



# American Heritage School News

Winter 2015

## Message From the Principal

How do we respond when our faith and ideals are tested by the pressure of human frailty?

President Lincoln’s darkest year was 1862.<sup>1</sup> It began with the death of his eleven-year-old son, Willie,<sup>2</sup> and descended into blackness, both personal and political, including the devastating Battles of Shiloh, Second Bull Run, Antietam, and Fredericksburg,<sup>3</sup> as well as infighting between members of Lincoln’s own party and cabinet.<sup>4</sup> By December of 1862, Lincoln exclaimed through tears of grief during a private visit with a congressman that “if I [cannot] get momentary respite from the crushing burden I am constantly carrying, my heart [will] break.”<sup>5</sup> The American poet Walt Whitman, who was profoundly affected by his time as a volunteer nurse in the Civil War, called it “the year that trembled and reel’d beneath me.”<sup>6</sup>



“As a Sparrow Alone” by Elspeth Young, oil on canvass, donated to American Heritage School and displayed in the center court. The story and symbolism of Drusilla Hendricks’s suffering are described in two small plaques that hang next to the painting. Artwork, curriculum, and programs at American Heritage School teach the stories of moral strength and integrity that were achieved through suffering, as well as the healing perspective of a loving Father in Heaven who declares, “Hold on thy way” (D&C 122:9 and Luke 12:7).

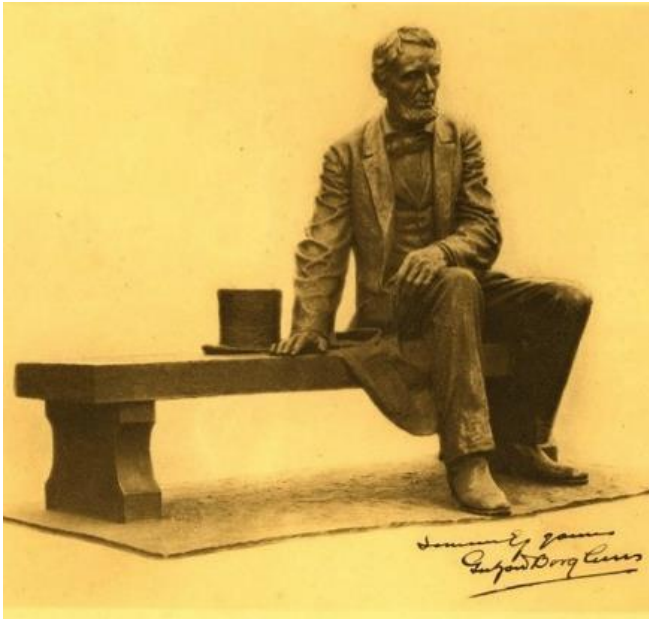
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Like the redemptive pattern of sunrise dispelling the night, the liberation of slaves was one of the first fruits of Lincoln’s darkest year. Emancipation officially began on January 1, 1863. The great proclamation was like a pillar of light that delivered the Union from ruin and destruction, and it was drafted and sealed in the crucible of intense affliction.

With an estimated 16,000 books written about him, Abraham Lincoln is one of the top few most written-about men in all of human history.<sup>7</sup> Why? What is it about Lincoln and his story?

Most of us are familiar with the victorious images of Presidents Washington, Lincoln, Jefferson, and Roosevelt carved into the towering granite of Mount Rushmore. The sculptor of those massive images, Gutzon Borglum, the son of Mormon-Danish immigrants, also created a much lesser known statue of Lincoln that provides a glimpse into Lincoln’s darkest year. Far different from the enthroned, emperor-like sculpture at the Lincoln Memorial, Borglum’s “Seated Lincoln” is an image of a man in his own gethsemane.



Gutzon Borglum's "Seated Lincoln" at the Essex County Courthouse in Newark, New Jersey. Borglum, the son of Mormon-Danish immigrants, became famous for his massive and victorious sculptures of American presidents at Mount Rushmore.

His "Seated Lincoln" is far less known, and captures not the conquering Lincoln, but the Lincoln in the depth of his darkest year, bearing the excruciating emotional burden of preserving the Union and liberating the slaves.

Throughout the Civil War, and especially during the high-stakes battles of 1862, Lincoln would frequent the telegraph office located adjacent to the White House in a converted library at the War Department. He did this in part to get news from the battlefield, but also to escape the constant press of visitors to the White House.<sup>8</sup> To get from the White House to the telegraph office, he crossed on foot through the White House garden. When the news was bad, he would sometimes retire to the garden, where Borglum envisioned one of Lincoln's many nocturnal walks, sitting on a bench, hat removed, soulfully contemplating the weight of his charge. Lincoln's left arm drapes over his right knee, wearily, almost painfully, and his right arm, palm down on the bench, bears his excruciating burden. The vacant space on the bench calls to weary mortals and sustaining angels alike to "come and sit with me for a spell."

What pathos in that image! What thoughts must have entered into his heart? The historical record does not disclose that secret, but it gives us some clues. Lincoln's favorite poem, entitled *Mortality*, was one so

frequently quoted by Lincoln that some thought he wrote it:

*Oh! why should the spirit of mortal be proud?  
Like a swift-fleeting meteor, a fast-flying cloud  
A flash of the lightning, a break of the wave  
He passeth from life to his rest in the grave.*

*The leaves of the oak and the willow shall fade,  
Be scattered around, and together be laid;  
And the young and the old, and the low and the high,  
Shall moulder to dust, and together shall lie.*

*The infant a mother attended and loved;  
The mother that infant's affection who proved;  
The husband, that mother and infant who blest,--  
Each, all, are away to their dwellings of rest.*

*The maid on whose cheek, on whose brow, in whose eye,  
Shone beauty and pleasure, -- her triumphs are by;  
And the memory of those who loved her and praised,  
Are alike from the minds of the living erased.*

*The hand of the king that the sceptre hath borne,  
The brow of the priest that the mitre hath worn,  
The eye of the sage, and the heart of the brave,  
Are hidden and lost in the depths of the grave.*

*The peasant, whose lot was to sow and to reap,  
The herdsman, who climbed with his goats up the steep,  
The beggar, who wandered in search of his bread,  
Have faded away like the grass that we tread.*



11th grade student Angela Gerlach visits with an elderly woman at a local nursing center. "To give children a good education in manners, arts, and science, is important; to give them a religious education is indispensable; and immense responsibility rests on parents and guardians who neglect these duties." (Noah Webster)

*The saint, who enjoyed the communion of Heaven,  
The sinner, who dared to remain unforgiven,  
The wise and the foolish, the guilty and just,  
Have quietly mingled their bones in the dust.*

*So the multitude goes -- like the flower or the weed  
That withers away to let others succeed;  
So the multitude comes -- even those we behold,  
To repeat every tale that has often been told.*

*For we are the same our fathers have been;  
We see the same sights our fathers have seen;  
We drink the same stream, we view the same sun,  
And run the same course our fathers have run.*

*The thoughts we are thinking, our fathers would think;  
From the death we are shrinking, our fathers would  
shrink;  
To the life we are clinging, they also would cling; --  
But it speeds from us all like a bird on the wing.*

*They loved -- but the story we cannot unfold;  
They scorned -- but the heart of the haughty is cold;  
They grieved -- but no wail from their slumber will come;  
They joyed -- but the tongue of their gladness is dumb.*



*The Ford's Theatre for Education and Leadership in Washington D.C. built a three-story tower of Lincoln books, approximately eight-feet in diameter, that represents only 6,800 of the estimated 16,000 books on Lincoln that have been written.*



*They died -- ay, they died; -- we things that are now,  
That walk on the turf that lies over their brow,  
And make in their dwellings a transient abode;  
Meet the things that they met on their pilgrimage road.*

*Yea! hope and despondency, pleasure and pain,  
Are mingled together in sunshine and rain;  
And the smile and the tear, the song and the dirge,  
Still follow each other, like surge upon surge.*

*'Tis the wink of an eye -- 'tis the draught of a breath--  
From the blossom of health to the paleness of death,  
From the gilded saloon to the bier and the shroud:--  
Oh! why should the spirit of mortal be proud?<sup>9</sup>*

What is it about Lincoln and his story? Maybe the better question is “What is it about Lincoln’s story that reminds us so much of our *own* story?” And maybe it’s not even his story or our story that is so compelling. Maybe it’s a deeper and more universal story than we realize, with ingredients that appeal to all of humanity.

Consider the basic plot: a child born into obscurity, overcomes all odds to obtain the height of success, wages a bitter war against his brothers to preserve the union and liberate the captives, foretells his own death for his cause, and the week following victory, is martyred in the house of his friends, sealing his mortal mission with his blood.

Will we ever tire of hearing stories like this?

It was a very similar story, an almost identical plot, that turned C.S. Lewis—the self-described “most dejected, reluctant convert in all of England”<sup>10</sup>—from atheism to Christianity. Lewis was so surprised by the impact of this story on him that he wrote an essay about it entitled

“The Grand Miracle,”<sup>11</sup> followed later by his autobiography *Surprised by Joy*.<sup>12</sup>



*C.S. Lewis in his essay “The Grand Miracle” (1945) and then later in his autobiography Surprised by Joy (1955) described a pattern in history and literature that he felt explains all of humanity and the natural world “like the central passage in a symphony or the central chapter of a novel.”*

Lewis was a thinker acutely attuned to patterns in history and literature. The pattern that fascinated him most was one he saw repeated in mythology and religion throughout recorded history: the pattern of the god who descends into mortality, is sacrificed as a mortal to save his people, and who is then revived. In his early intellectual years, Lewis was convinced that “all religions, that is, all mythologies to give them their proper name, are merely man’s own invention.”<sup>13</sup> Lewis pondered deeply about “myths,” which he understood to be similar instances of an event found among many religions.

Then, on the evening of September 19, 1931, Lewis invited his close friends J.R.R. Tolkien and Hugo Dyson to dine with him at Magdalen College in Oxford, England. By 1931, Lewis had already conceded the existence of God,<sup>14</sup> but he did not believe Jesus Christ was a divine savior, as his friends Tolkien and Dyson did. A long conversation ensued about the place of Christ among historical and mythological heroes. The conversation went on all night long, back at Lewis’s room, and outside next to the trees on Addison’s Walk. Lewis’s mind was racing with a

thought that would not leave him alone. It was a defining moment in his conversion to Christianity:

*What Dyson and Tolkien showed me was this: that if I met the idea of sacrifice in a Pagan story I didn’t mind it at all: again, that if I met the idea of a god sacrificing himself... I liked it very much and was mysteriously moved by it... and the idea of the dying and reviving god (Balder, Adonis, Bacchus) similarly moved me provided I met it anywhere except the Gospels... . Now the story of Christ is simply a true myth: a myth working on us in the same way as the others, but with this tremendous difference that it really happened.<sup>15</sup>*



*Addison’s Walk on the grounds of Magdalen College, in Oxford, England (one of the constituent colleges of the University of Oxford), where C.S. Lewis had a moment of realization in his conversion to Christianity, coming to understand for the first time what he would later call “The Grand Miracle.”*

This watershed realization led Lewis to write about what he called “The Grand Miracle,” which he compared to the central piece in a great symphony or novel.

*There then comes to you a person saying, “Here is a new bit of the manuscript that I found; it is the central passage of that symphony, or the central chapter of that novel. The text is incomplete without it. I have got the missing passage which is really the center of the whole work.” The only thing you could do would be to put this new piece of the manuscript in that central position, and then see how it reacted on the whole of the rest of*

*the work. If it constantly brought out new meanings for the whole rest of the work, if it made you notice things in the rest of the work which you had not noticed before, then I think you would decide that it was authentic. On the other hand, if it failed to do that, then, however attractive it was in itself, you would reject it.*<sup>16</sup>

“The Grand Miracle” is the central passage in the story of humanity. Its focal point is Christ in Gethsemane, Galgotha, and the Garden Tomb, but, as Lewis so beautifully articulated, the Grand Miracle is not simply the first few hours, or the first few weeks of the Crucifixion or Resurrection.

*I am talking about this whole, huge pattern of descent, down, down, and then up again... . One has the picture of someone going right down and dredging the sea-bottom... a strong man trying to lift a very big, complicated burden. He stoops down and gets himself right under it so that he himself disappears; and then he straightens his back and moves off with the whole thing swaying on his shoulders. Or else one has the picture of a diver, stripping off garment after garment, making himself naked, then flashing for a moment in the air, and then down through the green, and warm, and sunlit water into the pitch black, cold, freezing water, down into the mud and slime, and then up again, his lungs almost bursting, back again to the green and warm and sunlit water, and then at last out into the sunshine, holding in his hand the dripping thing he went down to get. This thing is human nature; but associated with it, all nature, the new universe.*<sup>17</sup>



Could this be, at least in part, why we resonate so much with stories, patterns, and people like Lincoln—people who remind us of a familiar and “deep magic”<sup>18</sup> operating in history and in our own lives?

*[The Grand Miracle] is imitated and echoed by the principles of the natural world; the descent of the seed into the soil, and its rising again in the plants. There are also all sorts of things in our own spiritual life where a thing has to be killed, and broken, in order that it may then become bright, and strong, and splendid.*<sup>19</sup>

We all have seasons of passing cloud cover when our faith is cooled by the winds of mortality.<sup>20</sup> How do we respond? With a choice—a choice that the rest of the natural world does not have.

Nature obeys the call of the sun, which reflects the light of Christ “which truth shineth . . . as also he is in the sun, and the light of the sun, and the power thereof by which it was made.”<sup>21</sup> The natural world sleeps in the winter, and awakens in the spring. It has no choice.<sup>22</sup> But we do. We have the power to remain in darkness, or, alternatively, to follow the pattern of the Grand Miracle, and give way to Him who calls us, through our suffering, to liberate, heal, and restore our relationships and our communities. May the Lord bless each of us in the New Year with a clearer vision of our frailty, and an increased reliance upon Him who strengthens all.

Sincerely,

Grant Beckwith  
Principal



<sup>1</sup> William Marvel, *Lincoln's Darkest Year, The War in 1862*, Houghton Mifflin 2008.

<sup>2</sup> Willie died of consumption (probably tuberculosis) on Thursday, February 20, 1862, in the White House. On the next Thursday, and for several Thursdays thereafter, Lincoln closed himself off to grieve in the Green Room where Willie's body had laid. "That blow overwhelmed me," he told one White House visitor, "it showed me my weakness as I had never felt it before." See Doris Kearns Goodwin, *Team of Rivals*, p. 422–423.

<sup>3</sup> Half of the top ten bloodiest battles of the entire Civil War were fought in 1862, though some were considered tactical victories for the North. The Battle of Antietam, September 17, 1862, was the bloodiest single-day battle ever waged on American soil, resulting in nearly 23,000 dead, severely wounded, or missing on both sides of the conflict.

<sup>4</sup> See Doris Kearns Goodwin, *Team of Rivals*.

<sup>5</sup> Spoken to Congressman Arnold in the Whitehouse, as recounted in Carl Sandburg, *Abraham Lincoln: The Prairie Years and the War Years*, p. 569.

<sup>6</sup> Walt Whitman's brother George fought for the Union army. Fearing George had been killed or wounded, Whitman spent much of December 1862 "walking all day and night, unable to ride, trying to get information, trying to get access to big people." Whitman eventually found George alive, but only after witnessing the unthinkable destruction of war. Whitman's poem "The Year That Trembled and Reel'd Beneath Me" was actually written in 1864 after his brother George was captured by Confederates, another brother Andrew died of tuberculosis, and a third brother, Jesse, was committed to an insane asylum.

<sup>7</sup> See Stephanie Cohen, "Four Score and 16,000 Books" *The Wall Street Journal* at <http://www.wsj.com/articles/SB10000872396390444024204578044403434070838>, Oct. 12, 2012. See also American National Biography Online, [anb.org](http://www.anb.org), <http://www.anb.org/articles/04/04-00631.html>. See also Paul Tetreault, Director of Ford's Theatre in Washington D.C. (all currently asserting these estimates). To put this in perspective, The Ford's Theatre for Education and Leadership in Washington D.C. built a three-story tower of Lincoln books, approximately eight-feet in diameter, that represents only 6,800 of the estimated 16,000 books on Lincoln that have been written. No one knows exactly how many books about Lincoln have been published, but the number is staggering, and places Lincoln consistently on the "top most written about" lists along with historical figures like Christ, Muhammad, Shakespeare, and some complicated figures like Napoleon and Hitler. Few Americans other than Lincoln make these lists

consistently, but Washington, Franklin, and Whitman sometimes appear.

<sup>8</sup> David Homer Bates, *Lincoln in the Telegraph Office*, p. 138–141. Lincoln drafted major portions of the Emancipation Proclamation at a plain desk in the telegraph office, often looking out the window and pondering for long periods, writing only a few words at a time. Major Thomas Eckert wrote that "Once his eye was arrested by the sight of a large spider-web stretched from the lintel of the portico to the side of the outer window-sill. This spider-web was an institution of the cipher-room and harbored a large colony of exceptionally big ones. We frequently watched their antics, and Assistant Secretary Watson dubbed them 'Major Eckert's lieutenants.' Lincoln commented on the web, and I told him that my lieutenants would soon report and pay their respects to the President. Not long after a big spider appeared at the cross-roads and tapped several times on the strands, whereupon five or six others came out from different directions. Then what seemed to be a great confab took place, after which they separated, each on a different strand of the web. Lincoln was much interested in the performance and thereafter, while working at the desk, would often watch for the appearance of his visitors."

<sup>9</sup> *Mortality*, by William Knox, a descendant of reformer John Knox, published in a collection called *The Songs of Israel* in 1824. Lincoln said about the poem "I would give all I am worth, and go in debt, to be able to write so fine a piece as I think that is."

<sup>10</sup> C.S. Lewis, *Surprised By Joy*, ch. 14, p. 266.

<sup>11</sup> C.S. Lewis, essay entitled "The Grand Miracle," 1945, published by the Trustees of the Estate of C.S. Lewis in 1971 in a collection of C.S. Lewis essays entitled *God in the Dock*, p. 56.

<sup>12</sup> The title for Lewis's autobiography *Surprised by Joy* (1955) was taken from William Wordsworth's poem "Surprised by Joy—Impatient as the Wind." Both predate Lewis's relationship and marriage with Joy Gresham, an event in Lewis's life popularized by the movie *Shadowlands*. Of course, the irony of titles is a beautiful one. Lewis wrote in his autobiography that Joy is like a "signpost" to those lost in the woods, pointing the way, and that its appearance is not as important "when we have found the road and are passing signposts every few miles."

<sup>13</sup> C.S. Lewis, letter to Arthur Greeves, October 12, 1916, republished in *God in the Dock*, 1971, p. 6. Arthur Greeves was a lifetime friend and frequent correspondent with Lewis.

<sup>14</sup> By 1931, Lewis had already conceded that God exists, stating "In the Trinity Term of 1929 I gave in, and admitted that God was God...perhaps the most dejected and reluctant convert in all of England." But he did not yet believe in Christ. See *Surprised by Joy*.

<sup>15</sup> C.S. Lewis, letter to Arthur Greeves, approximately September 1931, republished in *God in the Dock*, 1971, p. 7, emphasis in original.

<sup>16</sup> *Id.* at 58.

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

<sup>18</sup> "Deep Magic" from C.S. Lewis's *Chronicles of Narnia*, is the supreme power and order of the universe.

<sup>19</sup> C.S. Lewis, "The Grand Miracle" in *God in the Dock* at p. 59.

<sup>20</sup> Credit to Neal Maxwell for the metaphor of passing cloud cover that should never be confused for general darkness. "Sharing Insights from My Life," BYU Devotional, January 12, 1999.

<sup>21</sup> D&C 88:7, 17.

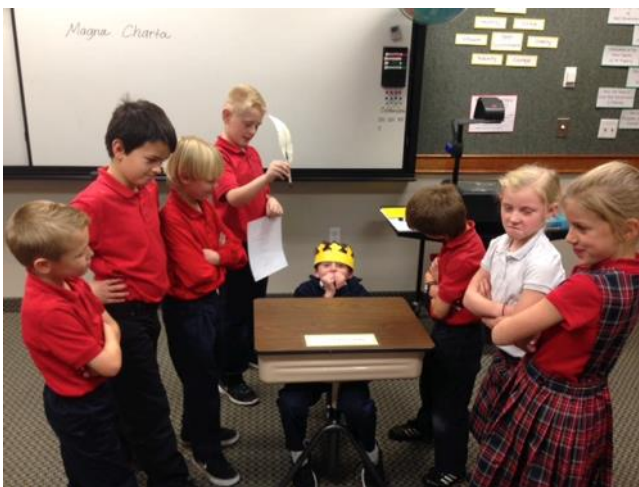
<sup>22</sup> Abraham 4:17–18, and credit to C.S. Lewis, *God in the Dock* at p. 66 for the metaphor of the crocus that "cannot choose whether it will respond [to the spring] or not."



*A cannon firing on the north lawn signifying the start of a new school year. This annual tradition is a powerful reminder of the sacrifices which have been made for liberty we now enjoy.*



*Mr. Beckwith and members of the Principles of Leadership class on a field trip to BYU's Marriott School of Management.*



*Miss Heaton's 3<sup>rd</sup> grade class learning about the Magna Carta. After just two days of oppression, the "class king" (representing King John) was forced to sign the "Freedom Vessel" (a document created by the class detailing their rights as class members).  
"Sign, John! Sign!"*



*The 2014 AHS Cross Country team. This year, the men's and women's varsity teams both brought home first place trophies from the Utah State USSA Meet.*

**Student, Parent & Teacher Submissions**

The following students were honored and awarded cash prizes for their original Christmas Lamb paintings as part of the 29th Annual Christmas Lamb Exhibit, sponsored by the Springville Art Museum:

- Hyrum Allen (Grade 5)
- Benjamin Anderson (Grade 3)
- Holden Atwood (Grade 4)
- Natalie Carter (Grade 5)
- Kate Denney (Grade 2)
- Maren Dewey (Grade 2)
- Haley Dye (Grade 2)
- Whitney Fillmore (Grade 5)
- Brock Golding (Grade 5)
- Jamie Grandpre (Grade 2)
- Lucy Higgins (Grade 3)
- Scarlett Holker (Kindergarten)
- Ashleigh Johnson (Grade 7)
- Luke Jorgensen (Grade 2)
- Liza Jorgensen (Grade 2)
- Eliza Mason (Grade 5)
- Wells Redding (Grade 1)
- Nora Redding (Grade 3)
- Grace Rutherford (Grade 3)
- Annika Southern (Grade 4)
- Sara Thompson (Grade 3)
- Loren Tuck (Grade 1)
- Hannah van der Beek (Grade 4)
- Sarah Ware (Grade 5)

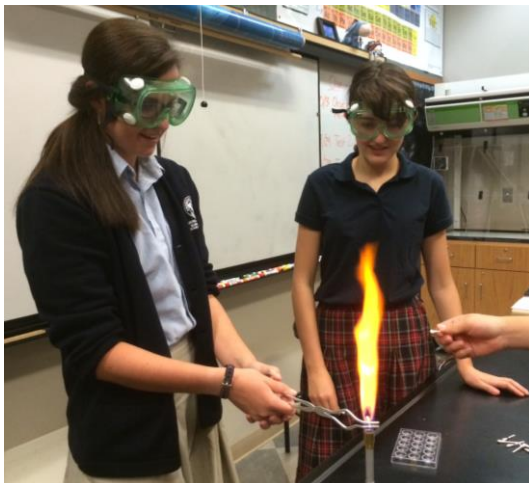
These students' paintings were displayed in the Ingrid F. Nemelka Christmas Lamb Gallery of the Springville

Art Museum. American Heritage School was very well represented in the exhibit this year. Congratulations, students!

An Essay on Biology and Divine Potential  
By James van der Beek, 9<sup>th</sup> Grade

The creation is the reason biology exists. Biology is the study of life, which began when God said, “Let there be light” (Genesis 1:31). Biology simply helps us understand the physical aspects of the created earth. The earth was created so that we, God’s children, can return to His presence, becoming glorified and resurrected beings. Thus, understanding biology in the light of restored gospel strengthens faith in God.

“The creation, great as it is, is not an end in itself but a means to an end. We come to the earth for a brief period of time, endure our tests and trials, and prepare to move onward and upward to a glorious homecoming... We must secure the understanding that the creation and the study of it is there to help us reach the end point, or rather a new beginning, eternal life... Our thoughts and deeds will surely be more purposeful if we understand God’s plan and are thankful for and obedient to His commandments” (*The Creation*, Russell M. Nelson). These inspired words add to my faith and hope in obtaining unending joy in the presence of God if I endure.



High school chemistry students test the reaction of various elements when applied to high temperatures.

“Who are you?” and “What can you become?” are questions many cannot answer. But from the mouth of God’s prophets, these words are clear: “Man is the



A patriotic themed sketch by 9<sup>th</sup> grader Brenna Johnson.

child of God, formed in His divine image and endowed with divine attributes, and even as the infant son of an earthly father and mother, he is capable in due time of becoming a man, so the undeveloped offspring of celestial parents is capable, by experience through ages and eons, of evolving into a God” (*The Origin of Man*, First Presidency, 1909). In essence, these exalting words testify that you and I are children of God, and are capable of becoming gods ourselves!

Knowing our potential leaves one wondering how to ensure it. The way to ensure godliness is actually very simple, but not easy. This assurance comes by overcoming the natural man.

Elder Russell M. Nelson further teaches that, “It is irreverent to let even the gaze of our precious eyesight, or the sensors of our touch or hearing to supply the brain with memories that are unclean and unworthy” (*The Magnificence of Man*, Russell M. Nelson).

The allowance of seemingly small sins is what brings us down. “Know ye not that ye are the temple of God, and that the Spirit of God dwelleth in you? If any man defile the temple of God, him shall God destroy; for the temple of God is holy, which temple ye are” (1 Cor. 3:16–17). We cannot afford to defile our temples. The human body is extremely powerful, but if one can develop self-mastery, he will be made glorious.



David, when pondering glory wrote, “When I consider thy heavens, the work of thy fingers, the moon and the stars which thou hast ordained.... What is man, that thou art mindful of him?” (Psalms 8:4–5). God is so indescribably epic, but the utmost comfort comes because I know that He loves *me*! He loves me so much that His only begotten son died so that I might repent. “We are children of God. Our potential is unlimited. Our inheritance is sacred. May we always honor that heritage in every thought and deed.” (*We are Children of God*, Russell M. Nelson).



*Sarah Curzon and Madison Johnson pause for a photo on Service Day, which included projects for grades K–12 ranging from local community service to international humanitarian aid. Service-learning is central to American Heritage School curriculum and culture, and all the more enjoyable with great friends!*

So how does this all relate to biology? Well, if biology is the study of life then it has *everything* to do with it. Understanding the world, the life on it, and the gift of our bodies in both a physical and spiritual sense, sparks within a person the desire to progress. It sparks within me the very desire to become a god and find everlasting joy! I want this; and I will learn, fight, and keep trying so that one day I can accomplish my desires and live my potential!

Excerpt from an Essay on Gratitude for the Bible  
By Gisele Girones, 6<sup>th</sup> Grade

The Bible has been a huge blessing, not just in my life, but in others' lives all across the world. My favorite book in the Bible is Revelation because it shows that good always triumphs over evil. The Bible always gives me guidance, and in times of doubt, I always look to it. I love that God has given us a handbook for life, and I plan to follow it for the rest of my days.

### The Teddy Bear

*A Short Story by Carter Owens, 4<sup>th</sup> Grade*

I was so excited. It's Christmas time! As I sat there on my shelf, watching the steady flow of people coming in and out, I got more and more excited! “So many people,” I thought, “maybe one of them will buy me!” then one child walked up to me and said, “Can we get this one, Mom?” “Sure” his mom said. Then to my absolute delight he grabbed me and walked to the register. Then, the person at the register scanned my tag and said, “Three dollars and thirty nine cents.” “So cheap!?” I thought.

When we got to his house he put me in his backpack. “Why is he taking me to school with him?” The next day at school, he put me on a Christmas tree. Then, later in the day, along with tons of other bears, they started putting us into somewhat equal piles with long lines of children starting from each pile and going down each hall. I heard someone say “It's the Teddy Bear Hug!” The first child in line grabbed me, hugged me, and then handed me to the next child. Then the next child hugged me and so on until the end. The last child, after hugging me, handed me to an adult who put me in a big bag. Tons of other bears started to join me in the bag. After the whole pile was in the bag, we were taken somewhere.



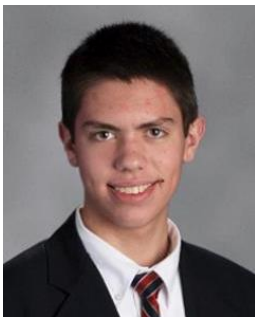
*During the annual Teddy Bear Hug service project, students donated nearly 600 teddy bears to the Ogden Rescue Mission.*

After some time, the bag was opened somewhere totally different, in a homeless shelter. One after another, a homeless child grabbed a bear then ran off happier than anyone I'd ever seen. Then one particularly sad looking child walked up, and when he saw me, he cheered up visibly, grabbed me, and ran off

happier than any of the others. I guess this is the real meaning of Christmas, after all I should know, because I am a gift.



Speech on Religious Freedom  
Winner in the Mary Kawakami Speech Contest  
*By Nathan Holmstead, 9<sup>th</sup> Grade*



Why did America become a country? What was the spark that started the American colonies? America was founded on freedom of religion. The reason people wanted freedom of religion is because of the oppression in England. The Anglican Church was ruled by the State, which

basically means that if you did anything contrary to what the Church's laws were you could be punished by the State. And back then, the Anglican Church was very strict on its practices.

One man who did not agree on the Church's methods and ideas was a man by the name of John Lothrop. He was classified at that time as a Separatist. He had the revolutionary idea that men should have freedom of religion, to have the freedom of their consciences. Lothrop was not willing to force people to believe in or about anything. His own son was an Anglican.

Let me give you a little history concerning Separatists and Anglicans. The Anglican Church was the Church of England at that time, and the head of the Church was the King. This meant power was given to bishops to enforce any sinning, rebelling, or anything contrary to the beliefs of the Church. Back then people did not

have as much freedom of speech as we do, so if someone even suggested that the Church change something, that person could get into serious trouble, namely, getting arrested. The things that were done to a person after they were arrested were absolutely disgusting: horrible sleeping conditions and food, getting whipped or disgraced publicly, thumbscrew torture, and starvation. It's no wonder that so many people died in the Prisons, and it's not too hard to realize that people would turn in their neighbors, just to save themselves.

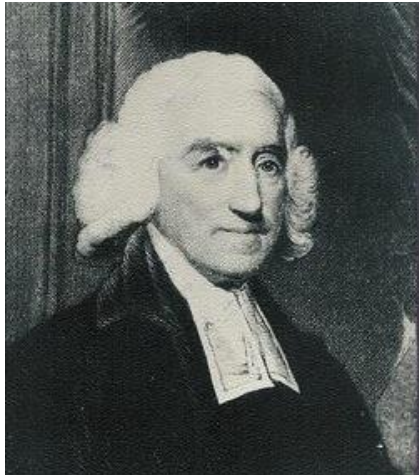
The Separatists were a group of people who believed that the Church was wrong in enforcing its beliefs, and that people should worship in whatever way that their conscience led them. Lothrop was such a firm believer of this principle, so much that he let his son become an Anglican. His son followed a Church that put Lothrop into prison, tortured him, and almost killed him because of his acts in supporting freedom of religion. And in reality, the way he worshipped was not much different from the Anglican Church; Lothrop's principles that the worship was based on were different. He believed that people should not be forced to worship in a way that was contrary to their conscience.



*Students performing during the 6<sup>th</sup> Grade devotional. Students in all grades at American Heritage School participate in some sort of devotional program each year. These programs are a powerful medium for instilling classroom learning deep into the hearts and minds of students.*

The very first colonizers, the Pilgrims, followed this basic principle of freedom of religion. They realized that since they came to America to obtain freedom of religion that their government should be in line with that principle. One of the Pilgrims happens to be an

ancestor of mine: William Bradford. The Mayflower Compact enabled the Pilgrims to worship according to their conscience. They knew that freedom of religion was essential to the founding of whatever government would be set up, whether it was a town, a colony or a country.



*The work of John Lothrop was instrumental to the spread of religious freedom in America. He has had many notable descendents, including at least six U.S. presidents and numerous other prominent American leaders. AHS 7<sup>th</sup> Grade scholars study Lothrop's life in depth through his biography Exiled.*

Freedom of religion was the spark that started this nation. Our nation would not exist as it is now if we did not have that freedom. To have freedom of conscience is what the Separatists, Reformers, and Pilgrims DIED FOR. They put their lives on the line every time they took a step toward religious liberty. I hope that you will remember what they have done for us. We are a nation today because of what they did for us yesterday.



*"A Beautiful Storm" watercolor and silhouette, by Lizzie Beckwith, 6<sup>th</sup> Grade (Chris Culver, Art Instructor)*

**Calendar at a Glance**

**February**

- 6 Grandparents Day (K-6)
- 6 Patriotic Program Matinee 10:00 a.m.
- 6 School Ends at 12:05 p.m. (K-12)
- 6 Patriotic Program 7:00 p.m.
- 7 ACT administered at AHS 8:00-12:00 p.m.
- 10-12 Book Fair Tue. 12-3 p.m.; Wed./Thur. 8 a.m.-8 p.m.
- 11-12 AHS Science Fair (Required Grades 4, 6, and 8)
- 11 **Parent Teacher Conferences K-12, 4:00-8:00 p.m.**
- 12 **Parent Teacher Conferences K-12, 4:00-8:00 p.m.**
- 12 Valentine's Day Celebrations 2:00-3:00 p.m. (K-6)
- 12 Eleventh Grade Devotional 8:20 a.m.
- 12 Midterm
- 13 **Teacher In-Service, No School (K-12)**
- 13 ACT Preparation Class 8:00-12:00 p.m.
- 16 **Presidents Day, No School (K-12)**
- 26 Fourth Grade Devotional 2:00 p.m.
- 27 Fourth Grade Devotional 8:40 a.m.
- 27 Faculty/Alumni versus Students Basketball Game
- 28 Girls Choice Dance 8:00-11:00 p.m. (14 and up)

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



*Parent volunteers assist with preparations for the annual dance festival by making hats for the Kindergarten "Chicken Dance" Parents provide thousands of hours of service to the school each year, which not only greatly assists teachers and staff, but demonstrates to children that education is a family affair. Thank you, parents. You make a TREMENDOUS difference!*

***AHS Graduates Receive the Prestigious  
Utah Regents' Scholarship Award***

Three recent AHS graduates were awarded the Regents' Scholarship through the Utah System of Higher Education: Ian Boggess, Scott Hilton, and Andrew Sessions, and a fourth met the basic qualifications without receiving the award, McKay Pierce.

This incredible scholarship award (up to 1/2 tuition for four years at any Utah college) is given to students who take a rigorous set of classes, maintain at least a 3.5 GPA, and score a 26 or higher on the ACT.

Congratulations to all four of these amazing students—all of whom are currently serving missions.



*Ian Boggess (top left), Scott Hilton (top right), and Andrew Sessions (bottom left) received Utah Regent Scholarship Awards. McKay Pierce (bottom right) also met the basic requirements.*

***“Founding Families” Visit  
AHS on Constitution Day***

On September 17<sup>th</sup>, the entire AHS student body participated in activities focusing on the Constitution and the freedoms that we enjoy. The theme was “Founding Families” and all volunteer actors were

parents from the school community:

- George Washington (Spence Bingham)
- Martha Washington (Diann Jeppson)
- John Adams (Calvin Cory)
- Abigail Adams (Autumn Cook)
- Benjamin Franklin (Alma Tuck)
- Deborah Reed Franklin (Sheryl Johnson)
- Joseph Smith (Leland Anderson)
- Emma Smith (Janine Miner)

Students rotated around an eight-point star (made out of flags on the north field) and listened to each of these “founding mothers and fathers” talk about their love of country and families.



*Janine Miner (left) as Emma Smith, Leland Anderson (center) as Joseph Smith, and Sheryl Johnson (right) as Deborah Reed Franklin on Constitution Day.*



*Students ask questions from John Adams (played by parent Calvin Cory). Celebration through simulation and period dress is an important tool in helping students to experience their curriculum and model the character traits of those whom they study.*

### **Students Donate Time, Talents, and Money on Service Day**

On October 1st, students and teachers at AHS came together to give service throughout the community. From visiting care centers, to picking up litter, to cleaning chairs on our own campus, opportunities for meaningful service were all around. The result was an estimated 2,000 hours of combined service.

In conjunction with Service Day, students in grades 7–12 were able to hear a presentation by the [Liahona Children's Foundation](#), a non-profit organization with the goal to eliminate malnourishment among LDS children in Peru, Guatemala, and the Philippines. Since the presentation, AHS students have raised nearly \$2,000 to provide food supplements and educational opportunities to poor children in these countries. AHS Patriots understand that “AHS” means “Always Honor and Serve!”



*Students wrote letters and sent them heavenward for Katie Hancock, a fellow AHS student who passed away in July 2014.*



*Stewardship for the school's physical facilities and equipment is an important focus at AHS, one that translates into a “clean culture” that runs more deeply than just caring for the building.*



*“Can we have Spirit Day EVERY day?” Mrs. Parker (11<sup>th</sup> Grade Core) takes a moment with her students for a picture on Spirit Day, October 1, 2014, devoted to community service.*

### **AHS Alumni Spotlight**

Annabelle (Hoeun) Park, a graduate of American Heritage School, Class of 2012, came back for a visit before Christmas break. We had an opportunity to sit down with her and ask her a few questions about her life and her experiences at American Heritage School:

#### **What do you remember most about your experience at American Heritage School?**

I remember a lot of time spent with classmates and teachers and having that intimacy of being more like a family unit, instead of just a teacher-student relationship. That's one thing I cherish most—the close relationship that we all had, which is also one of the things that I've missed the most at college.

#### **Is there one academic or spiritual idea/concept that has become more meaningful to you since you left American Heritage School?**

There are actually a few, but one that hit me a lot after I left AHS is gratitude for family, parents, siblings, and other family members. That's one thing I've learned the most that is very important. I used to call my parents once a month—usually when I needed money! At college, when I've needed someone to talk to or when I've needed someone to trust me, I always have a family to go back to. That's one thing that Mr. Haymond emphasized a lot in his class at AHS: being appreciative of family and realizing how important family is in our lives.



*Annabelle (Hooeun) Park, a graduate of American Heritage School, Class of 2012, pictured here with her host mother and AHS faculty member, Nancy Willis. Annabelle recently returned from Case Western University in Cleveland, OH, and shared some reflections on her AHS experiences that have remained with her.*

Also, making choices. My teachers at AHS taught us that when you choose right, you get more freedom and there are no regrets. When you choose something outside of what you truly believe, it narrows your freedom. In college I began to experience this in “real life.” That’s one of the things that really hit me the most after I graduated.

**Tell us a little bit about what you’ve done in the two years since you graduated.**

After I graduated from AHS, I got accepted to Case Western Reserve University in Cleveland where I studied Biomedical Engineering, which was a great experience. I had great professors. Academically, it was tough, but I learned a lot of really interesting things. One thing I learned and experienced is that you cannot be flexible with your standards, and you cannot be flexible with your values. If you think something is right, then you have to stick with it. You cannot be persuaded by other people, environments, or situations. You can’t just do one thing at a certain time and then do another thing at another time. It was tough, but at the end of the day, when I needed Him the most, my Father in Heaven was there to listen to my prayers. My parents and my family were also there to help.

**Where do you think you will be a year or two from now?**

Well, first I want to go back to Korea and spend some quality time with my family. It’s been way too long

since I’ve spent time with them (about 6 or 7 years)! I’m deciding whether I want to transfer to a different school to continue studying Biomedical Engineering and then, perhaps, go to medical school.

**What advice do you have for current students at American Heritage School?**

First, I want to tell them to enjoy the life here with great teachers and faculty members. Enjoy it right now, and enjoy the friendships that you have. Also, I want to emphasize to always trust in yourself and trust what is important in your life and never doubt. No matter where you end up going, don’t ever doubt yourself or doubt the things that you truly believe in, especially not because of other people. Finally, maintain a strong relationship with your family.



*How do you raise a lot of money for charity? Just challenge Mr. Dye to a penny war...and win! Students raised nearly \$2,000 for the Liahona Children’s Foundation.*

**All-School Spelling Bee Winners**



Congratulations to the winners of the AHS Spelling Bee. The All-School winners were Rachel Andersen (1<sup>st</sup> Place), Ethan Morrill (2<sup>nd</sup>), and Megan Mortensen (3<sup>rd</sup>). Winners of the Junior Bee were Nora Redding (1<sup>st</sup> place), Alyssa Wheeler (2<sup>nd</sup>), and Eli Beeson (3<sup>rd</sup>). Rachel will represent AHS at the state-wide spelling bee this Spring. Congratulations to all of our contestants!



Bronson Woolston (center) and Ben Braithwaite (right) showcase their creation at the First Lego League of Utah Qualifying Tournament in January. The AHS senior team earned a Judges Award and placed 4<sup>th</sup> overall in the competition.

**All-School Geography Bee Winners**



Ten finalists competed in the all-school Geography Bee on January 8, listed here in order of their final standing: (1) Ethan Morrill, (2) Bronson Woolston, (3) Annika Southern and Sam Beckwith (tied), (5) Lauren Willardson, (6) Emily Anderson, (7) Porter Hales and

Rachel Andersen (tied), (9) Mary Gerlach, and (10) Dylan Swallow. Ethan will have the opportunity to take the state exam in the next round of the National Geographic Bee competition. Congratulations to all of these hard-working students!



New York Times Best Selling Author Shannon Hale shows AHS students how many rejection letters she received before her first book was accepted for publication. The visual was very effective, stretching across the entire width of the stage.

**The Wizard of Oz Brings Laughter and Smiles to AHS**

In October, audience members were invited to travel “down the yellow brick road” in the AHS production of *The Wizard of Oz*. This dazzling show featured a cast and crew of over 50 students from grades 6–12. Mrs. Perry and Mr. Swenson did an amazing job of preparing this cast to perform in only eight weeks! Mr. Hansen and his tech crew did an amazing job with lights, sound, and sets.



Megan Holmes, who had the leading role of Dorothy in the play, said, “The show was really fun, but the best part of the experience was the unity that we felt as a cast. We really came together and made some life-long friends.”



Linnea Miner, who played the Wicked Witch of the West, said, “It was a lot of fun for me to play a role that was different than anything I had ever done before. I also enjoyed getting to know other cast members.”



China Harbaugh both acted in the play and filled critical roles on the tech crew. She said that it was a “magical, difficult journey.” Thanks for all your hard work, China and the rest of the cast and crew!



Christopher Bowen as the Scarecrow, Megan Holmes as Dorothy, Nathan Young as the Tinman, and Ben Bushman as the Lion. “A new heart also will I give you, and a new spirit will I put within you: and I will take away the stony heart out of your flesh, and I will give you an heart of flesh.” (Ezekiel 36:26)



Linnea Miner playing the role of the Wicked Witch of the West.



The Munchkins welcoming Dorothy to Munchkinland. This year's cast included over 50 students in grades 6-12.

### **Music Concerts Focus on Gratitude, Faith, and Freedom**

The AHS music department has been busy this year producing a variety of concerts and events focusing on gratitude for our blessings, faith in God, and love of freedom.

In November, the American Heritage Lyceum Philharmonic brought an audience favorite back for the second time (it was first performed at AHS in 2009): *The Price of Freedom*, by acclaimed composer Rob Gardner and songwriter McKane Davis, details the heart-wrenching experiences of four soldiers during WWII and the families they left behind. Members of the Lyceum Philharmonic were joined by a cast of

professional singers and actors for this powerful concert. Speaking about the rehearsals for *The Price of Freedom*, Mr. Brown said, "When you make the time and sacrifices to learn this music, to be part of the production, you have a different appreciation for what families went through in the World War II era. My Hope is that [*The Price of Freedom*] can take it out of a textbook and put it into their hearts."



Kayson Brown conducting the Lyceum Philharmonic during a rehearsal for *The Price of Freedom*. Mr. Brown was recently awarded Music Teacher of the Year by the Utah Chapter of the American String Teachers Association. Congratulations, Kayson!

On November 11<sup>th</sup>, the American Heritage Youth Chorus presented their annual Thanksgiving concert at the Alpine Tabernacle in American Fork. The concert, titled *Come, Thou Fount of Every Blessing*, featured music expressing gratitude for all of our blessing. Since the concert was on Veteran' Day, many patriotic numbers were included as well, paying tribute to the men and women who's sacrifice has made many of our greatest blessings possible.

On December 13<sup>th</sup>, the American Heritage Youth Chorus Concert Choir and Children's Choir joined forces with the Lyceum Philharmonic for a special Christmas concert. *An American Heritage Christmas* has been a tradition at AHS since 2009 when special guest Michael Ballam came. This year, we were thrilled to welcome back Dr. Ballam again, together with his daughter Vanessa Ballam and young vocalist Lexi Walker. Both the matinee and evening concerts were well attended and well received by audience members. One audience member remarked, "This was the best Christmas concert I have ever been to!"

In addition to the concerts presented by the top after-school ensembles, there were also inspiring performances in November and December by the



preparatory orchestras and curricular choirs. Thank you, choir and orchestra students, for sharing your amazing talents with all of us!



*Michael and Vanessa Ballam lead an audience sing-along during the 6<sup>th</sup> annual production of An American Heritage Christmas.*



*The American Heritage Youth Chorus Concert Choir singing at An American Heritage Christmas on December 13<sup>th</sup>.*

### **Fall Festival Highlights**

The annual Fall Festival, held on Friday, September 12<sup>th</sup>, was a huge success, thanks to an army of amazing volunteers, led by our multi-talented, super-human Parent Organization President, Jennilyn Burr! Participants were treated to a wonderful BBQ pork dinner followed by a variety of games and activities, including relay races, carnival games, a tractor ride, a bake sale, and a dunk tank (hats off to our brave faculty dunk tank volunteers!). For many families, the best of this activity is the opportunity to socialize with other patrons and build friendships to unify the AHS “family.” Thank you, Parent Organization and Fall Festival Organizing Committee, for a wonderful evening!

### **Report on Annual Fundraising Goals**

On Friday, October 10, the annual “Stepping Stones for Generations” Benefit Dinner and Live Auction was held in the AHS recreation hall. The school raised nearly \$300,000 in one night, thanks to the generosity of attendees, sponsors, donors, and matching donors.

Our goal with this year’s Annual Fund is to raise \$500,000 for two key priorities: (1) teacher compensation, and (2) student scholarships. We ask you to please consider making a tax-deductible contribution to the School, given monthly, quarterly, or all at once, to help us educate hearts and minds for latter-day families. You can even donate online at <https://american-heritage.org/Home/Give>. Thank you!

### **HDE Latter-day Learning Network Experiences Rapid Growth and Expansion**

The Latter-day Learning Network has experienced a remarkable amount of growth since it started just two years ago. The network has grown from an initial group of 400 to a world-wide community of 8,000+ participants from all 50 U.S. states and over 50 countries!

The Latter-day Learning program began in August 2012, as the worldwide outreach initiative of American Heritage School. The program began with a single offering—The Family School curriculum. This curriculum was created to serve the existing and growing demands of LDS homeschoolers desiring a strong academic, LDS-oriented education in accordance with refined methods and philosophy of



*Peter and Amber Knecht tell about the Family School curriculum at a recent homeschooling conference. Since the first edition of “year one” was released in 2012, nearly 2,000 copies of this unique homeschool curriculum have been sold around the world.*

American Heritage. It was designed to accommodate multiple children of various ages—a one-room schoolhouse approach.

To accommodate a worldwide community of LDS homeschoolers, plans to add a digital curriculum option began in early 2014. Later that year, TheFamilySchoolOnline.org was released. Within one month nearly 70% of families had enrolled. This online version of The Family School allows for increased accessibility, more simple preparation and delivery, and the possibility for lower pricing models, including low monthly subscriptions to reduce financial barriers for many families.

Thanks to the technology of Google Translate, a simple plugin to TheFamilySchoolOnline.org now provides The Family School lesson plans in over 80 languages!

The 2014–15 school year commenced with three very significant developments that are designed to increase the impact and reach of the Latter-day Learning program:

1. **The Family School for Middle/High School:** In September 2014, a pilot of The Family School for middle and high school age students began. Full release is expected for the 2015–16 school year!
2. **Language Arts Program:** Research and development of a custom, phonics-based language arts curriculum has begun. This project is lead by American Heritage’s Lilly Taylor and Linda Strong—two experts in early language arts teaching and training.
3. **Family Education Center:** Development of the first Family Education Center pilot is opening in January 2015, for Kindergarten and First grade age children. The Family Education Center will blend the best of two beautiful worlds—American Heritage independent education with Latter-day Learning home education, and provide families near and far with one more blended option!

To meet the growing development and operational needs of the Latter-day Learning program, a new full-time staff member was added to the administrative team for the 2014–15 year.



*Students from the Solomon Schechter School of Long Island, a conservative, Jewish private school in Long Island, NY, participate in Mr. Swenson’s online AP Music Theory course broadcast via internet from AHS. This faith-centered music course is offered through American Heritage School’s Home and Distance Education program and draws enrollment from California, Utah, Kentucky, Virginia, New York, and Massachusetts.*



We are excited and blessed to have Hannah Stoddard on the team as an Assistant Project Manager, working closely with her younger siblings who, in large part, deserve credit for the website development of, and content publishing for TheFamilySchoolOnline.org.

Looking back over the past six months reveals the steady—perhaps pressing—hand of Providence that moves this worldwide outreach through people, inspiration, opportunities, and resulting resources that bless the lives of thousands of homes around the globe. What a marvelous work and what a wonder it is, indeed!

### Faculty News & Notes

Welcome to our newest faculty and staff members!



**Chase Hale, Finance Director.** Chase was drawn to American Heritage by the values and priorities signaled in its mission statement. After completing a bachelor's degree in general accounting and a master's degree in financial accounting (BYU Marriott School of Management),

Chase began his professional career with Deloitte & Touche. Chase specialized as a financial-statement auditor in Deloitte's North Carolina practice where he also is licensed as a Certified Public Accountant. Chase made the jump from public accounting to industry when he accepted an offer to work for MasTec Network Solutions, a project-management company specializing in wireless-telecommunications infrastructure; Chase's last position before leaving MasTec was as the Regional Finance Controller for the Carolinas market. Chase and his wife Laura look forward to the positive impact the school will have on their family as their five children attend as students and as the prescribed literature, history lessons, and other aspects of school curriculum become a starting point for dinner-time and other-family discussions.



**Arien Adams, Third Grade Aide.** Arien was born in Seoul, Korea, grew up in Colorado, served in the Philippines Ilagan Mission speaking Tagalog and graduated from BYU-Provo. She has spent the last twenty years working with children and teaching in various

positions to different audiences, including at-risk youth at an alternative middle school, wild and crazy cub scouts, adorable pre-schoolers, primary sharing time and chorister, summer adventures with all the neighborhood kids and Laurels and youth in seminary. One of her most memorable jobs in college was driving a full-size school bus and interacting with students from Kindergarten to seniors on her two-hour route. The middle-schoolers (most being taller than her) would often ask her if she could actually see OVER the steering wheel AND touch the brakes at the

same time. She always replied, "Maybe not at the SAME time. It's a good thing these steering wheels are made with holes!" The best decision she ever made was to marry John Adams in the Manti Temple and they are blessed to have four children who all attend American Heritage School.



**Diane Andrus, French.** (Farewell to Corinne Griffiths, who is moving to California with her husband's employment relocation);

Diane Andrus graduated from BYU with a French major and English and Music minors. While at BYU she was a member

of the Philharmonic Orchestra and Synthesis. She has taught French to elementary, middle, high school, college, and adult students in Utah, Indiana, and Massachusetts. While living in Indiana she was the principal percussionist for the Lafayette Symphony Orchestra. She also runs a music teaching studio out of her home and gives guitar, drum, and piano lessons. She served a mission to Paris, France and had the opportunity to work as a translator at the MTC. She loves teaching and is excited to be working at American Heritage. She and her husband Merritt are the proud parents of five wonderful children.



**Stephen Behunin, Reading Skills Instructor.** As a freshman, Stephen chose to major in Chemistry at BYU, because Chemistry required him to read the fewest number of words. He chose Physical Chemistry, rather than Organic Chemistry, because Physical Chemistry students read fewer

words than the Organic Chemistry students. When asked what he did in college...when he wasn't studying...he had to respond with "Nothing! I spent ALL my time studying." After developing the ReadMate system, he came to realize that, for good readers, life is a lot easier, and he wanted to share that with others. Currently, Stephen is tutoring AHS students, he will be teaching an advanced reading class for AHS high school students, and he's developing plans for AHS on-line/Family School reading and literature courses that may also offer college credit.



**Beth Braithwaite, Seventh Grade Aide.** Beth believes in the capacity, spirituality, and the righteous desires of the youth today. She knows there is divine help in teaching them to come unto Christ. She has seen this as she has worked with the youth as a public school teacher, a preschool

teacher, a homeschool mom, and a co-op teacher. Beth was born in British Columbia and graduated from Mountain View High School in Orem. She graduated with a Bachelor of Science from Brigham Young University. She and her husband, Russ, and their five children lived abroad in Brazil, embracing many cultures at the international school their children attended. Some of her favorite moments are spent working in the wood shop with her husband, preparing Thanksgiving dinner with the whole family bustling together in the kitchen, or sharing a book with a child.



**Keisha Hansen, Seventh Grade Aide.** Keisha has had a great love for learning and teaching for as long as she can remember. She studied International Relations and Family Sciences at BYU and earned her degree in 1992. In her search to find a higher standard of learning for herself and her

children, she was guided toward Christian-based education methodologies and continued to utilize and build upon these as she homeschooled her four children for nearly 12 years. Keisha played a central role with the Midwest Parents Education Association, started the Kansas chapter for the Young Stateswomen Society, and taught early morning Seminary to freshmen and sophomores for two years. A few years ago she knew she had found the perfect match for what she desired in both education and teaching when she discovered American Heritage. Keisha and her husband, Kent, packed up their house and children and left everything in Kansas to come and be a part of what American Heritage has to offer. Several miracles took place in order for this to happen, and since moving here their hearts have been continually filled with gratitude.



**Robin Handy, Second Grade Aide.** Robin graduated from BYU-Hawaii in International Cultural studies and went on from there to get a teaching credential from Sonoma State University in California. She has since completed a Masters in Education from Southern

Utah University and earned endorsements in math and ESL instruction. She taught 1<sup>st</sup> grade and kindergarten for 10 years before getting married and gaining three amazing step children! All of them get the privilege of attending AHS and she has seen the blessings they have received because of their participation in the school community. She is the daughter of a Navy officer and has traveled and lived all over the world. For this reason she developed a deep love of this country and the values of American Heritage School. She served a mission in France and loves to read, write, and craft. She loves to learn and has a strong desire to help children gain a love for learning. Robin is very excited to be a part of the 2<sup>nd</sup> grade team as an aide and serve the teachers and students of American Heritage School.



**Nicole Harris, American Sign Language.** Nicole Harris is thrilled to introduce the American Sign Language (ASL) program to its first year at American Heritage School. Mrs. Harris recently graduated from Utah Valley University, where she received her

bachelor's degree with high honors in Deaf Studies with an emphasis in Education. During her time at Utah Valley, she immersed herself in Deaf culture to gain a better understanding of the language and community. Mrs. Harris' student teaching was conducted at Lone Peak High School, where she instructed both beginning and intermediate levels of ASL. There she received special recognition from the ASL District Advisor for her fun and effective teaching methods and classroom management. These experiences and others have ignited her passion for teaching, to help her students continually learn and succeed. Mrs. Harris served a mission in Omaha, Nebraska where she used her ASL skills in the Winter Quarters Visitor Center. Outside of the classroom, Mrs. Harris enjoys traveling, camping,

blogging, playing board games, and spending time with her husband and their cat. She is delighted to share her love of American Sign Language and her passion for the Gospel as a teacher at American Heritage School.



**Tess Hilmo, First and Eighth Grade Aide.** Tess Hilmo holds a BA in Communications and Public Presentation from Brigham Young University. Her work as a nationally published author (Macmillan, NY) takes her into classrooms and libraries across the nation via skype. Both of her

novels for young readers are on BYU's elementary education curriculum and multiple state lists. Before coming to AHS in this position, she worked as an Author in Residence at Endeavor Hall (West Valley, UT) teaching writing intensives for grades 4–6. A long-time patron of AHS, Tess has previously served as Parent Organization president and vice president.



**Jennifer Horelica, Fifth Grade Aide.** Jennifer graduated from University of Houston-Victoria in 1999 with a BSIDS in Elementary Education minoring in Reading and History. She later received her early childhood endorsement in the state of Utah. She taught Third Grade at Mesa Day School on the

Hopi Indian reservation. She and her husband, Shawn, moved to Utah in 2007. She has been teaching kindergarten for the last 5 years in the Provo and Alpine School Districts. She became acquainted with American Heritage School by watching the “Hearts and Minds” video on the website. “The spirit was so strong as I watched the video that I also knew I wanted to be a part of the school one day.” She is excited for the opportunity to be helping the 5th grade teachers this year.



**Karen Lee, Ninth Grade Aide.** Karen was born the fifth of ten children and grew up on a beautiful farm outside of Nyssa, Oregon. She has always had a drive to succeed and excelled in team sports and graduated Valedictorian of her class. She realized her dream by

attending BYU in Provo where she graduated with a Bachelor's Degree in Information Management and a minor in Business. This is also where she met her husband, Bill Lee, and decided to pursue another dream, that of being a wife and mother. They have six sons and one daughter. While raising their children, Karen ran the books for her husband's construction business but also found time to volunteer at the schools where she has always had a love and passion for children and education. “Children are a precious heritage from our Father in Heaven, and they deserve our best in loving, protecting, and nurturing them as they discover their true potential.” Karen has volunteered in various capacities and has been a member of several school community councils and district community councils, as well as being heavily involved in community and political issues and campaigns. Upon discovering a much higher standard and quality of education at American Heritage, Bill and Karen moved their children here where they love learning and associating with the students and faculty. Karen continues to work and volunteer here at the school, hoping to continue to have a positive influence on the lives of children and share her passion for truth and life-long learning.



**Deanna Rowen, Financial Analyst.** Deanna Rowen comes to AHS with 17 years of experience in Financial Services. She holds a Bachelor of Science degree in Business Management and Finance from Brigham Young University. She has worked as a Certified Financial Planner and in

insurance services. Deanna is a teacher at heart. She authored a class designed for people to get to the heart of and heal their emotions connected to money. She owns a candy business and makes the best English Toffee in the world. Deanna loves hiking, cooking, teaching, traveling, and reading. She especially loves being a wife and mother. She volunteers in the community, supports the Friends of Tim charitable work in Northern Mexico, and is also honored to be a member of the Orem Rotary Club.



**Donna Squires, Lunchroom Lead.** Donna was born in Bartlesville, OK. She also has lived in Kansas, Texas, Colorado and Utah. She married Rick Squires in August 1988. They have three daughters and two sons. Their oldest daughter is married and lives in Orem with

her husband and baby, they are grandparents! Donna enjoys gardening, scuba diving (in warm water), boating, riding her dirt bike, photography, family history, date nights with her kids, politics, and various humanitarian projects. She values nutrition and exercise and has competed in sprint triathlons, numerous 5k's, the AF half marathon, and also ran in a 187 mile relay race. She has been educated in, has a deep understanding of, and a passion for children with learning disabilities. She enjoys helping others, especially those that are less fortunate and has raised thousands of dollars in cash and products for schools, non-profits, and other charitable organizations.



**Hannah Stoddard, Distance Education Asst. Project Manager.** Hannah Stoddard joined the Latter-day Learning Team in the summer of 2014. Initially her work centered on managing the development of <http://thefamilyschoolonline.org>, work she was uniquely qualified

to do. By 19, she had already worked as a graphic design artist, software developer, videographer, project manager, and research assistant, and she was exclusively home and private educated. Hannah has authored and edited hundreds of articles on the Web, and is the producer of the documentary video, *For Our Day: Divinely Sanctioned Governments* and the director of the videos *For Our Day: Covenant on the Land and Statesmen & Symbols: Prelude to the Restoration*. Hannah directs Joseph Smith Foundation projects including Joseph Smith Forum, Joseph Smith Academy and ZionVision. She is also the co-founder of the online youth organization, Maidens with a Mission.



**Bree Davis, Math Department Aide.**

Bree Davis is a long-time resident of Pleasant Grove. She and her husband have three daughters that attend American Heritage School. Bree has volunteered in AHS elementary classrooms for the last 7 years, and is now working in the American Heritage High School Math Department as an aide for the math teachers.



**Dallin Story, Library Aide**

**We Love Our Library and Information Technology Support Staff!**



**Jay Hill  
Information Technology Director and Network Administrator**



**Austin Hill  
IT HelpDesk Specialist**



**Todd Risenmay  
IT HelpDesk Specialist**

**Positions Available**

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

## AHS Honor Roll – First 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	Chenn, Madeline	Harper, Aubree	MacLean, Bradley
Adams, Sage	Cho, Jenny	Haymond, Daniel	Mason, Brenley
Allen, Hyrum	Christiansen, Benson	Hendricks, Julie	Mason, Eliza
Andersen, Gordon	Clark, Kenya	Hendrickson, Logan	Mathews, Olivia
Andersen, Rachel	Cook, Clara	Higgins, Josh	Maxfield, Aleah
Andersen, Samuel	Copeland, Brady	Hilton, Ivonne	McKay, Jacob
Anderson, Britton	Cowley, David	Hilton, Natalie	McMurry, Allison
Anderson, Emily	Coy, Eliana	Hilton, Sarah A.	McQuivey, Kamaile
Anderson, Linda	Crawford, Joseph	Holmes, Brooklyn	Meade, Evan
Arguello, Valerie	Crawford, Rebekah	Holmes, Emma	Meeker, Cayden
Bailey, Serenity	Crockett, Joshua	Holmes, Megan	Meeks, Jacob
Bajyoo, Ayusha	Crosby, Emma	Holmstead, Joseph	Meyer, Andrew
Banner, Luke	Crossley, Kathleen	Holmstead, Nathan	Miller, Boston
Bay, Hailey	Crossley, Shera	Holmstead, Ryan	Miller, Halle
Beckwith, Elizabeth	Crowder, Jared	Horelica, Alliscen	Mills, Caitlyn
Beckwith, Samuel	Curzon, Sarah	Hu, Andrew	Miner, Karina
Beeson, Eli	Davis, Abigail	Huhem, Camilla	Miner, Linnea
Biesinger, Mackay	Davis, Claire	Huhem, Natasha	Miner, Natalie
Bigelow, Alexandria	Davis, Olivia	Hunsaker, Kaden	Miner, Zane
Bigelow, Mark	Denney, Kyle	Hunsaker, Logan	Monson, Jayden
Bigelow, Robbie	Denney, Tyler	Hunsaker, Parker	Monson, Rosie
Bingham, Hannah	Dewey, James	Jensen, Drew	Moore, Matthew
Blair, Jessica	Dewey, Joshua	Jensen, Emma	Moore, Scott
Blair, Joshua	Dominguez, Alyssa	Jensen, Isabel	Morrill, Chloe
Bleyl, Carter	Dowdle, Cody	Jensen, Sarah	Morrill, Ethan
Boggess, Meredith	Duncan, Marinn	Jensen, William	Morris, Thomas
Bott, Ellis	Fee, Hannah	Jeppson, Macey	Mortensen, Laurie
Bowen, Jared	Fee, Isabelle	Johns, Kylie	Mortensen, Megan
Brady, Emma	Fichialos, Eliza	Johnson, Ashleigh	Mulvey, Lauren
Brimhall, Hadley	Fillmore, Taylor	Johnson, B.J.	Murdock, Hannah
Brimhall, Hyrum	Fisher-Sidwell, Isabelle	Johnson, Brenna	Neuenschwander, Anders
Brockbank, Stephen	Ford, Hayden	Johnson, Lauren	Ng, Matthew
Brown, Cynthia	Frazier, Grant	Johnson, Sophie	Nielson, Gracie
Brown, Joshua	Frazier, Tatum	Jones, Adam	Norton, Jarod
Brown, Kimberly	Furner, Andrew	Jonsson, Brayden	Nunes, Liana
Brown, Logan	Gardner, Addison	Jorgensen, Jens	Olayan, Ammon
Brown, Nicholas	Gardner, Jacob	Jorgensen, Josh	Olayan, Liahona
Brown, Spencer	Gardner, Sydney	Kang, Hyeweon	Orr, Elijah
Bruno, Kristelle	Gerlach, Angela	Klingler, Christian	Ostler, Garrett
Bruno, Tonali	Gerlach, Mary	Klingler, Sierra	Pack, Laelle
Bryner, Jenny	Gerlach, Rex	Knecht, Reed	Parkin, Hyrum
Burr, Jacob	Gibbs, Emma	Knudsen, Andrew	Patch, Marinn
Burr, John	Girones, Gisele	Knudsen, James	Peck, Lexie
Burton, Anna	Golding, Brock	Lamph, Alyssa	Peel, Caleb
Burton, James	Golding, Brooklynn	Larson, Abby	Petersen, Carsten
Burton, John	Gomm, Aeyan	Larson, Cayla	Petersen, Syviah
Burton, Samantha	Graham, Jackson	Larson, Colton	Peterson, Avalon
Bushman, Bethany	Green, Kenya	Larson, Kymberly	Peterson, Connor
Bushman, Spencer	Green, Victoria	Larson, Thayne	Pew, Kimball
Bybee, Draeton	Hale, Harvest	Lee, Chandra	Pew, Sammy
Bybee, Klaesara	Hales, Clarissa	Lee, Daniel	Pierce, Aubrey
Carlson, Chelsey	Hales, Porter	Lofgreen, Carsyn	Pierce, Elsa
Carr, Tasia	Handy, Esther	Luo, Lin	Pierce, Leah
Carter, Natalie	Handy, Katelyn	MacArthur, Lexington	Pierce, Trevor
Carter, Samuel	Handy, Kristyn	MacArthur, Sumner	Pletsch, Elizabeth
Chan, Katy	Hansen, Kaleb	Macdonald, Kenna	Poulsen, Nathan
Chenn, Eva	Harbaugh, China	Macey, Mackenzie	Price, Hannah

Purles, Jonah  
 Raubenheimer, Casey  
 Reed, Jack  
 Reid, Isaac  
 Reyes, Isaac  
 Reyes, Maya  
 Reyes, Parker  
 Riboldi, Sarah  
 Rickenbach, Logan  
 Ries, Kacey  
 Rosa, Melanie  
 Rosa, Roger  
 Rose, Rebecca  
 Roskelley, Ryker  
 Rowen, Derek  
 Rutherford, Evan  
 Sandberg, Baylor  
 Sanders, Madeline  
 Sanders, Thomas  
 Schmidt, Emma  
 Sessions, Amber  
 Sessions, Julianne  
 Sessions, Noelle  
 Shawcroft, Lillie  
 Sheets, Adam B.  
 Sheets, Emmie  
 Sheets, Sophie  
 Shelton, Joseph  
 Shelton, Olivia  
 Sivert, Abigail  
 Smith, Taggart  
 Southern, Annika  
 Sperry, Joshua  
 Squires, Kami  
 Stirling, Brianna  
 Stirling, Holly  
 Story, Allison  
 Stratton, Isabel  
 Stratton, Rachel  
 Stratton, Rebecca  
 Sullivan, Rudy  
 Swallow, Katelyn  
 Swim, David  
 Swim, Hannah  
 Swim, Samuel  
 Symonds, Addison  
 Symonds, Zachary  
 Tate, Kiersten  
 Thompson, Kate  
 Todd, Katherine  
 Tuck, Ashlen  
 Uhl, Caleb  
 Uhl, Cara  
 Valverde, Dylana  
 van der Beek, James  
 van der Beek, Jenaya  
 van der Beek, Joshua  
 Van Der Watt, Ariane  
 Van Der Watt, Kincade  
 Van Der Watt, Kylan  
 Walker, Beau  
 Walker, Lexi  
 Walker, Natalie  
 Wall, Catherine

Ware, Sarah  
 Washburn, Alice  
 Washburn, Olivia  
 Welcker, Thomas  
 Weyland, Joseph  
 Weyland, Samuel  
 Wilkins, Joseph  
 Willardson, Ashley  
 Willardson, Lauren  
 Willes, Bailey  
 Woo, Ellie (Sangmin)  
 Woolston, Bronson  
 Woolston, Kailey  
 Wozzley, Jameson  
 Wozzley, Timothy  
 Wulfenstein, Jakob  
 Yoon, Anna  
 Zhang, Alan  
 Zhao, Gabriel  
 Zhou, Bobby





## AHS Honor Roll – Second Term

Adams, Sage  
 Andersen, Gordon  
 Andersen, Rachel  
 Andersen, Samuel  
 Anderson, Britton  
 Anderson, Cloe  
 Anderson, Emily  
 Anderson, Linda  
 Arguello, Valerie  
 Bailey, Brayden  
 Bailey, Serenity  
 Bajyoo, Ayusha  
 Banner, Luke  
 Beckwith, Elizabeth  
 Biesinger, Mackay  
 Bigelow, Alexandria  
 Bigelow, Robbie  
 Blair, Jessica  
 Blair, Joshua  
 Boggess, Meredith  
 Bott, Ellis  
 Brady, Emma  
 Brimhall, Hadley  
 Brimhall, Hyrum  
 Brockbank, Stephen  
 Brown, Joshua  
 Brown, Kimberly  
 Brown, Logan  
 Brown, Nicholas  
 Brown, Spencer  
 Bruno, Tonali  
 Bryner, Jenny  
 Burr, John  
 Burton, James  
 Burton, John  
 Bushman, Bethany  
 Bybee, Draeton  
 Bybee, Klaesara  
 Carlson, Chelsey  
 Carr, Tasia  
 Carter, Natalie  
 Carter, Samuel  
 Chan, Katy  
 Chenn, Eva  
 Chenn, Madeline  
 Cho, Jenny  
 Christiansen, Benson  
 Cook, Clara  
 Cook, Emma  
 Copeland, Brady  
 Coy, Eliana  
 Crawford, Rebekah  
 Crockett, Joshua  
 Crosby, Emma  
 Crowder, Jared  
 Davis, Abigail  
 Davis, Claire  
 Davis, Olivia  
 Denney, Kyle  
 Denney, Tyler  
 Dewey, James  
 Dewey, Joshua  
 Duncan, Marinn  
 Fee, Hannah

Fee, Isabelle  
 Fichialos, Eliza  
 Fillmore, Taylor  
 Fisher-Sidwell, Isabelle  
 Frazier, Grant  
 Frazier, Tatum  
 Furner, Andrew  
 Gardner, Addison  
 Gardner, Sydney  
 Gerlach, Angela  
 Gibbs, Emma  
 Gibbs, Trinity  
 Girones, Gisele  
 Golding, Brock  
 Golding, Brooklynn  
 Gomm, Aeyan  
 Graham, Jackson  
 Green, Kenya  
 Gurung (Lama),  
 Dikshyanta  
 Hales, Porter  
 Handy, Katelyn  
 Handy, Kristyn  
 Hansen, Kaleb  
 Harbaugh, Azure  
 Harper, Aubree  
 Hendricks, Julie  
 Higgins, Josh  
 Hill, Alex  
 Hilton, Ivonne  
 Hilton, Natalie  
 Hilton, Sarah A.  
 Holmes, Brooklyn  
 Holmes, Emma  
 Holmes, Megan  
 Holmstead, Joseph  
 Holmstead, Nathan  
 Holmstead, Ryan  
 Hu, Andrew  
 Huhem, Camilla  
 Huhem, Natasha  
 Hunsaker, Kaden  
 Hunsaker, Logan  
 Hunsaker, Parker  
 Jensen, Sarah  
 Johnson, Ashleigh  
 Johnson, Brenna  
 Johnson, Lauren  
 Johnson, Sophie  
 Jones, Adam  
 Jonsson, Brayden  
 Jorgensen, Jens  
 Jorgensen, Josh  
 Kang, Hyeweon  
 Klingler, Christian  
 Klingler, Sierra  
 Knecht, Reed  
 Knudsen, Andrew  
 Knudsen, James  
 Lamph, Alyssa  
 Larson, Abby  
 Larson, Cayla  
 Larson, Colton  
 Larson, Kymberly

Lee, Daniel  
 Lofgreen, Carsyn  
 Luo, Lin  
 MacArthur, Lexington  
 MacArthur, Sumner  
 Macdonald, Kenna  
 Mason, Brenley  
 Mason, Eliza  
 Mathews, Olivia  
 Maxfield, Aleah  
 McMillan, Benjamin  
 McMurry, Allison  
 Meade, Evan  
 Meeker, Cayden  
 Meeks, Jacob  
 Meyer, Andrew  
 Miller, Boston  
 Miller, Halle  
 Mills, Caitlyn  
 Mills, Jaden  
 Miner, Karina  
 Miner, Linnea  
 Miner, Natalie  
 Miner, Zane  
 Monson, Jayden  
 Monson, Rosie  
 Moore, Matthew  
 Moore, Scott  
 Morrill, Chloe  
 Morrill, Ethan  
 Morris, Samuel  
 Morris, Thomas  
 Mulvey, Lauren  
 Neuenschwander, Anders  
 Ng, Matthew  
 Nunes, Liana  
 Olayan, Liahona  
 Olayan, Roko  
 Ostler, Garrett  
 Owens, Carter  
 Pack, Laelle  
 Parkin, Hyrum  
 Patch, Marinn  
 Petersen, Syviah  
 Peterson, Avalon  
 Pettingill, Isaiah  
 Pew, Kimball  
 Pew, Sammy  
 Pierce, Aubrey  
 Pierce, Elsa  
 Pierce, Leah  
 Pierce, Trevor  
 Pletsch, Elizabeth  
 Poulsen, Nathan  
 Price, Hannah  
 Purles, Ben  
 Purles, Jonah  
 Raubenheimer, Casey  
 Redd, Alma  
 Reed, Jack  
 Reid, Isaac  
 Reyes, Isaac  
 Reyes, Maya  
 Reyes, Parker

Riboldi, Sarah  
 Rickenbach, Isaac  
 Rickenbach, Logan  
 Rosa, Melanie  
 Roskelley, Ryker  
 Rowley, Sarah Joy  
 Sandberg, Baylor  
 Sanders, Madeline  
 Schmidt, Emma  
 Sessions, Amber  
 Sessions, Noelle  
 Shawcroft, Lillie  
 Sheets, Adam B.  
 Sheets, Emmie  
 Sivert, Abigail  
 Smith, Taggart  
 Sorensen, Christian  
 Southern, Annika  
 Sperry, Joshua  
 Stirling, Brianna  
 Stirling, Holly  
 Story, Allison  
 Stratton, Isabel  
 Stratton, Rachel  
 Stratton, Rebecca  
 Sullivan, Rudy  
 Swallow, Katelyn  
 Swim, David  
 Swim, Samuel  
 Symonds, Addison  
 Symonds, Zachary  
 Tate, Kiersten  
 Thompson, Kate  
 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, Natalie  
 Wall, Catherine  
 Ware, Sarah  
 Washburn, Alice  
 Washburn, Olivia  
 Welch, Harrison  
 Welcker, Thomas  
 Weyland, Samuel  
 Wilkins, Mia  
 Willardson, Alexander  
 Willardson, Ashley  
 Willardson, Lauren  
 Woolston, Bronson  
 Woolston, Kailey  
 Wozzley, Jameson  
 Wozzley, Timothy  
 Wulfenstein, Jakob  
 Zhang, Alan  
 Zhao, Gabriel  
 Zhou, Bobby



**AMERICAN HERITAGE  
SCHOOL & FAMILY EDUCATION CENTER**  
*proudly presents*

## *"The Spirit of America Speaks"*

**FRIDAY, FEBRUARY 6, 2015**

**MATINEE 10:00 A.M.**

**EVENING PERFORMANCE 7:00 P.M.**

*"The most unique and inspiring patriotic program you'll ever experience..."*

**ADMISSION IS FREE AND THE GENERAL PUBLIC IS INVITED TO ATTEND**

In 1974, American Heritage School was honored by Ezra Taft Benson's attendance at the school's inaugural patriotic program entitled "The Spirit of America Speaks". Through the years, community members have continued to come together at American Heritage School for this truly one-of-a-kind program, which has grown to become a powerful musical and theatrical reenactment by kindergarten through eighth grade students and faculty focusing on the divine role of Providence in our nation's history. The program traces the epic "line of Christian liberty" through scenes from the Old and New Testament, the Voyage of Columbus, the Reformation, the American Revolution, the Declaration of Independence, the Constitution, and the Restoration of the Gospel through the Prophet Joseph Smith.

Admission is free and the general public is invited to attend. A matinee will be held February 6, 2014 at 10:00 a.m. and an evening performance at 7:00 p.m.

*American Heritage School serves nearly 1,000 students in Utah County. The School was founded in 1970 by BYU professors and parents who desired to have their children's academic learning enhanced and enlightened by principles of morality, religion, liberty and patriotism. Today, American Heritage School occupies a beautiful campus directly adjacent to the Mt. Timpanogos Temple and continues to be a place where families come not only for a strong academic program, but more importantly, for an environment where learning is a spiritual matter and where America's Christian heritage is planted deeply in the hearts of children and families.*

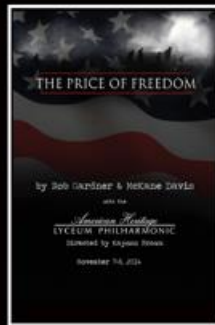
2014-2015

AMERICAN HERITAGE SCHOOL

# PERFORMING ARTS SERIES



**Wizard of Oz**  
**Oct 23, 24, 25 - AHS**  
American Heritage High School Drama Department presents beloved classic "The Wizard of Oz." Purchase tickets online at [www.americanheritage.org/Show](http://www.americanheritage.org/Show). 7pm Thursday and Friday and Saturday at 2pm and 7pm.



**The Price of Freedom**  
**November 7-8 - AHS**  
WWII Veterans Memorial Concert - A musical about the soldiers who fought in World War II and the loved ones they left behind. The Price of Freedom is the result of a collaboration between composer Rob Gardner and songwriter McKane Davis.



**An American Heritage Christmas**  
**December 13 - AHS**  
Inspirational music by the choirs and orchestras of the American Heritage School. Featuring singers Michael & Vanessa Ballam with special guest Lexi Walker. Showtimes at 2 and 7:30pm



**Importance of Being Earnest**  
**April 30-May 2 - AHS**  
American Heritage High School Drama Department presents "The Importance of Being Earnest" - A Trivial Comedy for Serious People by Oscar Wilde. Its high farce and witty dialogue have helped make this Wilde's most enduringly popular play.



**Nathan Pacheco & Philharmonic**  
**May 8 - Thanksgiving Point Amphitheater**  
Join the Lyceum Philharmonic under the sky and stars once again at the beautiful Thanksgiving Point venue with the amazing singer - songwriter Nathan Pacheco.



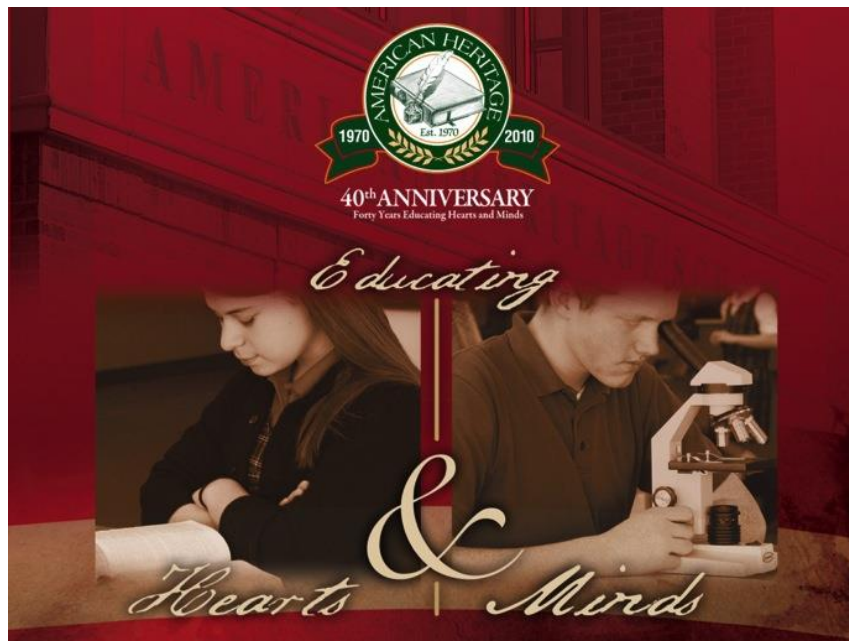
TICKETS AVAILABLE AT [WWW.AMERICAN-HERITAGE.ORG](http://WWW.AMERICAN-HERITAGE.ORG)

# 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.