desert stretches on, seemingly lifeless. Yet life remains—for within the cactus, a hidden well of precious water is found.

Some cactus roots catch the dew that drips off its stem in the morning light. They catch their own tears. Without, their spines seem to threaten, push away, but within they have water and life. And tears seep out, but are caught again as quickly, hidden away within the cacti, just as we hide our tears within our hearts.

Sometimes our tears leak out also, showing a piece of us, revealing what lies in our watery depths. Perhaps,



*“Sunset on the Savannah,” acrylic on canvas,  
by Isaac Rickenbach, 9<sup>th</sup> Grade*

like the cactus, we too build prickly spines, keeping others out to protect what lies within.

Cacti are built to survive, adapted to save what’s scarce. But sometimes this can backfire, flooding it out, rotting it from within and making it more vulnerable to disease when water is too abundant. Our protections can also bring harsh consequences. The walls we build around ourselves, our protective spines, guard our fragile hearts during threatening times. But they also keep others out, as we hide, alone within ourselves. Perhaps we can learn to pluck out these spines, and open ourselves so that our water, our life, can give life to all, and them to us, because there is more than enough to spare.

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*“On a Winter’s Night”  
By Kimberly Brown, 10<sup>th</sup> Grade  
Published in A Hidden Well*

How bright a candle is when placed inside  
a darkened room.  
No rays of sun make their way through the old,  
battered windows.  
The brick fireplace has long forgotten  
its welcoming blaze.  
No cracks under the door; no lanterns to be hung.  
Only a guardian angel perched atop a waxen tower,  
overlooking her kingdom of black.  
Silently, she stands.  
She isn’t tall. She isn’t strong. She isn’t big.

She quivers and shakes, but always prevails.  
As time continues, her tower slowly falls.  
Descending gradually as the hours pass.  
Until finally, she gives her final wave and plummets  
the kingdom into darkness.  
The beautiful flame, gone. The glorious light, gone.  
How bright a candle is when placed inside a darkened  
room.

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*“Things I Know”  
By Sam Morris, 12<sup>th</sup> Grade  
Published in A Hidden Well*

I know how the moonlight glows through my window  
And gently climbs onto my face at night.  
I know the grout between the tiles as I shuffle across  
the kitchen floor,  
Scraping gently against the heel of my foot.  
And the one side of the couch that is more comfy than  
the other.  
The sound of the heater humming to life,  
I know that, too,  
The slow, comforting purr.  
I know how the sun breaks through the artisan designs  
Of the oval glass on my front door.  
And how they stretch cross the blue, faded carpet of  
my living room,  
Creating small patches of warmth, where my cat likes  
to lie.

I know the sound of the car door when it slams,  
The metal-against-metal clang, announcing someone  
is home.  
Home.



*“Joseph” clay sculpture, by Kaden Hunsaker, 7<sup>th</sup> Grade*



I know the taste of raspberries, and how they feel  
 Smooth, fuzzy, and dissolving.  
 And how they remind me of my old home that I lived  
 in nine years ago.  
 The small garden, well-tended  
 But surrounded by a field of weeds,  
 Which you had to pass through to reach the  
 raspberries.  
 I know the small section of fence in the middle of the  
 garden  
 On which the raspberries grew.  
 Sometimes sour, making you pucker, but always soft.

I know the voice of my mother  
 Better than any sound.  
 And the way she calls when she enters the house,  
 Searching for me  
 Wanting to say hello and give me a hug.  
 I could recognize my brother's laugh  
 No matter where I go.  
 And how it makes me laugh, even for no reason at all.

I don't know the sharp pain of hunger  
 Or the devastations of divorce.  
 I don't know crime or corruption  
 Or the ruin of foreign war.  
 I don't even know what it's like to board an airplane,  
 Crossing the jet bridge to find my seat next to the  
 window.

But I do know the taste of raspberries  
 And the moon that floats onto my face  
 At home.  
 The nameless craving of the human race.



Porter Pierce, 7<sup>th</sup> Grade, gets an opportunity to stand on the school roof with his siblings, Jones, Elsa, and Carson (left to right) while he was serving as "Principal for a Day." One of the blessings of a K-12 program is the strength of a shared "family education" experience that develops among siblings.



Teachers getting spoiled by the Parent Organization during Teacher Appreciation Week. This year, parents provided three breakfasts and two lunches for busy teachers to enjoy during the week. So, when is Parent Appreciation Week?

*An Anonymous Thank-you Letter to AHS  
 From an AHS Teacher*

Dear AHS,

At the close of the school year, my heart is overflowing with gratitude for the blessing of being a teacher at AHS. Seeing as there is not a single individual that I can thank for all of these blessings, I've decided to write a thank-you to all of you:

Thank you, AHS founders, for the wisdom and the foresight that you had to establish this school over 40 years ago. Who could have guessed that the desire that you had to bless your own families with a principle-based, Christian education would eventually touch so many other families throughout the world, including my own, in such important ways? When I hear about the sacrifices that you made to see your dream to fruition, I'm struck with humility, reverence, and a desire to help.

Thank you, Board of Trustees members, for the time and resources that you give to prepare for the future of AHS. I feel blessed to have leaders at the helm who are not only wise and level-headed, but also prayerful about the interests of AHS faculty members and patrons.

Thank you, administrators, for the tireless dedication that you put into your responsibilities. You are thoughtful, caring, and receptive to concerns and suggestions. I know you work *extremely* long hours on behalf of the school and that you share my sense of gratitude for this place. I'm convinced that there has never been a better team of administrative "heroes"!



*Mrs. Updike's 7<sup>th</sup> grade scholars enjoy a bit of Nutella to celebrate completion of their Master Projects (O.K., maybe Thomas Sanders is enjoying just a little too much Nutella here!).*

Thank you, fellow teachers, for the ways that you inspire *me* to be a better teacher. It was after I observed some of your classes that I knew I needed my own children to attend AHS. Sharing a workplace with colleagues who have a unified, common vision and are truly striving to live lives of character and integrity is a blessing that would be difficult to find anywhere else.

Thank you, parents and grandparents, for your vital support. The funds that you give in tuition and in other contributions is a tangible testament to the importance that you place on providing an education of both mind and heart for your children. Your selfless giving doesn't just provide a great educational opportunity for your own family, it makes it possible for families like mine to partake of these blessings which would otherwise be out of reach. I am continually in awe of your generous giving. I'm also grateful to associate with you and your families. The example that you set for me and my own family is truly one of the greatest gifts of being a teacher at AHS.

Thank you, students, for the opportunity to be your teacher. You may not realize that when, during a devotional or class discussion, we have a moment of enlightenment or deep, shared understanding, that it is not just you who is learning. Every day I am strengthened by your examples of courage and faith. I know that attending AHS comes at a cost which is sometimes not just measured in dollars. You sometimes forego opportunities at bigger schools (athletics, performing arts, social activities, etc.), miss out on more-frequent interactions with the youth in

your neighborhood, and are expected to uphold high standards, both internally (honor code) and externally (dress and appearance). You keep coming to AHS because you have felt the same things that I have felt here. You sense that these principles you are learning and practicing will yet bring great blessings to you and to your future families—as they have already done for mine.

To all of you at American Heritage School, I offer my heartfelt thanks for what you do and for who you are. Have a wonderful, safe summer and know that I, for one, will be looking forward to August 26<sup>th</sup>!

Sincerely, An AHS Teacher

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*The following is an excerpt from a senior essay by Rosie Monson, Class of 2015, full text of which can be read along with other senior essays at:*  
[american-heritage.org/Document/Graduation](http://american-heritage.org/Document/Graduation)

What's the most important thing I have learned from high school? I would emphasize the immense advantage of taking the time to strip away all the temporary and "made-up" things in life, and figure out what really matters at the core. It takes courage to think about.... It is such a social taboo, to be afraid. We focus on the end goal so much (bravery or courage, for example) that we seem to come to the conclusion that the other end of the same spectrum (fear in this case) is bad. I would say that we benefit not so much from "being on either side" but rather, what we really benefit from is the process we go through of building a bridge between both sides: fear to bravery.





Bravery without support is idle and rash. Fear without support is debilitating. Fear honed with bravery causes us to be aware of what is important to us and helps us realize what to decide and how to act. Bravery honed with fear gives us a purpose and drive. It is true bravery.

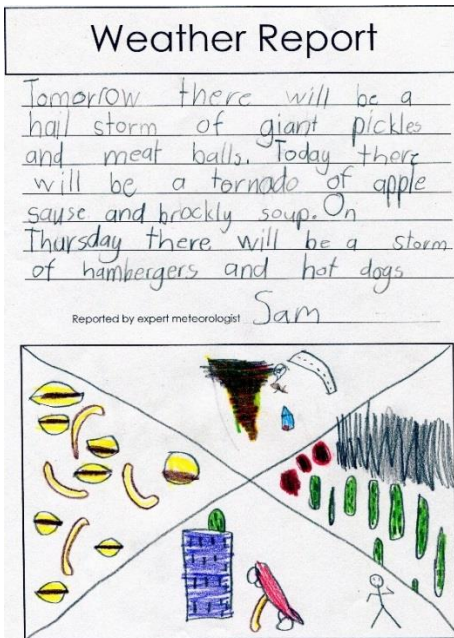
And thus, it is not a bad thing that I have fear. I have a lot of fears. With those fears I also have the potential to become very brave. These are some of the things I have learned at American Heritage. I feel these lessons have prepared me for the future, and I am excited.

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*Farewell Letters to Reformers and Poets  
From 7<sup>th</sup> Grade Scholars*

Dear Mr. Gutenberg,

I must admit that I woefully underestimated you. I naturally assumed that you were just a name on a test, a blurred, hazy figure forever fastened in the folds of time, stuck in between dates on a typical timeline. I now know that the reformation could have only been possible if the doctrine of the Lord became common knowledge among the people.



A weather report from Samantha Miner, 1<sup>st</sup> Grade. Here's to creative, wishful, and hungry thinking!



Because of your painstaking days and nights, your creative hands, and your faith in the cause, you have cleared the way for the Reformation. Thank you so much for the extra miles you went through in inventing the printing press.

Love, Lexi Mae Walker

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Dear Mr. Longfellow,

Thank you for your wonderful poems. They have touched my heart dearly. Now, as we move on in Providential Literature, I do not want to say farewell to you, or Fanny, or your lost son. Neither do I want to say good-bye to Alice, Allegra, and little Edith. I will keep you, all of you, "in the round tower of my heart." Thank you for the inspiration, and the determination to keep trying. I hope when I arrive in heaven that you will be one of those who will welcome me. God be with you 'til we meet again.

Sincerely, Ethan Morrill

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*"If I Were An Owl"  
By Nora Redding, 3<sup>rd</sup> Grade*

*Science Adaptations Assignment: Pretend you are an owl. Write a letter telling your friend about at least three of your "super powers" and how you use them.*

Dear Annie,

Hi! It's so great being an owl! I love seeing soooo far away. I also love flying. I haven't quite got the hang of it yet, but I'm amazed at how quietly I can fly. I don't



know how I built this nest that I'm sitting in right now. I don't recall knowing how before! Just a few minutes ago I used my awesome silent flying to catch a mouse. It was really good! I didn't even cook it! When I look at the mice and food I eat, I wonder why they all don't run away. After all, I am an owl. But I looked at my wing and compared it to the tree. Wow! I must look invisible to them! I'm still getting used to not being able to move my eyes. (Not to mention how much I can see just by turning my head!) I use that super power to see dinner without turning around and making noise. That reminds me. It's dinnertime!

From, Featherwing

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Samantha Burton, Class of 2015 (second from left), was featured on the May/June cover of Utah Valley Magazine as one of "22 High Schoolers Who Will Change the World." As the Student Government Association President this past year, she strengthened the student culture of service, compassion, respect, and unity.

### Calendar at a Glance

**June**

- 14 AHYC Concert Choir Pre-tour Fireside at 7:00 p.m.
- 16-29 AHYC Concert Choir Northeastern U.S. Tour

**July**

- 10-11 Shakespeare Festival Tour (Grade 8), Cedar City, UT
- 27-8/1 Lyceum Music Festival
- 31 Summer Summit assessments completed

**August**

- 3-8 Lyceum Music Festival Youth
- 7-8 Student Government Retreat, 9-12
- 10-14 Basketball Camp (Boys and Girls)
- 10-14 Faculty Training
- 11 Afterschool Program/Tutor Personnel Training 6:00-7:30 p.m.
- 15 End of Summer Dance, students ages 14-18
- 17 Summer Summit Celebration
- 18 AHS Language Program (K-3 Grade new parents) 6-9 p.m.
- 20 New Student Orientation 9:30-11:00 a.m.
- 17-19 *The King and I* Auditions, 2-5 p.m.
- 22 *The King and I* Call-back Auditions, 9 a.m.-12 p.m.
- 23 AHYC Back-to-school Musical Fireside
- 24-28 A Cappella Choir Auditions
- 24-28 American Heritage Youth Chorus Auditions
- 24 Uniform Swap, 11 a.m.-12 p.m. (Celebration Room)
- 24 Meet Your Teacher/Textbook Checkout 12-3 p.m.
- 26 **School Begins**
- 26 Flag Raising, Opening Assemblies
- 26, 9/2 Preparatory Strings Orchestra Auditions 3:30-8:30 p.m.



Kenna MacDonald (Grade 4) was featured on ABC4 Utah as the Xlear Pinpoint Weather Kid. She got to meet Dan Pope and give the weather forecast for the day. She even gave a shout out to Mrs. Pew's class! Way to go Kenna!

**Full Accreditation Granted to AHS**



After many years of preparation and rigorous self-study, including multiple on-site visits by peer educators and administrators, AHS was awarded full and unconditional accreditation in May of 2015 by the Northwest Association of Independent Schools

(NWAIS). This provides AHS the benefits of dual accreditation through not only NWAIS, but also AdvancEd, the regional accreditation body for public schools, which also has granted full accreditation to AHS. In a separate decision, we were also informed that the NCAA has also recognized AHS and approved our high school and distance education credits for purposes of college admissions of NCAA student athletes. Many thanks to board members, administrators, faculty, parents, students, and especially our Accreditation Chair, Leland Anderson, for their unfailing support on these accreditation efforts through the years.



**UVU President Matthew Holland Addresses AHS Graduates**

AHS welcomed UVU President Matthew Holland as its 2015 commencement speaker in May. President



Holland congratulated the graduates and made note of the amazing environment that he witnessed at AHS. He also shared the story of the Wright Brothers and the first manned flight. He spoke of the perseverance of these two brothers in the face of repeated failure and encouraged graduates

to continue pushing forward regardless of the challenges that they will face.

The commencement program also featured remarks by Bob Sorensen (Board Chair), Grant Beckwith

(Principal), Samantha Burton (Student Body President), Hyeweon Kang (Co-Valedictorian), Emma Brady (Co-Valedictorian), and Ellie Woo (Salutatorian). Music was provided by a choir and orchestra of AHS students and included commissioned works by Rob Swenson (“Press Forward, Saints”) and Greg Hansen (“Children of Liberty/This is Our Heritage Medley”). Another moving aspect of the evening was a video produced by David Hancock of each graduate’s thoughts about his/her experience at AHS.

In a thank-you letter to the AHS school community, President Holland wrote of his experience afterwards:

*On an overcast and quiet Memorial Day morning, I write to thank you for the extraordinary experience of participating in your graduation exercises last week. I was so impressed with everything, starting with the warmth and polish of your invitation. Please convey to all board members, faculty, staff and students, just what a devotee I am of the outstanding work of your school. From the substance, to the spirit, to the student performances that stand as hallmarks of your institution, it all reflects an inspired mission beautifully executed. Among the many other things that might be said about this, I’m with Ellie Woo, thank heavens “there is a school which still teaches the true Spirit of America.” I also take from your event a new personal treasure in the form of Webster’s 1828 Dictionary, along with a new found level of appreciation for the potato: “one of the greatest blessings bestowed on man by the Creator.” I love it!*

*Best, --Matthew S. Holland*



*Congratulations to the graduating class of 2015!*





*Faculty and administrators participating at the 2015 Graduate Commencement Exercises. Graduation is an emotional time for many teachers and staff who have known and taught some of the graduates for a decade or more.*

**STEM Initiatives at AHS**

AHS is pleased to announce new initiatives for the coming year in science, technology, engineering, and math, including the following:

- the addition of another full science room to facilitate more laboratory experiments. Room 508 on the third level is being converted this summer;
- a modified block schedule in high school to allow for longer (two-hour) periods on two days of the week that will facilitate more lab-based and project-based learning in STEM and other subject areas;
- a mobile computer lab cart with enough laptops for an entire class. The mobile lab can be reserved by classes in elementary through high school for special STEM-related projects, and will include enough laptops to provide every student in the class with access for in-class research and projects;
- a full time chemistry and physics instructor in high school (Mr. Rohan Adams, recently hired. Welcome, Mr. Adams!)

We are also excited to announce our new science department chair, Nancy Willis, K-5 science teacher, and are grateful for the excellent work that Mrs. Jolyn Newman accomplished in that role for the past two years.



*Ryker Roskelley's first place finish and selection as a national Broadcom Masters nominee at the Utah Science & Engineering Fair at BYU in the spring was a great honor. His project focused on propeller designs and measuring the amperage from innovative designs. Only 10% of science fair projects nationwide are selected for this opportunity. The 30 finalists will gather in San Jose, California for a week of competition, including presentation of the research project and hands-on science and engineering challenges. Top prizes include \$25,000, trips to STEM summer camps, and teachers and schools of semifinalists and finalists receive various awards, including cash donations, from the Broadcom Foundation. Good luck, Ryker!*



*AHS partnered with UVU to offer an MIT-based "Scratch" computer programming camp for elementary school students at AHS in June. Students used graphical user-interface programming software to program their own video games.*



### Experiential Learning Week 2015

This year AHS continued the tradition of holding a week-long, in-depth, hands-on, learning experience for high school age students. Experiential Learning Week is an intensive implementation of the 4R-ing methodology, with the purpose of bridging academic experiences and exploration of real world applications.

This year's course offerings for Experiential Learning Week included the following:

- "In the Beginning ..." (Molecular Biology)
- "To fill the World with Goodness and Truth" (Digital Media)
- "Cursed for Thy Sake...The Blessing of Food" (Constitutional Studies)
- "The House that Math Built" (Math and Engineering)
- "Love the Lord thy God With All thy Mind" (Psychology)
- "We Seek After These Things" (Fine Art)
- "And When I Run, I Feel His Pleasure" (Athletics for Life)
- "To Sweep the Earth as With a Flood" (Web Design and Computer Programming)

Students became immersed in their chosen subject area through hands-on activities, guest lecturers, and a variety of field experiences.



Field trip to the roof: Professional Architect, Curtis Miner, talks about engineering and design with Mrs. Long's class during Experiential Learning Week.

### American Heritage Youth Chorus East Coast Tour Blesses Lives



The American Heritage Youth Chorus sings on the steps of the Lincoln Memorial in Washington, D.C. The choir conducted an East Coast Tour this June, including firesides at LDS stakes in Frederick, MD; McLean, VA; Morristown, NJ; Newburgh, NY; Scranton, PA; and Youngstown, OH;

From an anonymous note passed to American Heritage Youth Chorus director Rob Swenson following a recent stake fireside in McLean, Virginia:

*This is a terrific choir of young people. It's certainly the best free ticket in town. Sometimes we despair of the musical education our young people are receiving. This choir is a response to those fears. They sing beautifully, sometimes in as many as eight parts. Each a cappella passage is especially moving and powerful.*

*The whole town should turn out for a concert of the American Heritage Youth Chorus, but teens who are members of The Church of Jesus Christ of Latter-day Saints will find this concert especially interesting and worthwhile. We wish every one of our young women and young men had been present tonight.*

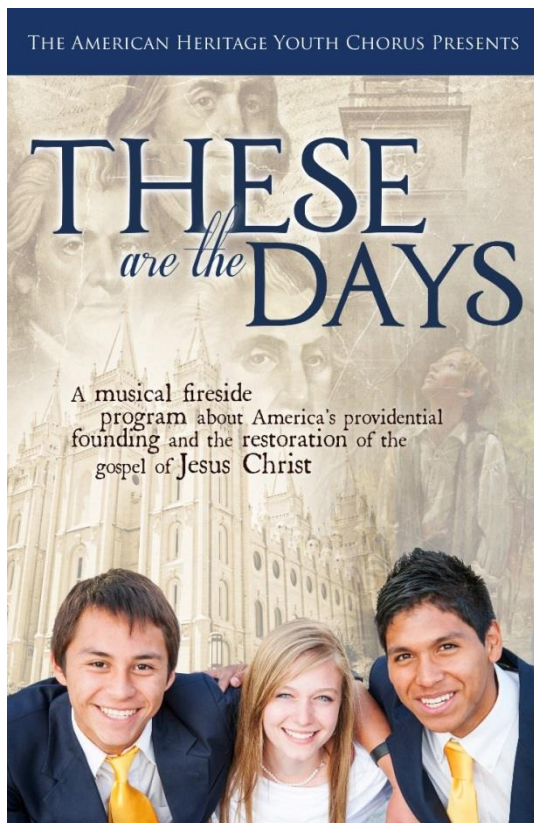
*Bishops! Stake presidents! Cancel activity night and get your kids to this concert. When was the last time an exceptional youth choir traveled 2,000 miles to give you a private performance?*

We're so grateful for the wonderful support we have received from chaperones, host families, stake leaders, and an army of other supporters in UT, DC, MD, VA, PA, NJ, and NY!



Bus drivers took the choir to Long Island, NY, where they were treated to kosher pizza by the students of the Jewish-oriented Solomon Schechter School, whose online AP music theory class is taught by Mr. Swenson through the AHS Distance Education program. Dinner was followed by one of the most memorable Family Home Evenings on record. The Youth Chorus sang them songs from our tradition, and they taught us a song from theirs. Mrs. Hobson shared her thoughts on “seeking the voice of God.”

Check out a day-by-day review of the American Heritage Youth Chorus East Coast tour at our tour blog <http://ahyc2015.blogspot.com>



### Lyceum Philharmonic Receives State and National Honors in 2015

The American Heritage Lyceum Philharmonic collected its seventh consecutive award in May at the Utah Best of State awards for the category of “Best Orchestra.” This comes on the heels of national recognition by the American String Teachers Association. The Philharmonic was selected over a dozen prominent orchestras including major university programs to be the featured performing group at this year’s ASTA National Conference Opening Ceremony, which is the largest single gathering of string teachers in the nation.



*The American Heritage Lyceum Philharmonic performing at the annual Best of State gala in Salt Lake City on May 9<sup>th</sup>. The orchestra has won in the “Best Orchestra” category for seven consecutive years.*

The Philharmonic performed “I Need Thee Every Hour” from *The Master* album, “D-Day” from *The Price of Freedom*, Beethoven’s 5th Symphony, and “Beethoven’s 5 Secrets” with The Piano Guys cellist Steven Sharp Nelson. Following the musical performance, cellist Steven Sharp Nelson spoke to educators about never giving up on students and the value music has to educate the soul.

He said, “There are a lot of things that get very old when you are a traveling musician...but it never gets old to see the fire in the eyes of a young musician who



is excited about their music. That for me is something that proves the worth of a soul—the worth of the soul of every student we get to work with, and it gets me excited. It’s why I wake up every morning. I think to myself, “Why do we subject ourselves to so many extra hours of perspiration and intonation?” To me it is the spiritual aspect of music. The power it has to influence lives. The power it has to influence decisions in a positive way. I’ve seen that as I’ve traveled the world. I’ve seen that influence the lives of youth, and I’ve seen it in my own life. That’s what gets me up every morning. That’s what gets me on the next plane. That’s what gets me through all the things we go through. Beethoven himself said, “Don’t only practice your art, but force your way into its secrets. For it and knowledge can raise men to the Divine.” Everywhere I go I tell parents and teachers the same thing: “You just keep going because you never know when that little spark in that student that you have who may be struggling may ignite. It may be overnight. You never know when it might happen, but it will.”



The 2014–15 Philharmonic season featured many highlights: recording a new album, and performing for large audiences at Energy Solutions Arena, the UCCU Center, and Thanksgiving Point Amphitheatre. The orchestra raised funds for the LDS Missionary General Fund, performed with Vocal Point, Jenny Oaks Baker and internationally acclaimed tenor Nathan Pacheco, but the true highlight of the season was paying it forward at the American String Teachers National Conference where our students were able to, in some small way, inspire teachers. Each member of the orchestra has been helped in their musical journey by dedicated teachers and parents along the way. In this one performance we were able to show our gratitude for the sacrifices made by teachers across the nation and hopefully all our hard work of forcing our way into the secrets of our art raised us and them a little bit closer to the Divine.

**Annual Patriotic Program Touches Hearts, Teaches About Christian Heritage & Liberty**

On February 6<sup>th</sup>, American Heritage School presented its annual Patriotic Program entitled *The Spirit of America Speaks*. This pageant features over 500 student performers and takes many hours of combined rehearsal. Written in 1973 by former AHS teacher Geneve Cornell, the Patriotic Program traces the line of Christian liberty from the pre-existence to the present day. Fifth grade students enjoyed portraying different characters from various points of history who promoted the cause of Christian liberty.



Porter Hales, who played Christopher Columbus said that even though it took a lot of effort to memorize his lines, it was worth learning about this amazing man. He said that he admired Christopher Columbus for not turning down his calling from God and for going forward with courage.



Marinn Patch played the part of a narrator in the program. She said that at first she didn’t think her part would be very important, but then she learned how it was a critical part of the overall story.



Cayden Meeker had the coveted role of King John. He said he liked being able to show people how important the Magna Carta was in history and how it served as a precursor to the Declaration of Independence and the Constitution.





He also liked how he felt safe to make a lot of mistakes in rehearsal, which helped him do better in the performance. On the day of the Patriotic Program, students also have the opportunity to invite their grandparents (or “adopted grandparents”) to AHS for Grandparent Day. On this day, students share what they have learned with their grandparents, inviting them to attend the matinee performance of the Patriotic Program—a unique way to turn the “hearts of the fathers to their children, and the hearts of the children to their fathers!” (Malachi 4:6).



### **Latter-day Learning Update**

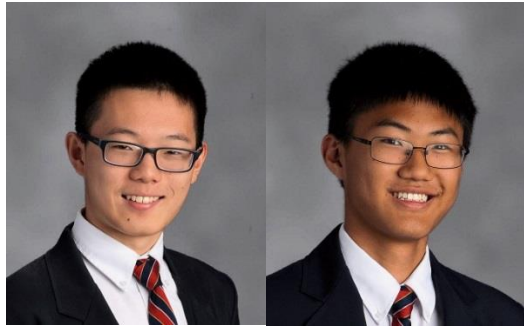
Latter-day Learning (LDL) is the worldwide outreach of AHS. Its mission is to make the unique curriculum, methodologies, and teaching resources of American Heritage School available to homeschoolers throughout the world. Since its launch in 2011, the LDL network has grown to reach over 4,000 families in all 50 U.S. states and over 50 countries. Through the publication and distribution of The Family School curriculum, the sponsorship of a yearly LDL homeschooling conference, and frequent outreach opportunities to other homeschool networks, the LDL continues to grow.

**2015 Latter-day Learning Conference.** On Saturday, March 2<sup>nd</sup>, 250 adults and 120 youth converged on the American Heritage campus for the annual Latter-day Learning Conference. This year’s conference featured 16 adult sessions dealing with various homeschooling topics. The youth track featured a simulation experience where teams were presented with a real-life problem and then challenged to work together to come up with a solution. All conference participants were treated to a continental breakfast, deli lunch, and an evening ball.

**The Family School Update.** The Family School is a “one-room schoolhouse” curriculum produced by AHS for LDS homeschoolers. Over 4,000 families throughout the world are now using this unique curriculum. This tremendous growth and development is the result of resources that are now more affordable and more accessible. This was made possible due to a shift from print distribution to online distribution.

**On the Road with Latter-day Learning.** Latter-day Learning is reaching out to families as the LDL team travels to various communities and attends a number of homeschool conferences. In April, Director Leland Anderson spoke at the Midwest LDS Homeschool Conference in Omaha, Nebraska. In May, Program Coordinator Diann Jeppson spoke at conferences in Heber City, St. George, and Ogden. In the coming months, LDL team members will travel to Mesa, AZ; Logandale, NV; and Dallas, TX to share curriculum and perspectives from the AHS way of teaching. The Latter-day Learning Team is delighted to be “on the road” fulfilling their mandate to be a worldwide outreach for American Heritage School!

**AHS Students Reign Supreme at Utah Chess Championships**



AHS students Gabriel Zhao and Bobby Zhou won first and second place, respectively, at the 2015 High School Championship sponsored by the Utah Chess Association. Gabriel, Bobby, and Terry (a Chinese student admitted to AHS beginning this fall) also won the Utah High School Team Championship trophy for American Heritage for the second year in a row. Way to go, Patriot chess masters!

**Spelling Bee State Finalist**



Congratulations to Rachel Andersen (Grade 8) who won the AHS school-wide spelling bee and advanced through seven rounds of the Scripps Regional Spelling Bee held at UVU on March 7<sup>th</sup>. Way to go, Rachel!



*Brianna Stirling (9<sup>th</sup> Grade) hustling on the soccer field in the JV Co-ed league. The Lady Patriots varsity soccer team took second place at the State Tournament in a heartbreaking, overtime loss in the rain. Great soccer season, Patriots!*



*Patriot Basketball. The men's and women's varsity teams both had outstanding seasons this year, with the ladies taking first place in the state tournament and the men taking third.*

**Report on High School Focus Group**

This spring, in a continuing school improvement initiative, a broad committee of current students, alumni, parents, teachers, administrators, and board members were assembled to discuss recommendations for improvements to programs and policies in the high school. Based upon responses to various written surveys of the entire school community, this committee met in February and identified several areas for improvement, including but not limited to the following:

1. **Increased emphasis on STEM subjects** (science, technology, engineering, and math). This could include a greater allocation of resources for new equipment and facility upgrades.
2. **Physical and athletic education.** More emphasis on physical and athletic education,



either through course, scheduling, or facilities improvements.

3. **Improved access to technology for students.** This could include access to a mobile computing lab, Office 365 and cloud computing tools, and computer programming classes.
4. **Block scheduling for project based learning.** This could include creating longer class sessions for science labs and other activities that required extended periods.
5. **Emphasis on quality (not quantity) of homework.** This has and will continue to be a priority for upper-grade teachers.
6. **Free and Open Inquiry.** Additional training and development for teachers to further promote a culture in classrooms of “free and open inquiry” that encourages students to explore various perspectives and diverse points of view.
7. **Additional opportunities for social interaction.** This includes more student-directed activities (like dances, socials, and student-planned activities) that give students more opportunities to interact outside of school hours.

Many thanks to all who participated in this very important feedback process. We have already begun working on some of these focus areas, and look forward to the fruit that will come from this kind of open and inclusive school improvement process. Good things to come!



Marinn Duncan and Daniel Lee, playing Nerissa and Shylock in *The Merchant of Venice*.



Members of the 8<sup>th</sup> Grade Merchant of Venice cast pose for a photo with Elder Quentin L. Cook of the Quorum of the Twelve Apostles. Elder Cook's granddaughter, Clairra, second from right, played Portia, and delivered an especially moving “Quality of Mercy” speech, considered one of Shakespeare’s finest and most poetic on the themes of justice and mercy.

#### On Mercy and Justice

(from Shakespeare’s *The Merchant of Venice*)

The quality of mercy is not strain’d,  
 It droppeth as the gentle rain from heaven  
 Upon the place beneath: it is twice blest;  
 It blesseth him that gives and him that takes:  
 ‘Tis mightiest in the mightiest: it becomes  
 The throned monarch better than his crown;  
 His sceptre shows the force of temporal power,  
 The attribute to awe and majesty,  
 Wherein doth sit the dread and fear of kings;  
 But mercy is above this sceptred sway;  
 It is enthroned in the hearts of kings,  
 It is an attribute to God himself;  
 And earthly power doth then show likest God’s  
 When mercy seasons justice. Therefore, Jew,  
 Though justice be thy plea, consider this,  
 That, in the course of justice, none of us  
 Should see salvation: we do pray for mercy;  
 And that same prayer doth teach us all to render  
 The deeds of mercy. I have spoke thus much  
 To mitigate the justice of thy plea;  
 Which if thou follow, this strict court of Venice  
 Must needs give sentence ‘gainst the merchant there.

—Portia to Shylock in the Venetian Court,  
*The Merchant of Venice*, Act 4, Scene 1





*The AHS Ballroom Dance Team advanced class competed in various competitions this year, bringing home individual and team honors.*

**Standardized Assessment Report**

STAR standardized reading and math assessments continued to improve this year in grades K–8. AHS began using STAR last year to measure progress in reading and math interventions, while reducing the amount of class time spent on standardized testing. Average ACT scores for AHS students were also well above state and national averages.

	English	Math	Reading	Science	Composite
<b>AHS (2014–15)</b>	<b>25.9</b>	<b>25.3</b>	<b>25.1</b>	<b>23.9</b>	<b>25.1</b>
Utah (2014)	20.0	20.3	21.3	20.9	20.8
Nation (2014)	20.3	20.9	21.3	20.8	21.0



*The AHS Chamber Choir consists of dedicated students who practice during lunch sessions to learn advanced music. From left to right: Linnea Miner, China Harbaugh, Ellie Woo, Emma Todd, Josh Blair, Spencer Welch, Connor Uhl, and Christopher Bowen.*

**AHS Adding English 440 Concurrent-College Enrollment Course Offering**

Virtually every student’s success is dependent upon their reading skills. English 440, offered by AHS this coming fall, is a concurrent enrollment course similar to BYU’s 3-credit English 420, ADOLESCENT LITERATURE course. As a concurrent enrollment course, students who successfully complete the American Heritage School English 440 course may earn up to three AHS high-school-level credits, plus transferable credit recommendations for up to three upper-division general education university-level credits. This is a “blended learning” course, which means that it is offered partly online, and partly in a traditional classroom setting, and can be completed in one, two, or three years. Given the rigor of reading and writing involved in this course, the three-year option is recommended.

English 440 will be made available to high school students, college students, and graduate students who are seeking an opportunity to learn to increase their reading rate, retention, and comprehension while also experiencing the joy of reading. “Adolescent Literature” is a title that reflects an intentional focus on young-adult-oriented literature pieces that are chosen by the student for themes, settings, vocabulary, and language style that are interesting and engaging to the student, and also relatively easy to understand. Students will experience life through characters who exemplify noble and Christlike attributes, while also learning to recognize and analyze characteristics that are contrary to those attributes.

In this course, each student selects and reads more than 30 young-adult titles that they can find in local libraries. Students learn to write and peer-review at least 12 college-level essays. They maintain a journal that discusses each of the books they read, and they produce a final portfolio discussing each of the titles within each genre.

The amount of reading is significant, but this one, two, or three-year course includes state-of-the-art ReadMate technology, which is also used in the BYU STDEV 305, ADVANCED READING STRATEGIES FOR COLLEGE SUCCESS course—one of BYU’s most highly student-rated courses. It is anticipated that most students who complete the AHS English 440 course, as

has been the case with BYU STDEV 305, will increase their reading rate by approximately 300%, while concurrently increasing comprehension.

Learning to write college-level essays, enjoying reading and analyzing literature, and improving reading rate and comprehension are only some of the benefits of this course. Brain research is also showing that as students learn to read with the ReadMate technology, other neurological executive functions, behaviors, and learning differences (including potentially Dyslexia and ADHD) may be improved, which could lead to increased productivity and decreased negative or harmful behaviors.

### **Student Government Officers 2015–16**



*Davin Nielson and Amber Sessions were elected as the student government President and Vice President for the 2015–2016 academic year.*

New student government officers were elected for the 2015–16 school year. Congratulations to Davin Nielson and Amber Sessions who will serve as President/Vice President together with the following elected officers:

- Co-Secretary of Dance: Linnea Miner
- Co-Secretary of Dance: Brooklyn Holmes
- Secretary of Tech Support: China Harbaugh
- Secretary of Music: Grant Frazier
- Co-Secretary of Activities: Andrea Jensen
- Co-Secretary of Activities: Sam Weyland
- Secretary of Finance: Lin Luo
- Secretary of Service: Emma Todd
- Secretary of Athletics: Josh Jorgensen
- Co-Secretary of Publicity: Josh Brown
- Co-Secretary of Publicity: Natasha Huhem
- Speaker for Middle School: Hannah Swim

- 9<sup>th</sup> Grade Representatives: Lauren Willardson, Julie Hendricks, and Rachel Anderson
- 10<sup>th</sup> Grade Representatives: Hannah Fee, Adam Sheets, and Maggie Crawford
- 11<sup>th</sup> Grade Representatives: Alan Zhang, Jens Jorgensen, and John Burton
- 12<sup>th</sup> Grade Representatives: Rebekah Crawford, Klaesara Bybee, and Chandra Lee

Student government officers work hard to make sure there are plenty of service-oriented and enriching activities for students at AHS to participate in. They also serve as a voice for student ideas and concerns. A special thanks to their advisor, Mr. Dye, for all of the extra hours he puts into Student Government activities.

### **Student Uniform Updates**

The AHS Uniform Committee has approved some changes to the uniform policy that are effective beginning in the 2015–16 school year. Uniform committee member Rob Swenson said that, “The goal of the committee has been to maintain a high standard of uniformity and quality, while also keeping the interests of families and students in mind who would benefit from more options in terms of cost and styles.” The most significant change is that there will be a new option for purchasing pants and skirts through the popular clothing label Land’s End. There will also be language added to the policy to allow for navy blue belts (in addition to black or brown). Finally, girls’ leggings will be able to be purchased from other sources besides just Land’s End. Look for more information on these options in your back-to-school package that will be mailed the first week in August.

### **High School A Cappella Choir Receives High Marks at First Festival Appearance**

In April, the A Cappella Choir from AHS participated in a high school choir festival at Springville High School. Since becoming associate members of UHSAA this year, this is the first time that AHS choirs have been eligible to participate in a UHSAA-sponsored choir festival. The Region 8 festival included ensembles from Salem Hills, Mapleton, Springville, Provo, and Spanish Fork high schools.





A panel of expert adjudicators rated each choir on various performance factors like tone quality, intonation, expression, etc. The AHS A Cappella Choir received a “superior” rating, which qualified them to participate in the state-wide choral festival at Libby Gardner Concert Hall in May. Congratulations, A Cappella Choir members, for an outstanding year and for representing our school so well!



*Dr. Symmonds, a parent at the school, does a lab demonstration with human organs from a cadaver. Parent volunteers at the school contribute thousands of collective hours each year, and make a tremendous the difference in the overall experience for the entire school community. We just couldn't do it without you!*

### Queen Elizabeth Creative Writing Contest

Eight years ago, Melonie Uhl, an AHS parent, started a contest to encourage students to strive for excellence in creative writing. Winning students are given prizes and medals for their work. There is even a special visit from Queen Elizabeth herself! Congratulations to the winners of this year’s Queen Elizabeth Creative Writing Contest!



6–8 grade winners:

- Honorable mention—Mary Gerlach for “The Tears Need to Flow”
- Honorable mention—Emilynne Carr for “Life”
- 3<sup>rd</sup> place—Anna Burton for “What My Savior Has Done for Me”
- 2<sup>nd</sup> place—Kenya Green for “Beautiful”
- 1<sup>st</sup> place—Ethan Morrill for “Sonnet 155”

3–5 grade winners:

- Honorable mention—Nathan Schmidt for “Tsunami”
- Honorable mention—Christian Sorensen for “Courageous”
- 3<sup>rd</sup> place—Isaiah Pettingill for “A Normal Day”
- 2<sup>nd</sup> place—Nora Redding for “The Adventures of Katie and Elaine”



- 1<sup>st</sup> place—Catherine Howard for “A Tale of Two Brothers”

#### K–2 grade winners

- Honorable Mention—Kate Elizabeth Woodley for “I love you”
- 3<sup>rd</sup> place—Eric Wilson for “Best Friends”
- 2<sup>nd</sup> place—Camryn Woodley for “The Dragon and the Mouse”
- 1<sup>st</sup> place—Maren Dewey for “Silly Sonnets”

### Utah Girls State/Boys State

Each summer, high school students from across Utah gather on the campus of Weber State University for a week-long educational program that teaches leadership skills and hands-on applications of the governmental process. The American Legion Boys State and American Legion Auxiliary Girls State programs have been going since 1935 and are among the most highly respected programs in the nation. High school juniors are selected by local American Legion Posts to attend the program. This year, twelve AHS students were selected for the program: Eliana Coy, China Harbaugh, Brooklyn Holmes, Chandra Lee, Amber Sessions, Ryan Arnson, Kaleb Hansen, Jacob Henderson, Cameron Lee, Davin Nielson, Alma Redd, and Isaac Reid. Congratulations, students!



*Paul Edwards, Editor of the Deseret News, speaks with AHS students at the KSL studio in Salt Lake City. Students in the AHS Principles of Leadership course conduct field learning to experience leaders at their places of businesses.*

### Faculty News & Notes

Welcome to new faculty and staff: Rohan Adams, Chemistry/Physics; Trisha Peale, Kindergarten; Renee Braddy, Kindergarten Aide; Cherie Gleave Raymond, School Counselor; Debbie Allen, K–3 Music Accompanist; and Connie Knudsen, Finance Administrative Assistant. Look for bios on the website and in an e-mail a little later this summer from Mr. Beckwith. We can't wait for you to meet these remarkable teachers and staff!



*AHS faculty and administrators help each other through the “Spider’s Web” at Mutual Dell in American Fork Canyon during their annual Faculty Retreat that concludes the Foundations Training Week in June. A spirit of unity and cooperation among AHS faculty and administration is strengthened by their devotion to the school’s mission, and is a large part of the distinctive culture at AHS.*

A fond farewell to the following teachers: Bailey Savage, Chemistry; Nancy Morrill, Kindergarten, Tia Quinn, K–3 Music Accompanist; Lori Welch, Spanish; Jeff Hall, Physics; and Nicole Lyons, Cross Country. We will miss you!

Congratulations to the following faculty members who welcomed babies this spring and summer: Nicole Harris, ASL teacher, who had a baby girl in February; Matt Paskett, soccer coach, whose wife had a baby girl in April; Sam Wood, math teacher, whose wife had a baby girl in June; Bailey Savage, science teacher, who had a baby girl in June. We are so happy for you, all, and can't wait to see those babies in an AHS uniform!





*Faculty Retreat, June 2015, American Fork Canyon. If you think we work well together, you ought to see us PLAY together!*

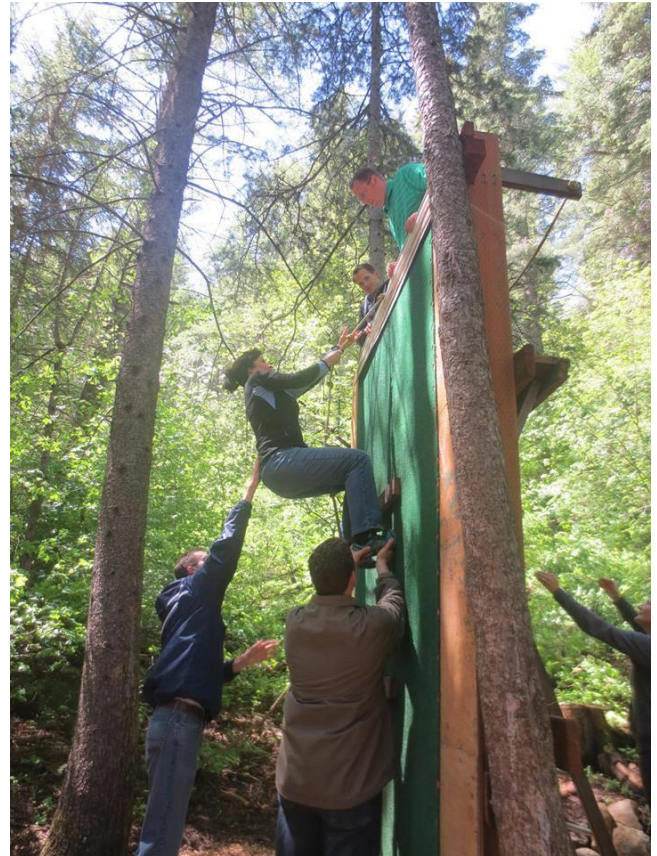
**Positions Available**

- **Admissions & Development Manager (FT);**
- **Middle/High School Spanish Teacher (PT);**
- **Science Aide (PT);**
- **Lunch Room Lead (PT);**
- **Cross Country Coach (PT);**
- **Distance Education Customer Service Representative (PT/FT)**
- **Substitute teaching applications are accepted throughout the year.**

See the “Opportunities” page of our website for more details. [american-heritage.org/Opportunities.htm](http://american-heritage.org/Opportunities.htm)



*3<sup>rd</sup> grade students participate in the Maypole Dance at the annual AHS Dance Festival. The Maypole is a centuries-old Germanic traditional dance. The AHS Dance Festival celebrates cultures around the world through music and dance—and is one of the most energetic and enjoyable events of the year.*



*Keisha Hansen, 7<sup>th</sup> Grade Teacher’s Aide, climbs “The Wall” as part of team-building exercises at the Faculty Retreat in June.*



*Sisters Natalie and Linea Miner play the parts of sisters in the recent AHS Drama Department’s production of *The Importance of Being Earnest*. The irony of the casting was not lost on the audience, and made for quite an authentic performance!*

## AHS Honor Roll – Third Term

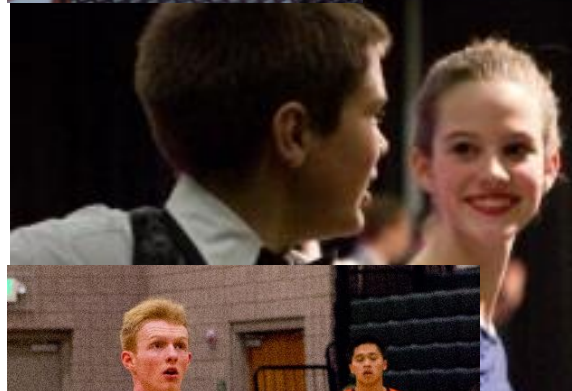
American Heritage School posts the Honor Roll each term for grades 4 and higher. Students qualify for the Honor Roll through exemplary performance in either academics (minimum 3.70 grade point average) or self-government (highest self-government grade of “Outstanding” in all classes). A student receives 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).

Adams, Sage	Crawford, Rebekah	Holmes, McKenna	Meeker, Cayden
Andersen, Gordon	Crockett, Joshua	Holmes, Megan	Meeks, Jacob
Andersen, Rachel	Crockett, Samuel	Holmstead, Joseph	Meyer, Andrew
Andersen, Samuel	Crosby, Emma	Holmstead, Nathan	Miller, Boston
Anderson, Cloe	Curzon, Sarah	Holmstead, Ryan	Miller, Halle
Anderson, Emily	Dalton, Eliza	Howard, Catherine	Miller, Johnathan
Anderson, Linda	Davis, Abigail	Hu, Andrew	Mills, Jaden
Arguello, Valerie	Davis, Claire	Huhem, Camilla	Miner, Karina
Bailey, Brayden	Davis, Olivia	Huhem, Natasha	Miner, Linnea
Bailey, Serenity	Denney, Tyler	Hunsaker, Kaden	Miner, Natalie
Bajyoo, Ayusha	Dewey, James	Hunsaker, Logan	Miner, Zane
Banner, Luke	Dewey, Joshua	Hunsaker, Parker	Monson, Jayden
Beckwith, Elizabeth	Duncan, Marinn	Jensen, Isabel	Monson, Rosie
Biesinger, Mackay	Fee, Hannah	Jensen, Sarah	Moore, Matthew
Bigelow, Alexandria	Fee, Isabelle	Jenson, Garrett	Moore, Scott
Bigelow, Robbie	Fichialos, Eliza	Jeppson, Macey	Morrill, Chloe
Blair, Jessica	Fillmore, Taylor	Johnson, Ashleigh	Morrill, Ethan
Blair, Joshua	Fisher-Sidwell, Isabelle	Johnson, B.J.	Morris, Thomas
Boggess, Meredith	Foutz, Savannah	Johnson, Brenna	Mortensen, Laurie
Bott, Ellis	Frazier, Grant	Johnson, Lauren	Mulvey, Lauren
Brady, Emma	Frazier, Tatum	Johnson, Madison	Neuenschwander, Anders
Braithwaite, Benjamin	Fu, MengMeng	Johnson, Sophie	Ng, Matthew
Brandon, Kenzie	Furner, Andrew	Jones, Adam	Nunes, Liana
Brimhall, Hadley	Gardner, Addison	Jonsson, Brayden	Olayan, Liahona
Brimhall, Hyrum	Gardner, Jacob	Jorgensen, Jens	Orr, Elijah
Brockbank, Stephen	Gardner, Sydney	Jorgensen, Josh	Ostler, Garrett
Brown, Adrianna	Gerlach, Angela	Kang, Hyeweon	Owens, Carter
Brown, Cynthia	Gerlach, Mary	Klingler, Christian	Pack, Laelle
Brown, Joshua	Gibbs, Emma	Klingler, Sierra	Parkin, Hyrum
Brown, Kimberly	Gibbs, Trinity	Knecht, Reed	Patch, Marinn
Brown, Nicholas	Girones, Gisele	Knudsen, Andrew	Peck, Lexie
Brown, Spencer	Golding, Brock	Knudsen, James	Petersen, Syviah
Bruno, Tonali	Golding, Brooklynn	Lamph, Alyssa	Peterson, Avalon
Bryner, Jenny	Gomm, Aeyan	Larson, Abby	Pettingill, Isaiah
Burnham, Devynn	Graham, Jackson	Larson, Colton	Pew, Kimball
Burr, John	Green, Kenya	Larson, Kymberly	Pew, Sammy
Burton, James	Griffith, Anna	Lee, Chandra	Pierce, Aubrey
Burton, John	Hales, Clarissa	Lee, Daniel	Pierce, Elsa
Bushman, Benjamin	Hales, Porter	Lofgreen, Carsyn	Pierce, Leah
Bushman, Bethany	Handy, Katelyn	Luo, Lin	Pierce, Trevor
Bybee, Klaesara	Handy, Kristyn	MacArthur, Lexington	Pletsch, Elizabeth
Carlson, Chelsey	Hansen, Kaleb	MacArthur, Sumner	Poulsen, Nathan
Carr, Tasia	Harbaugh, China	Macdonald, Kenna	Price, Hannah
Chan, Katy	Harper, Aubree	Macey, Mackenzie	Raubenheimer, Casey
Chenn, Eva	Haymond, Daniel	MacLean, Bradley	Redd, Alma
Chenn, Madeline	Helvey, Adelaide	Mason, Brenley	Reed, Jack
Cho, Jenny	Helvey, Garrett	Mathews, Olivia	Reid, Isaac
Clark, Kenya	Hendricks, Julie	Maughan, Mckayla	Reyes, Isaac
Cook, Clara	Higgins, Josh	Maxfield, Aleah	Reyes, Maya
Copeland, Brady	Hilton, Ivonne	McKay, Jacob	Reyes, Parker
Cowley, David	Hilton, Natalie	McMillan, Benjamin	Riboldi, Sarah
Cowley, Hyrum	Holmes, Brooklynn	McMurry, Allison	Rickenbach, Isaac
Coy, Eliana	Holmes, Emma	Meade, Evan	Rosa, Melanie



Roskelley, Ryker  
 Rowen, Derek  
 Rowley, Sarah Joy  
 Rutherford, Grant  
 Sanders, Madeline  
 Sanders, Thomas  
 Schmidt, Emma  
 Sessions, Amber  
 Sessions, Julianne  
 Sessions, Noelle  
 Severn, James  
 Shawcroft, Lillie  
 Sheets, Adam  
 Sheets, Emmie  
 Shelton, Olivia  
 Sivert, Abigail  
 Smith, Taggart  
 Sorensen, Christian  
 Southern, Annika  
 Sperry, Joshua  
 Squires, Kami  
 Stirling, Holly  
 Story, Allison  
 Stratton, Isabel  
 Stratton, Rachel  
 Stratton, Rebecca  
 Sullivan, Rudy  
 Swallow, Katelyn  
 Swim, Hannah  
 Symonds, Addison  
 Symonds, Zachary  
 Thompson, Kate  
 Todd, Emma  
 Todd, Katherine  
 Todd, Parker  
 Tuck, Ashlen  
 Uhl, Caleb  
 Uhl, Cara  
 Valverde, Charles  
 Valverde, Dylana  
 van der Beek, James  
 van der Beek, Jenaya  
 van der Beek, Joshua  
 Van Der Watt, Ariane  
 Van Der Watt, Kylan  
 Veach, Sadie  
 Walker, Adelaide  
 Walker, Natalie  
 Wall, Catherine  
 Ware, Sarah  
 Washburn, Olivia  
 Welch, Harrison  
 Welcker, Thomas  
 Weyland, Samuel  
 Wilkins, Joseph  
 Wilkins, Mia  
 Willardson, Ashley  
 Willardson, Lauren  
 Winn, Aiden

Woo, Ellie (Sangmin)  
 Woolston, Bronson  
 Woolston, Kailey  
 Woozley, Jameson  
 Woozley, Timothy  
 Wulfenstein, Jakob  
 Zhang, Alan  
 Zhao, Gabriel  
 Zhou, Bobby



## AHS Honor Roll – Fourth Term

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).

Adams, Lakyn	Dalton, Clairissa	Huhem, Camilla	Monson, Alexis
Adams, Sage	Dalton, Eliza	Huhem, Natasha	Monson, Jayden
Andersen, Gordon	Davis, Abigail	Hunsaker, Kaden	Monson, Rosie
Andersen, Rachel	Davis, Claire	Hunsaker, Logan	Moore, Matthew
Andersen, Samuel	Davis, Olivia	Hunsaker, Parker	Moore, Scott
Anderson, Cloe	Denney, Tyler	Jensen, Andrea	Morrill, Chloe
Anderson, Emily	Dewey, James	Jensen, Sarah	Morrill, Ethan
Anderson, Linda	Dewey, Joshua	Jenson, Garrett	Morris, Thomas
Bailey, Serenity	Dowdle, Cody	Jenson, Landan	Mortensen, Laurie
Banner, Luke	Duncan, Marinn	Johnson, Ashleigh	Mulvey, Lauren
Biesinger, Mackay	Fee, Hannah	Johnson, B.J.	Neuenschwander, Anders
Bigelow, Alexandria	Fee, Isabelle	Johnson, Brenna	Ng, Matthew
Bigelow, Robbie	Fichialos, Eliza	Johnson, Lauren	Nunes, Liana
Blair, Joshua	Fillmore, Taylor	Johnson, Madison	Olayan, Ammon
Boggess, Meredith	Fisher-Sidwell, Isabelle	Jones, Adam	Olayan, Liahona
Bott, Ellis	Frazier, Grant	Jonsson, Brayden	Orr, Elijah
Brady, Emma	Frazier, Tatum	Jorgensen, Jens	Owens, Carter
Brandon, Kenzie	Fu, MengMeng	Jorgensen, Josh	Pack, Laelle
Brimhall, Hadley	Furner, Andrew	Kang, Hyeweon	Parkin, Echo
Brimhall, Hyrum	Gardner, Addison	Klingler, Sierra	Parkin, Hyrum
Brockbank, Stephen	Gardner, Jacob	Knecht, Reed	Patch, Marinn
Brown, Adrianna	Gerlach, Angela	Knudsen, Andrew	Peck, Lexie
Brown, Cynthia	Gerlach, Mary	Knudsen, James	Petersen, Carsten
Brown, Joshua	Gibbs, Emma	Lamph, Alyssa	Petersen, Syviah
Brown, Kimberly	Gibbs, Trinity	Larson, Abby	Peterson, Avalon
Brown, Nicholas	Girones, Gisele	Larson, Cayla	Pettingill, Isaiah
Brown, Spencer	Golding, Brooklynn	Larson, Colton	Pew, Kimball
Bryner, Jenny	Gomm, Aeyan	Larson, Kymberly	Pew, Sammy
Burnham, Devynn	Green, Kenya	Larson, Thayne	Pierce, Aubrey
Burton, James	Griffith, Anna	Lee, Chandra	Pierce, Leah
Burton, John	Griffith, Nathan	Lee, Daniel	Pierce, Trevor
Burton, Samantha	Hales, Porter	Lofgreen, Carsyn	Pletsch, Elizabeth
Bushman, Benjamin	Handy, Katelyn	Luo, Lin	Poulsen, Nathan
Bybee, Draeton	Handy, Kristyn	MacArthur, Lexington	Raubenheimer, Casey
Bybee, Klaesara	Hansen, Kaleb	MacArthur, Sumner	Redd, Alma
Carlson, Chelsey	Harbaugh, China	Macdonald, Kenna	Reed, Jack
Carr, Tasia	Harper, Aubree	Macey, Mackenzie	Reid, Isaac
Carter, Samuel	Helvey, Garrett	Mason, Brenley	Reyes, Isaac
Chan, Katy	Hendricks, Julie	Mason, Eliza	Reyes, Maya
Chenn, Eva	Higgins, Josh	Mathews, Olivia	Reyes, Parker
Chenn, Madeline	Hill, Alex	Maxfield, Aleah	Riboldi, Katrina
Cho, Jenny	Hilmo, Claire	McKay, Jacob	Riboldi, Sarah
Clark, Kenya	Hilton, Ivonne	McMillan, Benjamin	Rickenbach, Isaac
Cook, Clara	Hilton, Natalie	McMurry, Allison	Roskelley, Ryker
Copeland, Brady	Hilton, Sarah A.	Meade, Evan	Rowen, Derek
Cowley, David	Holmes, Brooklyn	Meeker, Cayden	Rowley, Sarah Joy
Cowley, Hyrum	Holmes, Emma	Meeks, Jacob	Rutherford, Evan
Coy, Eliana	Holmes, McKenna	Miller, Boston	Rutherford, Grant
Crawford, Magdalene	Holmes, Megan	Mills, Caitlyn	Sanders, Madeline
Crawford, Rebekah	Holmstead, Joseph	Mills, Jaden	Schmidt, Emma
Crockett, Joshua	Holmstead, Nathan	Miner, Karina	Sessions, Amber
Crossley, Kathleen	Howard, Catherine	Miner, Natalie	Sessions, Julianne
Curzon, Sarah	Hu, Andrew	Miner, Zane	Sessions, Noelle



Severn, James  
Shawcroft, Lillie  
Sheets, Adam  
Sheets, Emmie  
Sheets, Sophie  
Sivert, Abigail  
Sorensen, Christian  
Southern, Annika  
Sperry, Joshua  
Squires, Kami  
Stirling, Holly  
Story, Allison  
Stratton, Isabel  
Stratton, Rachel  
Stratton, Rebecca  
Sullivan, Rudy  
Swallow, Katelyn  
Swim, Hannah  
Swim, Samuel  
Symonds, Addison  
Symonds, Zachary  
Todd, Emma  
Tuck, Ashlen  
Uhl, Caleb  
Uhl, Cara  
Valverde, Dylana  
van der Beek, Hannah  
van der Beek, James  
van der Beek, Jenaya  
van der Beek, Joshua  
Van Der Watt, Ariane  
Van Der Watt, Kylan  
Veach, Sadie  
Walker, Beau  
Ware, Sarah  
Washburn, Alice  
Washburn, Olivia  
Welch, Harrison  
Welcker, Thomas  
Wilkins, Joseph  
Wilkins, Mia  
Willardson, Ashley  
Willardson, Lauren  
Winn, Aiden  
Woolston, Bronson  
Woolston, Kailey  
Woozley, Jameson  
Woozley, Timothy  
Wulfenstein, Jakob  
Yoon, Anna  
Zhang, Alan  
Zhao, Gabriel  
Zhou, Bobby





AMERICAN HERITAGE SCHOOL



*Children of Liberty Learn from the Past*

# **ALUMNI REUNION**

## **AUGUST 14 & 15, 2015**

All previous AHS students and faculty are invited!

**Friday, August 14**

Dinner and Program, 6:30 pm, AHS Rec Hall  
\$15 per dinner plate

**Saturday, August 15**

Potluck Picnic Lunch and Activities, 12:00 noon, AHS Outdoor Pavilion  
Free Admission - Families are welcome!

Register online at [www.american-heritage.org](http://www.american-heritage.org), or R.S.V.P. to  
Decia Andersen at [deciaandersen@gmail.com](mailto:deciaandersen@gmail.com) by August 1



**Advanced string players** ages 9-15 will have the opportunity to participate in a full symphonic orchestra.

This week-long camp full of fun and music at unbelievable prices on the beautiful American Heritage campus:



## Lyceum Music Festival Youth

**August 3-8, 2015**

- ◆ Play in a **FULL SYMPHONIC** orchestra with professional woodwind, brass, and percussion.
- ◆ **POWERFUL** music including: Dvořák, Tchaikovsky, Handel, Mozart, Howard Shore, John Williams, and more.
- ◆ Special **GUEST** artist, Dr. Ryan Murphy - Associate Music Director of Mormon Tabernacle Choir and Orchestra at Temple Square.
- ◆ Week-long **MENTORING** by amazing professional musicians.
- ◆ **ENRICHMENT** classes including Youth Chorus directed by Dr. Murphy (performing a piece he is composing for this chorus, Cello Choir and Advanced Violin/Viola Folk Ensemble).
- ◆ Daily **FUN**: Family pool party, guest entertainment, BBQ dinner, final concert & more.

**Register early, enrollment is limited and is on a first-come, first-served basis.**  
**Two schedules available at amazing prices for different skill levels!**  
**Students are welcome to enroll for an Enrichment Class only!**

Learn more at our website: [www.lyceummusicfestivalyouth.com](http://www.lyceummusicfestivalyouth.com)

# 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**"

– D&C 64:34



**P**atriots 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)