



American Heritage School News

May 2009

Message From the Principal

“A happy ending all depends upon where you stop your story!”ⁱ

The last month of school is always charged with energy and anticipation. We are reminded with each breath of glorious May air that summer is just around the corner. Uniforms will be stowed away in closets. School projects and book reports will give way to swimming and camping.

On the last day of school, following celebration upon celebration, classrooms, auditoriums and hallways will fall quiet and still with each child who anxiously runs down the hall and out the door for the last time this year—not to return for a season. The echoes of laughter and the sounds of learning fade. Few look back.

But for some, in the stillness of a quiet moment, they will reflect upon the great significance of what has transpired in this place. They might even linger for a time. She might be a teacher who has taught her last class before retirement, or an eighth grade student



After 12 years of teaching at American Heritage School, our dear Mrs. LaReta Brinkerhoff is retiring to serve a mission.

who has finished his last year at American Heritage School. He might be a fifth grade student whose newfound passion for history has opened the world to his view, or a first grade student whose newfound ability to read words has given her the key to unlocking the priceless treasure of books. They might be any parent, child, teacher or administrator who has experienced within the walls of American Heritage School, even for an instant, an eternal truth that will never leave them.

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In life we often perceive “endings” to be good or bad depending in large part upon what our desired outcome was from the onset of the event. In truth, any ending is only as good or bad as the conclusions that we have drawn from the process. This is one of the most basic and powerful lessons that any loving parent and teacher desires for their children to learn: that faith and strength and can be drawn from both pleasure and pain - and that seeing the Lord’s face in all people, and his hand in all things, is the grand key to “good endings”.

Our Heavenly Parent patiently hopes that each of us will learn this lesson – that faith in Christ will help us to “profit”ⁱⁱⁱ from all things so that our “peace will be

as a river” and our “righteousness as the waves of the sea.”ⁱⁱⁱ

And so another year at American Heritage School comes to end. What have we gained? How did we finish? What has been our eternal profit? That’s a question for each one of us to answer in the stillness of a quiet moment.

Five years shy of a century on earth, a Prophet recently stood before the world and in a rare moment of personal reflection, he spoke not of “endings” but “sunsets” – and then in one simple sentence he conveyed a lifetime of perspective: “We are all totally in the hands of the Lord.”^{iv} What a remarkably simple but profound conclusion to draw from 95 years of “beginnings” and “endings”.



*“We are all totally in the hands of the Lord.”
--Gordon B. Hinckley, 1910-2008*

Thanks to every student, teacher, parent, board member, and administrator who stepped to the plate in 2008/2009 to make American Heritage School the best that it could be, in the best way that they knew how! May we all continue to see the hand of the Lord at work in our lives and in the classrooms of American Heritage School!

CONGRATULATIONS EVERYONE AND WELL DONE!

Sincerely,

--Grant Beckwith

ⁱ Orson Welles

ⁱⁱ 1 Nephi 20:17

ⁱⁱⁱ 1 Nephi 20:18

^{iv} President Gordon B. Hinckley, Conference Report, Ensign, May 2006, p. 81

Student Submissions

American Heritage School students Michael Morris, and Erika Brown were awarded first place honors (tied for first place) in the statewide ConSource–David McCullough Essay Competition, sponsored by Zions Bank and the Larry H. Miller Education Project. They, along with three other students, including third place finisher Catherine Bowen (also an AHS student), had an opportunity to meet personally with renowned biographer David McCullough on Saturday, May 9, at the Salt Lake Tabernacle to discuss their essays, each of which has been reprinted here.

Public Education and Freedom of Conscience (By Michael Morris, 10th Grade)



“U.S. Supreme Court Upholds School Choice Program.”
“California Court of Appeal for the Second Appellate District Rules that Home Schooling Is Indeed a Legal Option in California.” “Tax Credits for Corporations Providing Scholarships.”

Such headlines commonly punctuate the front page of America’s newspapers, while the issues of education and parental choice dominate public discussion. Battles related to public education have been raging for more than one hundred and fifty years, but especially since about 1960. The source of these battles comes from the violation of parental conscience and parental choice in education. All adults pay taxes to the public school system whether or not their children attend public schools. However, so many traditional values and principles have been eliminated from these institutions that much of current curricula violates the conscience of many parents.

As the recipient of a private scholarship, I am able to attend a religious-based private school where God, prayer, the scriptures, and traditional values and morals are an important part of my education. The principles taught at this school agree with the principles taught in my home and concur with the conscience of my parents. They also concur with

Thomas Jefferson, who said, “To compel a man to furnish contributions of money for the propagation of opinions which he disbelieves is sinful and tyrannical.”

From 1783 until the last few decades of the past century, prayer, scripture reading, and the display of the Ten Commandments remained legal in public schools. Not until the 1960s did the courts begin to rule that such traditional aspects of American public education were illegal. The courts claimed that religion in public schools violated the First Amendment. The First Amendment, however, was added to the Constitution to protect religious liberty, not prohibit it.

Years after drafting the original wording for the First Amendment, Founding Father Fisher Ames said, “We have a dangerous trend beginning to take place in our education. We’re starting to put more and more textbooks into our schools.” As a result, he added, “We are spending less time in the classroom on the Bible, which should be the principal text in our schools.” As this quote shows, even during the early years of our nation, our Founding Fathers worried that religion would be replaced by secularism in our schools.

Our Founding Fathers certainly would never have wanted religion and morality, which George Washington called “great pillars of human happiness” to ever be removed from public institutions. Washington said, “If I could have entertained the slightest apprehension that the Constitution framed in the Convention, where I had the honor to preside, might possibly endanger . . . religious rights . . . certainly I would never have placed my signature to it.”

Because religion has been extracted from public institutions, many people today do not understand the importance of religious freedom in their lives. Patrick Henry said, “It cannot be emphasized too strongly or too often that this great nation was founded, not by religionists, but by Christians; not on religions, but on the Gospel of Jesus Christ. For this very reason peoples of other faiths have been afforded asylum, prosperity, and freedom of worship here.”



“It cannot be emphasized too strongly or too often that this great nation was founded, not by religionists, but by Christians; not on religions, but on the Gospel of Jesus Christ. For this very reason peoples of other faiths have been afforded asylum, prosperity, and freedom of worship here.” --Patrick Henry, 1736-1799

Many of the social problems America faces today stem from an educational system that no longer teaches us, in the words of James Madison, that our future depends “upon the capacity of each and all of us to govern ourselves, to control ourselves, to sustain ourselves according to the Ten Commandments of God.”

The solution to the violation of conscience is found in the protection of religion in the public sector, in particular in our schools. We must fight for the right of parents to educate their children according to their conscience so that, as Benjamin Franklin said, they can become “a virtuous people . . . capable of freedom.”

John Adams warned: “In vain are Schools, Academies, and Universities instituted, if loose Principles and licentious habits are impressed upon Children in their earliest years. . . . Religion and virtue are the only foundations, not only of republicanism

and of all free government, but of social felicity under all governments and in all the combinations of human society.”

In fighting for freedom of conscience in education, we act in the best tradition of America’s founders, who declared that without God “there can be no virtue, and without virtue there can be no liberty, and liberty is the object and life of all republican governments.”

*“Tear Down This Wall”
(by Erika Brown, 9th Grade)*



“Tear down this wall!” President Ronald Reagan declared to Soviet leader, Mikhail Gorbachev, in 1987 at the Brandenburg Gate in Berlin, Germany. The Berlin Wall, issued by Communist leaders to be built in 1961, prevented travel for East Germans for 28

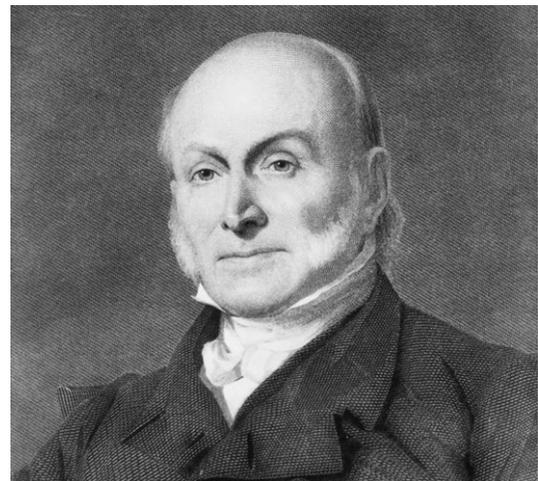
years. On November 9, 1989, only two years after President Reagan delivered his speech, the restrictions for East German travel were lifted and the wall came down, literally overnight. Hundreds of thousands of people from East Berlin flooded into the western part of the city and celebrated.

Walls are interesting structures. They can be bad or they can be good. They can bring about bondage and misery or they can promote privacy and security. The Berlin Wall brought the former while the fence

marking property lines in my back yard brings the latter. The Berlin Wall was an actual wall—an external wall in Germany. The fence in my back yard is also external. Many walls in America, however, are internal. There are walls of fear, walls of blame and walls of guilt, among others. The walls that dominate the lives of Americans and deprive us of fully enjoying our family, our freedom, our God, and our country are the internal walls each individual builds. We cannot choose or predict what will happen to us in the course of our lives, but we can choose our response to what happens to us. True freedom exists when we tear down our internal walls.

The injured American economy, the ongoing wars, disagreements between those in power and many

other challenges represent some of the reasons we build walls within ourselves. What makes Americans great, however, is that we can choose to tear down these walls. Consider the problems our Founding Fathers faced. They were surrounded by walls of fear. They knew their heads would be on the British chopping block if the Revolutionary War was not successful. John Quincy Adams pled: “Posterity—you will never know how much it has cost my generation to preserve your freedom. I hope you will make good use of it.” Just as we cannot predict what our country will be like next year, the Founding Fathers did not know if their Declaration of Independence from Britain would fail or flourish; yet their belief in higher principles such as family, freedom, God and country helped them tear down their walls of fear and gave them courage to establish our great country, America. The wall of fear is massive, but it can be torn down.



*“Posterity—you will never know how much it has cost my generation to preserve your freedom. I hope you will make good use of it.”
--John Quincy Adams (1767-1848)*

Helen Keller, locked in the dark and silent prison of her own body, overcame her walls of blindness and deafness and found internal freedom. She learned to communicate with the help of her teacher, Anne Sullivan, and was even able to enjoy concerts by feeling the vibrations of the instruments. It was not her choice to be blind or deaf but, with the support of a good teacher, she chose her response to the grim circumstances she was given. She worked hard to tear down the walls that blocked her ability to communicate, be happy and live a rich, full life.

Rather than blaming circumstances or people, she chose true freedom.



In 1904, at the age of 24, Hellen Keller graduated from Radcliffe, becoming the first deaf blind person to earn a Bachelor of Arts degree.

Many Americans also put up walls of guilt. Some may feel guilty about family relationships and not being the kind of mother, father, brother, or sister they want to be. Others may feel guilty about not reaching their full potential. We cannot change our past but we can change our future. The great American poet, Robert Frost, writes, "Something there is that doesn't love a wall." It is human nature to build walls but also human nature to wonder why they are there and want to tear them down.

Marathon runners are familiar with the phrase "hitting the wall." They know "the wall" is a point that comes when their bodies are so exhausted they will no longer move; they are physically and mentally unable to continue. My parents recently ran a marathon and overheard two women talking. One was full of fear, expressing over and over again, "I don't want to hit the wall." The other woman continuously chanted, "There is no wall! There is no wall!" She would not allow negative thoughts about hitting the wall into her head. Because long-distant running requires psychological as well as physical strength, the second lady chose a positive response to a difficult situation.

If we, as Americans, seek peace and prosperity, if we seek the full enjoyment of family, freedom, God, and country, we must tear down our internal walls. Walls of fear, walls of blame, walls of guilt, or whatever walls we have built must be removed. Let us remember our higher principles as our Founding Fathers did. Let us choose our response to what happens to us, for this is freedom. We are Americans! Let us face and embrace these challenges. Fellow Americans, let us tear down our walls!

[The following essay was awarded first place in the annual America's Freedom Festival Essay Competition and is published in the Freedom Festival Magazine 2009.]

*American Values: Family, Freedom, God, Country
(by Matthew Brown, 6th Grade)*

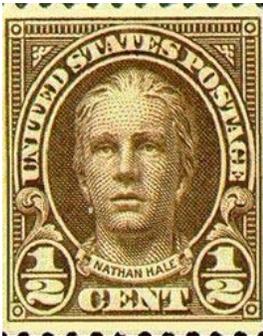


I grab my book, nestle my way into a cozy spot on the couch, and flip through familiar pages with comfort, knowing I have several good hours of reading ahead of me. The characters come to life and I am drawn away to another world and another time--that is until mom interrupts me to finish my jobs. I love reading, especially reading fiction. I love a suspenseful plot, courageous characters, descriptive language, and a conclusion that seems to bring everything together and make a little more sense of life. I feel enlivened and enriched after reading a good book.

In a similar way, I believe our country, America, is like a good book. Just as the plot, characters, language, and conclusion of a book hold it together and determine its success or failure, the values of family, freedom, God, and country, determine America's success or failure. These are the essential values that bring life and vitality to our country and enliven and enrich its citizens.

Good families help make good countries. They are the most important unit of society. Families help shape the lives of men and women who affect the future and make decent citizens. Good citizens elect

and even become good governors. Good governors make wise decisions and determine how successful our country is.



One-half cent stamp issued in 1925 under the name "Nathan Hale" in honor of Nathaniel Hale

We must be citizens who respect freedom and are willing to sacrifice and fight for it. During the Revolutionary War, a soldier named Nathan Hale was hung for trying to fight for our freedom. Before he was hung, he said that he was sorry he could not die twice for his country. We should be willing to sacrifice, as he did, even with our own lives, if necessary, to retain our

freedom. I believe freedom means to be able to make choices without being forced or persecuted. Our choices, of course, have consequences, but being free means we live with the results of our decisions. We should constantly be asking ourselves: are we taking steps to retain our freedom or are we losing our freedom?

In addition, we must keep God alive in America. Our dollar bill reminds us of "In Whom We Trust" but it seems like many only remember God during the hard times, like after a natural disaster or after the 9/11 attacks. I believe two of the best ways to remember God every day are to acknowledge His hand in all things and express gratitude often.

Finally, we must value our country. Our country has laws and standards that we must follow. By working hard to be law-abiding citizens, we are able to pursue and achieve our own dreams. Our country was not created without the sweat and blood of many people; we must never take it for granted or make poor decisions that would go against the standards we have in place.

If we uphold the values of family, freedom, God, and country, America will be forever strong. The best books come in sequels. I hope that America's story will be told in book after book after book rather than in one final conclusion. I believe that as the citizens of America continue to hold strong to our basic

values, the book called America will contain unlimited sequels. God bless America.

*Of Authority, Virtue and Intelligence
(By Catherine Bowen, 10th Grade)*



"Is there no virtue among us? If there be not, we are in a wretched situation. No theoretical checks, no form of government, can render us secure. To suppose that any form of government will secure liberty or happiness without any virtue in the people, is a

chimerical idea. If there be sufficient virtue and intelligence in the community, it will be exercised in the selection of these men; so that we do not depend upon their virtue, or put confidence in our rulers, but in the people who are to choose them." James Madison said this at the Virginia Ratifying Convention in the year 1788. What could he possibly be talking about? He is stating three important principles that this great nation, the United States of America, was founded upon: authority, virtue and intelligence.

Authority...the word itself contains great power! If the word alone holds power then should we not choose wisely to whom that power is given? The Founders of this nation knew who the ultimate authority was; they knew it was not government. They declared God as their ultimate authority. Benjamin Franklin reminded members of the Constitutional Convention to pray as he said, "...God governs in the affairs of men. And if a sparrow cannot fall to the ground without his notice, is it probable that an empire can rise without his aid?" It was through dependence on God that America was born and it is through that same dependence that America will flourish. We must depend on God.

Virtue...virtue is moral goodness, a principle resulting from a sincere love of God. George Washington said, "Of all the dispositions and habits which lead to political prosperity, religion and morality are indispensable supports. In vain would that man claim the tribute of patriotism, who should

labor to subvert these great pillars of human happiness, these firmest props of the duties of men and citizens.... Let it simply be asked, where is the security for property, for reputation, for life, if the sense of religious obligation desert the oaths which are the instruments of investigation in courts of justice?" The Founders were very concerned about religion because it gives the greatest freedom. Religion was to be the structure that America was founded upon. Our wise Founding Fathers knew that without religion this nation would fall even as Rome. We must uphold religion in order to uphold America.



"Of all the dispositions and habits which lead to political prosperity, religion and morality are indispensable supports. In vain would that man claim the tribute of patriotism, who should labor to subvert these great pillars of human happiness." --George Washington (1733-1799)

Intelligence...it has been said that those who do not know history are doomed to repeat it. This is why education is stressed as an essential to freedom. How can a people possibly be free if they have no education? If the people of America are uneducated they might not select good representatives because they might not know what makes a representative good. George Washington said, "A primary object...should be the education of our youth in the science of government. In a republic, what species of knowledge can be equally important? And what duty more pressing...than communicating it to those who

are to be the future guardians of the liberties of the country?"

As I have gone to the Utah Capitol and observed government in action I often notice the immense focus on children and teaching them. Many people at our state and national capitols understand the importance of teaching the upcoming generation because they want the next generation to enjoy freedom. Our Founding Fathers knew that without an education of truth America would cease to be. That is why education was left to the responsibility of the family and is not a Federal responsibility in the Constitution of the United States of America.

James Madison, as well as others of the Founding Fathers, understood the importance of these three principles of the authority of God, the virtue of mankind and the intelligence necessary to uphold freedom. That is why they filled their lives with service to this country. They wanted to share freedom. They were true patriots. They loved their new country, America. They wanted their families to enjoy the freedom that was bought by the blood of virtuous men who were willing to give their lives. They knew of what freedom consisted and they did all in the power to pass that freedom on to the next generation. We must do the same and always remember and teach the authority of God, the virtue necessary for freedom and the intelligence vital to upholding our priceless freedoms.

An Evening at Mount Vernon

On Thursday, May 7, we held our last major development event of the school year, entitled "An Evening at Mount Vernon" – by invitation-only for guests who could help us to complete our fundraising goal for the School's expansion effort.

The evening was a great success. Highlights included student greeters in colonial attire, a wonderful dinner with authentic Mt. Vernon ambience, a live appearance from George & Martha Washington with their guard, and a prize-winning speech by AHS student Erika Brown entitled "Tear Down These Walls". Special thanks to our Event Organizing Committee consisting of numerous parents and friends of the School.



American Heritage Student Madrigals perform at "An Evening at Mount Vernon." From left to right: Allison LeFebvre, Kristeena Hone, Ford Welch, Catherine Bowen, and Marianne Sorensen.

Expansion & Fundraising Update

We are pleased to report that to date, we have raised just over \$3 million of our \$4 million goal for the school expansion and we are on track for occupancy of our expanded facilities in time for Fall 2009 classes to begin! We are also pleased to announce that American Heritage School has received a major pledge of support for renovation and upgrades to the north auditorium, including increased parking, expansion of the stage, and significant A/V upgrades that will allow recording and a tremendous amount of programming flexibility in the auditorium as well as the new orchestra/choir rooms.

Families and friends of the school have given (and continue to give) generous donations small and large. As always, our most important development goal is to demonstrate to ourselves and to other potential donors that 100% of our families at American Heritage School are making a donation – of any amount – in addition to tuition.

Since we do not include capital improvement costs in tuition, the actual tuition paid by families at the school represents only a portion (approximately half) of the "real" cost of per-student education at the school factoring in the would-be costs for building, land, facilities, furniture, fixtures and equipment. We are all grateful for sacrifice of those who made this school possible for our children. Let's show our gratitude!

There are many ways to give to the Building Expansion Fund! Participate in the Student Pledge Fund, hand- or mail-deliver a donation to the School office, or make a donation online!

<http://american-heritage.org/giving.htm>

"Sacrifice brings forth the blessings of heaven!" and we THANK those who have donated and continue to donate to the ongoing needs of the School. You are angels on earth!

Calendar at a Glance

May

- 2 (Saturday) Incoming Kindergarten Readiness Assessments and Orientation, 9-11 a.m.
- 8 Teacher Inservice, No School (K-10)**
- 11-15 Shakespeare Week, Art Show
- 15 Shakespeare Play "Comedy of Errors" 6:30 p.m.
- 16 (Sat.) Spring Clean-up Service Day 8 a.m.-12 noon
- 20 8th Grade Commencement, 7 p.m.
- 21 Field Day Grades 1-10 (All Kinder attend 11 a.m.)
- 21 All Kinder attend 11 a.m. (last day of school for Kindergarten)
- 22 Awards Assembly 8:40 a.m. (Grades 1-10)
- 22 School Ends, 11:00 a.m.
- 26-29 AHS Riggs Training Week

June

- 1 Due Date for 2009/2010 Tuition Deposits
- 1-5 AHS Foundations Training Week
- 1-2 AHS Parent Foundations Training, 8 a.m.-4 p.m.
- 10 Uniform Swap, 9:00 a.m. – 12 noon

July

- 14-15 8th Grade Shakespeare Tour (Utah Shakespeare Festival in Cedar City and Cedar Breaks, Utah)
- 27-1 Lyceum Music Festival, Park City, Utah

August

- 10-14 Faculty Orientation Week
- 19 Required All-Parent Meeting, 7 p.m.
- 20 Meet the Teacher Day
- 24 First Day of School
- 26 Parent Orientation

Spring Service Day

Many Hands Make Light Work!

Our annual school spring service day will be held on Saturday, May 16th from 8 a.m. to noon. This is a fantastic way to fulfill service requirements and feel a part of our school community. Family members age eight and up are welcome to come for any or all of that time to help clean windows, wash chairs and tables, etc. We request no young children and toddlers due to the chemicals and other child hazards (ladders, etc.) that will be in use. We are blessed with a beautiful school and many devoted families who help keep it that way! Let's all pitch in and help keep the school in good repair!



Eighth Grade Commencement

Please join us for the 2009/2010 Eighth Grade Commencement, which will be held on Wednesday, May 20, at 7:00 p.m. in the auditorium. Prelude music, which is being performed by 8th grade students, begins at 6:45. All 8th grade students need to arrive no later than 6:40 in order to put on their corsages/boutonnieres and be in their places by 6:45. The graduation ceremony and program at American Heritage School is a powerful and inspiring event. This year's commencement address will be provided by LaReta Brinkerhoff, who is retiring after 12 years of service to American Heritage School. Details about the ceremony and celebrations will be forthcoming to eighth grade students and their parents. Come join us! See and feel for yourselves the extraordinary fruits of an American Heritage School education.

Field Day!

On Thursday, May 21st, we will hold our annual Field Day.

Kindergarten: Held at historical Moyle Park, followed by Alpine City Park (both in Alpine). All

Kindergarten attend school at 11:00 a.m. Field trip time is 11:00 a.m. (meet at school) to 3:05 p.m. This is the last day of school for Kindergarten!

1st-8th Grades: Held at American Heritage School's north field. Times are 10:00-11:30 a.m. for 1st-4th grades and 12:30-2:00 p.m. for 5th-8th grades. From 2:00-2:45 p.m. we will have our annual Faculty vs. 8th Grade Kickball game.

9th-10th Grades: Held at South Fork Park in Provo Canyon (past Vivian Park). Times are 10:00 a.m. - 1:00 p.m. Return in time for Faculty Kickball Game against the 8th Grade.

WHAT TO WEAR: All students, uniform polo shirt, red is preferred for modesty during water games. Girls may also wear capris or jeans. Boys may wear jeans or uniform shorts. Hats may be worn out of doors. Please have your student apply sunscreen before they leave home. Kindergarten students will be going to Moyle Park and Alpine City Park. They may also wear uniform shirt, jeans, capris, or uniform shorts or pioneer costume.

Standardized Test Results, End-of-Year Report Cards, and Transcripts

Standardized test (ITBS) results are in! As in the past, American Heritage School students significantly exceeded state and national averages. Individual standardized test results and end-of-year report cards will be mailed the week after the last day of school.

Prior to any student receiving their testing results, end-of-year report cards or transcripts, the following "check-out" procedures must be completed:

- ✓ Student tuition/fee account balance must be zero (fully paid);
- ✓ All library books must be returned (library books are due by Friday, May 15, and will not be checked out after Friday, May 8); and
- ✓ All school property, including text books, must be returned.

Well done students and keep up the great work!

American Heritage Lyceum Philharmonic Wins Best of State Award



Congratulations to the American Heritage Lyceum Philharmonic for their award as Utah's newest title-holder of "Utah Best of State" Youth Instrumental Performing Group. The award will be

formally announced at the Best of State Awards Gala on May 30th at the Salt Palace in Salt Lake City. The Lyceum Philharmonic has also been invited to perform at the awards gala the original orchestration of "Come Unto Jesus" by Stanford Swim and Sam Cardon, which premiered at the American Heritage Christmas program in December of 2008.

The "Utah Best of State Award" is a tremendous credit to Mr. Kayson Brown, director, and Mrs. Denise Willey, founder and assistant director of the Lyceum Philharmonic. For more details, visit <http://bestofstate.org/index.php>.

We are also pleased to announce that American Heritage School has received a major pledge of support for music education. Plans include renovation and upgrades to the north auditorium, expansion of the stage, and significant A/V upgrades that will allow recording and a tremendous amount of programming flexibility in the auditorium as well as the new orchestra/choir rooms. We can still use all the help from donors possible - so please let us know if there is someone you believe might want to join with us in our continuing effort to create one of the finest music education programs in the state!



AHS Students Write Winning Essays, Meet Renowned Author David McCullough



AHS Students Michael Morris and Erika Brown pose with acclaimed author David McCullough

Congratulations to AHS students Michael Morris (10th Grade) and Erika Brown (9th Grade) for their two first place essays, and Catherine Bowen (10th Grade) for her third place essay in the statewide David McCullough/ConSource essay competition, sponsored by Zions Bank and the Larry H. Miller Education Project. The topic was as follows:

"During the ratification process of the U.S. Constitution, the people commonly discussed principles of good government and civic responsibility, exchanging these ideas in newspapers, personal letters and debates. In 750 words or less, describe 2-3 principles discussed during America's Founding that can offer relevant solutions for issues in today's society." Michael, Erika and Catherine had an opportunity to meet personally with David McCullough on Saturday, May 9, at the Salt Lake Tabernacle to discuss their essays and Michael and Erika will be sent on an all-expense paid summer tour of American History sites through the Journey Foundation's National Treasure Quest program. Special thanks to Mrs. Updike for her support of the students in this essay contest.

AHS Students Take Top Honors in Regional Freedom Festival Essay and Speech Contests

In the regional 2009 Freedom Festival Essay and Speech contests entitled "American Values: Family, Freedom, God, and Country," American Heritage School students took home three top honors, with Matthew Brown (6th Grade) finishing 1st place in the grade 4-6 division, and Erika Brown (9th Grade) and Lacey Monson (9th Grade) finishing 2nd and 3rd place, respectively, in the 9th-10th grade division.

Many thanks to parents and teachers for their encouragement and support in this exciting competition. Special thanks to Mrs. Updike and Ms. Richardson, teachers of these outstanding students. Congratulations to all of our courageous students who participated. Thank you for so faithfully representing the principles and values upon which our nation was founded!

AHS “Queen Elizabeth’s Creative Writing Contest” Winners

In connection with our Shakespeare Week, we are pleased to announce the following winners of the *Queen Elizabeth’s Creative Writing Contest*. Each of these winners was presented with a medal of honor by Queen Elizabeth herself, who visited the School on May 15 for the last act of the AHS 8th Grade Shakespeare Troupe’s Production of *The Comedy of Errors*. Many thanks to Mrs. Melonie Cannon for her tireless efforts organizing and coordinating this essay contest!

Kindergarten through Second Grades



1st Place – Marinn Duncan for her poem “Nature’s Way”

2nd Place – Daniel Mason for his prose entitled “Psalm of Peace.”

3rd Place – Caleb Uhl for his poem entitled “Books”

Honorable Mention – Kobee Jensen for his work “Psalm of Peace”

Fourth through Sixth Grades



1st Place – Chio Molinos for his poem “The Meridian of Time”

2nd Place – Elena Hadlock for her poem “Princess”

3rd Place – Carsyn Lofgreen for her poem “July”

Honorable Mentions – Linnea Miner for her poem “The Bee” and

Jared Nunes for his poem “The Bard”

Seventh through Tenth Grade



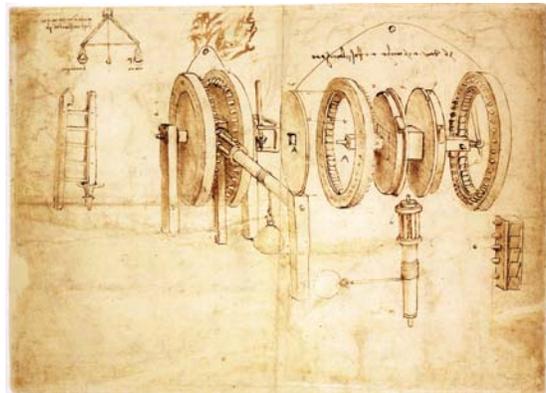
1st Place – Misha Duncan for her poem “No Time”

2nd Place – Olivia Webb for her short story “Difference in Times”

3rd Place – Kristeena Hone for her poem “Have You Ever?”

Science & Invention Fair Awards!

Congratulations to the many students who participated in the annual American Heritage School Science & Invention Fair that was held April 22-23. Participation in the Science & Invention Fair was mandatory for all fourth, sixth and eighth grade science students and optional for all other students in the School. Sixth and eighth grade students produced science projects using the scientific method and all 4th grade students produced an invention. Great work students! Many thanks to the parents and teachers who came together to make this event such an overwhelming success!



Leonardo DaVinci’s Gear and Axle concept

From the Math Department

All families, please note that it is essential for incoming sixth grade students (and higher) to have mastered their addition, subtraction, multiplication (through 12x12), and division facts by the time the school year begins. A few minutes each day learning and practicing math facts through the summer will make a tremendous difference in student’s performance in their upper-grade math courses. Daily drills using flash cards or a computer programs such as “Math Blaster” or “Quarter Mile Math” have proven to be highly effective. Students who master their basic math facts progress more rapidly and easily with increasingly advanced math concepts. Math facts are fun! Make them a part of your summer routine!

***Develop the Gift of Language Arts!
Give Your Student a
Phonogram Foundation!***

Phonograms are the foundation of all language instruction at American Heritage School – at all levels. Knowledge of the English language phonograms is critical for more than just primary grade students (just ask the 7th Graders!). This summer, please consider spending some time with phonogram flash cards if you and your children are unfamiliar with them or need to brush up!

Uniform Swap & Uniform Discounts

Join us for the annual Uniform Swap, Wednesday, June 10, 2009, from 9 a.m. to noon at the school. Used and new Dennis uniforms will be available for sale as well as some Shakespeare costumes. Please bring your checkbook, as a separate check will be needed for each article of clothing purchased through the swap. No cash please!

For those who would like to sell uniforms (Dennis brand only), or Shakespeare costumes, please bring clothing to the school no later than Friday, May 29th. Each item to be sold must have a self-addressed stamped envelope and a card indicating your name, phone number, the size of the garment, and the price you are asking for the item, safety pinned to the item. Also indicate any adjustments made or problems with the garment.

Please note:

- If your item sells, a check will be mailed to you in your self-addressed stamped envelope.
- If these instructions are not followed, your item cannot be included in the uniform swap.
- Items without proper information will be sold and proceeds will go to the school.
- Uniform items that are not authorized, or in poor condition, will be donated to Deseret Industries.

Dennis Uniform Discount. You can avoid the back-to-school rush and save 10% on all uniform purchases with Dennis Uniform (in-store, online, by phone or mail order) by purchasing anytime in the month of

June 2009. Dennis Uniform, 3560 South Main Street, Salt Lake City, UT 84115, 801-287-9200 (local) or 800-854-6951 (national), www.dennisuniform.com.

2009/2010 Admission & Openings

Thanks to the entire school community for your applications for 2009/2010 enrollment. Once again, we have had an outstanding response from current patrons and new applicants. Admission letters will be mailed by May 15 for most applicants. We still have a few seats available in some grades. If you are aware of families that might be interested, please encourage them to apply (please instruct them to call first to confirm whether there are openings). *We are looking forward to a terrific 2009/2010 year!*

Junior High and High School Information

For all incoming middle school (7th and 8th grade) and high school (9th through 11th grade) families who were unable to attend the April 22nd open house, please be sure to review the “American Heritage School Middle and High School Programs 2009/2010” letter available in the office and also posted on our website under the “For Parents” section.

Welcome New AHS Board Member

We welcome Danny Mason as the newest member of the Board of Trustees of American Heritage School. Danny and his wife LaDawn have three children enrolled at the school (seven total children) and have been with American Heritage School for the last two years. Danny and LaDawn met while they were both in the MBA program at the BYU Marriott School of Management. Danny has significant experience as a consultant and board member for various business and nonprofit organizations, including municipalities. He is currently the CEO of Goodboro and former partner and Chief Operating Officer of The Kentlands Company, responsible for master plans in Georgia and Silver Spring, Maryland. Danny also worked on the Gaithersburg, MD development, Kentlands. Kentlands was rated the “most delightful new town in America” by the Washington Post and is considered the new standard for traditional master planned communities. In 2007, Danny served as outside consultant and facilitator for the American Heritage

School Board of Trustees in the development of the School's 20-year Core Strategic Plan. Danny can be easily identified by his ever-present smile and his delightful English accent! The Mason family lives in Alpine, Utah. Welcome to the Board Danny Mason!

Welcome New Teachers!



Nicholas Gentile – 10th Grade Core, French. Mr. Gentile (pronounced Gen - teel) comes to American Heritage School from The Fenn School in Concord Massachusetts, where he taught History, English, Soccer, Skating, and Baseball, working with multiple grade levels (5-9). Prior to his teaching experience,

Nicholas attended Brandeis University on a Crown Fellowship and graduated with a Masters degree in History, having been trained in primary-source-based research and analytical writing. While at Brandeis Nicholas taught a college-level survey course and colloquia. Nicholas graduated with bachelor's degree in History from Brigham Young University Summa Cum Laude as a valedictorian, a winner of the History Department Outstanding Undergraduate Award, and a Hinckley Scholar. Nicholas is fluent in Korean and studied French at the university level during six years. He has taught at the MTC and early-morning seminary. He and his wife, Christina, are the parents of one daughter and—soon to be—one son. We are delighted to announce Nicholas's addition to the American Heritage School faculty.



Laura Scholl – 9th Grade Core, Debate. Ms. Scholl received a bachelor's degree in English Teaching and a minor in History Teaching from BYU. She began teaching at Payson High School and remained there for eight years, during which time she taught a variety of classes: English 10 and 11, Advanced

Placement English Literature and Composition, International Baccalaureate, US History, ESL, and Speech/Debate. She also mentored two student teachers and served as the advisor for the National

Honor Society. Laura recently took a break from teaching to serve a full-time mission for The Church of Jesus Christ of Latter-day Saints in California. As a missionary, she created a curriculum used to teach English as a Second Language classes and provided training for other missionaries in effective teaching methods. Upon returning to Utah, she began teaching at Hillcrest High School, where she is currently teaching English 11, AP English Literature and Composition, International Baccalaureate, and Speech/Debate. We are thrilled to welcome Laura to American Heritage School.



Stephen Carman – 9th Grade Core, Spanish. Mr. Carman graduated from BYU, earning a bachelor's in Social Sciences. He continued his education at the University of Utah, recently finishing a Masters degree in Communication. During the past several years, Stephen

has taught intermediate and professional writing at the University of Utah where he developed extensive curriculum and built meaningful relationships with students and supervisors. Stephen loves to travel and has visited many countries in Europe, South America (he communicates in Spanish fluently), and the Middle East. Welcome to the American Heritage School, Mr. Carman.



Laura Yamada – 8th Grade Core. Mrs. Yamada earned both a Bachelor's and a Master's degree in English from Brigham Young University, where she taught six semester courses of "College Reading and Writing". She was honored as

a finalist for the Rowe Teaching Award. She also excelled in her undergraduate studies, graduating Summa Cum Laude. Laura has studied both history and religion at the Brigham Young University Jerusalem Center and at important sites throughout Israel, Egypt, Turkey, and Greece. She has also participated in a study abroad program in Mexico, served an LDS mission in Japan, and spent a total of six years living in Asia, which allowed her to visit

historical sites in China, Korea, Hong Kong, Singapore, Malaysia, and Indonesia. Laura is the mother of five sons. We look forward to Laura's teaching at the American Heritage School.



David Goff – Upper Grade Math. Mr. Goff comes to American Heritage School from Encampment K-12 School in Wyoming where he currently teaches Science 6, Science 8, Pre-algebra, Consumer Math (11, 12), High School Algebra, Physics 11, and Calculus 12.

Among many involvements at the school, he personally built and maintained a class website for all his classes where the students and their parents could stay up-to-date with the class and assignments. He has additional middle school teaching experience in Uintah School District, where he taught middle school math (6-8) at West Middle School. Prior to his teaching experience, David studied physics at both Utah Valley State College and Utah State University. He obtained a bachelor's of science degree in Physics with a minor in Mathematics from USU, where his research focused on nanotechnology and fabrication for the optics industry. David has been able to infuse his physics expertise into his teaching of Math. David is an excellent bass singer and cellist and is also fluent in French. He and his wife, Marie, are the parents of one son and two daughters. We are pleased to announce Mr. Goff's joining our faculty.

Harvard Business Professor Dr. Clayton Christensen Visits AHS



Recently, acclaimed author and Harvard Business Professor Dr. Clayton Christensen visited American Heritage School to spend an afternoon with AHS Board members and administrators discussing various issues and opportunities facing the

school, such as growth and education innovation.

Professor Christensen is the bestselling author of five

books, including his seminal work *The Innovator's Dilemma* (1997) which received the Global Business Book Award for the best business book of the year, *The Innovator's Solution* (2003), and *Seeing What's Next* (2004). Recently, Christensen has focused the lens of disruptive innovation on social issues such as education and health care. *Disrupting Class* (2008) looks at the root causes of why schools struggle and offers solutions.

2009 Parent Foundations Training



Save the dates! Monday and Tuesday, June 1-2, 8 a.m. to 4 p.m. both days, at American Heritage School, "How Firm a Foundation: Essential Practices that Produce Principle Approach Results" – the annual Parent Foundations Training, this year featuring Carole Adams, President of the

Foundation for American Christian Education. Join us for this important and inspiring training for parents and teachers. **The registration fee of \$125 is waived for all AHS patrons and applicant families.** New parents to the school are required to attend. Current parents are strongly encouraged to attend (even if you have attended the American Heritage School Foundations Training before). See the attached flyer and our website for more information. You won't want to miss this!

<http://american-heritage.org/Foundations%20Training.htm>

2009 Riggs Institute Training at AHS

*"The Writing and Spelling Road
to Reading and Thinking"*

From May 26-29, American Heritage School is bringing the Riggs Institute to Utah for an all-faculty training in the Riggs approach, which is the language arts methodology employed by American Heritage School and many other school nationwide. In addition to American Heritage School faculty, any educators or parents in Utah are welcome to attend. Registration is \$240 for tuition and \$180 for materials. Please contact Mrs. Trudy Camp if you are interested.

Riggs training teaches:

- Direct, Socratic & multi-sensory instruction to teach explicit phonics, initial letter formation, spelling w/47 rules, grammar, vocabulary, and composition;
- The "explicit" phonetic structure of correct English spelling to produce both phonemic and graphemic awareness to render virtually all text both "decodable" and "encodable";
- Letter formation to correct or prevent reversals, build cognition and enhance listening skills;
- How to apply 47 rules of spelling, syllabication, plurals, capitalization and apostrophes through a dictated, spelling vocabulary;
- list.
- How to manage teacher/student time efficiently using direct instruction and student-made resources.
- How to use brain-based multi-sensory instruction to accommodate all "learning styles."
- How to make the neural connections in auditory, verbal, visual, and motor cognitive developmental to correct learning disorders and to provide for acceleration in the learning process.
- How to integrate reading, writing, spelling, grammar, vocabulary, and composition basic skills for inclusion into any literature or composition-based program.
- How to effectively use on-going assessments of student progress to adjust instructional needs.
- How to acquire a higher "expectation" for potential student performance.

For more information, visit:

<http://american-heritage.org/pdf/Rigg%27s%202009%20Training.pdf>
<http://www.riggsinst.org/>

Positions Available

The following positions are open for the 2009-2010 school year.

Second Grade Teacher (FT): Minimum two-years' experience, preferably in formal elementary school setting. Bachelors degree or higher preferred. Must have an enduring love of youth, love of teaching, and love of the Restored Gospel. Competitive salary based upon experience. Health and retirement benefits available. Position open immediately; applications will be accepted until the position is filled.

Middle School Core Teacher (FT) (Grades 7-8 English/History/Literature): Minimum two-years' experience, preferably in formal middle or high school setting, bachelors degree or higher preferred. Must have an enduring love of youth, love of teaching, and love of the Restored Gospel. Ability to teach English (including writing and grammar), Literature, and History (U.S. and World History) strongly preferred. Competitive salary based upon experience. Health and retirement benefits available (FT only). Position for 2009-2010 school year. Applications are being accepted until the position is filled.

Librarian & Asst. Information Technology Director (FT/PT): Minimum two-years' full-time experience in either library science, computers, information systems, or other applicable library/technology skills. Yearbook skills (computer graphics, design, layout) helpful. Bachelors degree or higher preferred. Must have an enduring love of youth, love of teaching, and love of the Restored Gospel. Competitive salary based upon experience. Health and retirement benefits available. Position for 2009-2010 school year. Applications are being accepted through July 15, 2009.

Ballroom Dance Instructor (part-time/hourly): Minimum two-years' experience teaching ballroom dance. Classes offered will include beginning and intermediate level for grades 9-11. Bachelors degree or higher preferred. Must have an enduring love of youth, love of teaching, and love of the Restored Gospel. Competitive compensation based upon experience. Position for 2009-2010 school year. Applications are being accepted through July 15, 2009.

See the "Opportunities" page of our website for more details. american-heritage.org/Opportunities.htm



HEAR YE! HEAR YE! AHS SHAKESPEARE WEEK!

May 11 - 15, 2009

Presenting, Shakespeare's
Comedy of Errors

“All the world’s a stage and life is but a walking shadow.” Welcome one and all to our wonderful week of celebrating Shakespeare. All students are invited to dress in Shakespearean (Elizabethan) period attire and Mrs. Melissa Brinkerhoff will be directing the Eighth grade players in Shakespeare’s *Comedy of Errors*! One act per day will be performed, once at 10:30-11:15 a.m. and again from 2:15-3:00 p.m. each day Monday through Thursday with the final act being shown on Friday morning at 10:30 a.m. During the Friday morning’s pre-show, Queen Elizabeth herself will be here to announce the winners of the Queen Elizabeth’s Creative Writing Contest. There will be an evening performance of the entire play on Friday evening, May 15, at 6:30 p.m. In conjunction with the daily one-act segments, our music department and your students will be presenting Elizabethan music to precede each act of the play. If you would like to attend the matinee and music performance, the schedule will be as follows:

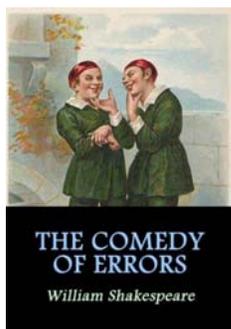
Date	AM (10:30-11:15)	PM (2:15-3:00)
M (5/11)	Sixth Grades	Fifth Grades
T (5/12)	First Grades	MS/HS Orchestra Class
W (5/13)	Fourth Grades	No Performance
Th (5/14)	Second Grades	Third Grades
F (5/15)	AM/PM Kindergarteners	

The Shakespeare Luncheon will be served Thursday, May 14 (Kindergarten included). We invite you to conjure up your creativity and fashion a costume for your young lords and ladies. **Please have the ladies dress as ladies, and the lords as lords.** Typically, there are opportunities to rent costumes at Hale Center Theater, Taylor-Maid, and other costuming houses in the area. Deseret Industries has provided many of our more creative patrons with the basics for costumes. Some Disney costumes for the ladies work wonderfully, and you may even have them in your Halloween costume collections. Website resources, such as The Elizabethan Costuming Page <http://www.elizabethancostume.net/> have some great ideas for fashioning a costume or two—or please feel free to call the school for more ideas. All students at the School are welcome to dress in Shakespearean (Elizabethan) period attire Monday through Friday, May 11-15.

We invite and welcome your participation! We are grateful for those of you that are planning the luncheon and serving on the committees. We welcome any and all of you to be with us throughout the week as we celebrate the life and plays of the “Bard of the Bible,” William Shakespeare. If you would like to participate or help in any way regarding Shakespeare week or any other activities or academic needs, please contact the school or Parent Organization President, Jenny Monson. Thank you!

American Heritage School

8th Grade Summer Shakespeare Tour 2009



Date: July 14-15, 2009 (Tue.-Wed.)

Estimated Cost: Cost per participant is estimated to be not more than \$160/student, including tickets to two shows (*The Comedy of Errors* and *The Secret Garden*), lodging, transportation, and Wednesday morning breakfast.

Preliminary Itinerary:

- Tuesday, July 14: Arrive in Cedar City, Utah early afternoon (hotel check-in) and then proceed directly to the 2:00 p.m. performance of Shakespeare's *The Comedy of Errors* performed in the authentic Adams Shakespearean Theatre. Attend the "Green Show" on the Shakespearean festival grounds. Dinner at your choice of restaurant on or around the festival grounds, and proceed to the 8:00 p.m. performance of *The Secret Garden* at the Randall Jones Theatre. Lodging in Cedar City that evening.
- Wednesday, July 15: Breakfast buffet at the hotel. Morning devotional and nature hike in Bryce Canyon. Lunch at *Ruby Tuesdays* in Cedar City and then return home early afternoon.

Meals: A breakfast buffet is included on Wednesday morning. Other meals should be self-provided (bring sack lunch or money) including lunch and dinner on Tuesday, and lunch on Wednesday. Don't forget to eat a good breakfast on Tuesday before coming!

Transportation. Transportation is included in the \$160 estimate *unless* we are unable to obtain volunteer parent drivers, in which case we will need to make a decision about alternative transportation methods, such as chartering a bus, which could increase the cost. Volunteer drivers will be reimbursed for fuel costs.

For More Information: Utah Shakespeare Festival: <http://www.bard.org/>



AMERICAN HERITAGE SCHOOL FOUNDATIONS TRAINING

“How Firm a Foundation” – Essential Practices That Produce Principle Approach® Results, June 1-2, 2009

Time	Monday, June 1	Tuesday, June 2
8:00-8:15 a.m.	Prayer & Devotional By: <i>Grant Beckwith</i>	Prayer & Devotional By: <i>Laurie Swim</i>
8:15-9:30 a.m.	“How Firm a Foundation” By: Dr. Jenet Jacob and LaDawn Jacob The Christian Idea of the Home • The Proper Role of Parents • Agency, Accountability, and Constraint • Generational Views of Parenting	“Transforming the Mind and Heart of a Nation” By: Dr. Carole G. Adams Christ: The Cornerstone in Education • The Christian Idea of the Child • A Whole View of Education
9:30-9:40 a.m.	Break	Break
9:40-9:45 a.m.	Parent Share	Parent Share
9:45-10:45 a.m.	The Seven Principles, Applications for the Home By: <i>Dr. Jenet Jacob</i> God’s Principle of Individuality • Self-government • Christian Character • “Conscience is the Most Sacred of All Property”	The Seven Principles, Applications for the Classroom By: <i>Lauri Updike, Linda Strong</i> Lesson Preparation Techniques • Curriculum Design • Model Lesson Plans • Pacing • Principle-Based Classroom Management
10:45-10:55 a.m.	Break	Break
10:55-11:00 a.m.	Parent Share	Parent Share
11:00-11:45 a.m.	Applications of Christian Self-Government in the Civil Realm By: <i>Dr. Jenet Jacob</i> The Christian Form of Proper Government • How the Seed of Local Self-Government is Planted • Internal Unity to External Union	The Principle Approach Methodology By: <i>Dr. Carole G. Adams</i> 4R Reflective Learning Process • Internal Principles to External Application
11:45-12:45 p.m.	Lunch (Provided), Break-Out Lunch Groups	Lunch (Provided), Break-Out Lunch Groups
12:45-1:15 p.m.	The Art of Teaching Through Music A Musical Devotional (Part 1) By <i>Stanford Swim</i>	The Art of Teaching Through Music A Musical Devotional (Part 2) By <i>Stanford Swim</i>
1:15-2:15 p.m.	“Seek Ye Out of the Best Books” A Demonstration of Teaching Literature in the Home By: <i>Jill Bigelow</i> The 4-R Reflective Learning Process • Cause & Effect • Internal to External • The Seven Loves of Literature • Celebrating Learning	The Principle Approach Methodology (cont’d) By: <i>Dr. Carole G. Adams</i> The Power of Word Studies • The Notebook Method • Celebrating Learning
2:15-2:25 p.m.	Break	Break
2:25-2:30 p.m.	Parent Share	Parent Share
2:30-3:30 p.m.	“Deny Not the Gifts of God, For They are Many” Applications for the Home By: <i>LaDawn Jacob</i> Reaching All Levels of Learners • Helping Students with Exceptionalities • Healthy Expectations • Accommodation and Accountability	“Deny Not the Gifts of God, For They are Many” Applications for the Classroom By: <i>Leland Anderson</i> Reaching All Levels of Learners • Helping Students with Exceptionalities • Healthy Expectations • Accommodation and Accountability
3:30-4:00 p.m.	Q&A and Closing Remarks, Grant Beckwith	Q&A and Closing Remarks, Grant Beckwith

Humility - Faith - Charity - Courage - Self-Government - Virtue - Industry - Wisdom

American Heritage Schools, Inc., 736 North 1100 East, American Fork, Utah 84003, (801) 642-0055, (801) 642-0060 (fax), www.american-heritage.org

The Principle Approach® is a registered trademark of the Foundation for American Christian Education



AMERICAN HERITAGE SCHOOL FOUNDATIONS TRAINING

"How Firm a Foundation" - Essential Practices That Produce Principle Approach® Results

General Session, June 1-2, 2009

Who is invited to attend?

Parents, teachers, grandparents, professionals, ecclesiastical leaders, and policymakers who feel passionately about character education from a restored-gospel perspective. In addition, this training is a must for LDS educators who plan to use the Principle Approach in their teaching. No babies or young children please. Students ages 14 and up are welcome upon registration for the program.

Where and When?

American Heritage School
736 North 1100 East, American Fork, Utah 84003
(Directly across from the Mount Timpanogos Temple)
June 1-2, 2009, 8:00 a.m. to 4:00 p.m. each day. Walk-in registration at 7:30 a.m.

How do I register?

Complete the attached registration form and mail, fax, or e-mail it to the School, attn: Marilyn Patch.

Who do I contact?

Marilyn Patch, (801) 642-0055 x417, mpatch@ahsmail.com

What is the cost?

- *Non-Patron, Early Registration:* \$125 for both days or \$70 per day (Pre-registration must be received by Friday, May 22.)
- *Non-Patron, Walk-In Registration:* \$145 for both days or \$80 per day. Materials and lunch will not be provided for walk-in registration.
- ***Current AHS Patrons and Applicant Families: No cost. Registration fee is waived; however, you must complete the registration form so that we can order appropriately for materials and meals.*** Materials and lunch will not be provided for walk-in registration.

Materials & Preparation

Materials will be provided as part of your course registration fee. You should also bring scriptures, FACE curriculum guides and "red books", and 1828 Dictionary if you have them. Curricula and guides including various Foundation for American Christian Education titles may also be purchased at American Heritage School.

Directions to American Heritage School

From I-15 North or South, take the American Fork 500 East Exit. Go north to State Street. Turn right (East) on State Street and go to 1100 East, following signs to the hospital. Continue past the hospital up hill until you reach American Heritage School directly across the street from the Mt. Timpanogos LDS Temple.

Nearest Lodging

Best Western (801) 768-1400
Days Inn (801) 768-8322
Quality Inn (801) 763-8383

Lunch

Lunch will be provided on both days and is included in your course registration fee. Various restaurants are also within close driving distance of the School, including Panda Express, Bajio Grill, Sonic, Wingers, Wendy's, Fazoli's, etc.

Childcare

Childcare will not be provided. No babies or young children please. Students ages 14 and up are welcome upon payment of the registration fee for the program.

"We ought to foster education and intelligence of every kind; cultivate literary tastes, and men of literary and scientific talent should improve that talent; and all should magnify the gifts which God has given unto them... If there is anything good and praiseworthy in morals, religion science, or anything calculated to exalt and ennoble man, we are after it. But with all our getting, we want to get understanding, and that understanding which flows from God." (John Taylor)

Humility - Faith - Charity - Courage - Self-Government - Virtue - Industry - Wisdom

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AMERICAN HERITAGE SCHOOL

presents the

Lyceum Music Festival



July 27 – August 1, 2009

in partnership with the Deer Valley® Music Festival

“The perfect musical environment...”

featuring

**The Five Browns
The Utah Symphony**

The American Heritage Lyceum Philharmonic



American Heritage School and the Utah Symphony have partnered with the Deer Valley® Music Festival to present the Lyceum Music Festival 2009. This festival is a rare opportunity for young musicians to get a sneak peek into the professional world of classical music and be mentored by positive role models who inspire, encourage, and guide each participant along their own musical path.

String, Wind, Brass and Percussion students ages 13 to 18 prepare a professional level concert with the help of Utah Symphony Conductors, musicians, chamber coaches and special guests including The 5 Browns and acclaimed violinist Bryan Hernandez-Luch.

The American Heritage Lyceum Music Festival is the perfect musical environment to encourage and ennoble the next generation of musicians. Students get to know, rehearse and perform with young stars of classical music like The 5 Browns and Associate Conductor of the Utah Symphony, David Cho. They go behind the scenes at Utah Symphony Orchestra rehearsals and concerts to see what it's like to be a career musician. Participants experience chamber music by working with emerging professional string quartets, learn the masterworks of the repertory from Utah Symphony string, wind and percussion players, and prepare their own concert. Participants enjoy daily opportunities for supervised recreation in scenic Park City, tickets to 3 Deer Valley Music Festival Concerts, as well as private performances and Q&A time with renowned violinist Anne Akiko Meyers and piano sensation The 5 Browns. Getting an inside track to a career in music has never been so much fun!



For more information regarding Lyceum Music Festival 2009 visit www.lyceummusicfestival.com or contact American Heritage School, 801-642-0055, www.american-heritage.org. For more information on the American Heritage Lyceum Philharmonic, visit <http://american-heritage.org/Lyceum.htm>