



American Heritage School News

February 2007

Message From the Director

Recently I attended a Utah State Bar luncheon devoted to education in Utah. It was advertised as a “Legislative Preview 2007” and included a key presenter from the Utah State Office of Legislative Counsel.

The luncheon agenda was packed with well-intentioned legislative proposals and bills describing new and modified programs in public schools: school truancy and compulsory education amendments, school discipline amendments, student club amendments, extended-day kindergarten, class size reduction, a teacher shortage loan program, and a resolution “Urging Congress to Stop Internet Pornography to Employees and Students,” – to name a few.

The people that I met at this luncheon were mostly from the public education field. They were intelligent, experienced and genuinely caring administrators, attorneys, and policymakers. They were open-minded and considerate as they discussed the problems that the new programs were intended to address. As I listened, however, I could not help but recall a modern day apostle’s description of the futility of many such “compensatory governmental programs - which are, so often, like straightening deck chairs on the Titanic.”¹

As the luncheon wore on, I found myself daydreaming a little. My mind fled the sounds of regulated mass-education and wandered back to a time when the Saints still had daily scripture and prayer in most of their district schools. I wondered when exactly the Saints lost this blessing? How did we lose it? Was it the fateful 1962 decision by the United States Supreme Court striking down school-prayer and religious speech in public schoolhouses?²

Upon returning to my office at school, I started reviewing a few Utah and Church history books that I thought might answer the question. It didn’t take long for me to see that the Supreme Court was not the real culprit – and that, beginning in the latter part of the

1800’s, the Saints had been given multiple opportunities to choose between an education system in which Christ and Restored Gospel principles were relevant in the classroom versus one in which they were not. To my great surprise and sadness, many of the very pioneers who had crossed the plains – who had sacrificed so dearly for the future of their families and their religion – had consciously chosen a tax-supported school model that was contrary to repeated warnings from three consecutive living prophets at the time.³ The Saints had willingly put themselves on the road that led to the universe of “Legislative Preview 2007” – a road that had begun long before 1962.

LDS Education and Utah History

The 1880’s were a bleak chapter in the history of the Saints in Utah. The non-LDS population in Utah had risen dramatically since the railroad’s completion in 1869 and the increasing number of complaints to Congress about the Mormon influence in public schools enflamed a federal government that was already bent on defeating the “twin barbarisms”⁴ of slavery and polygamy. The Edmunds-Tucker Act of 1887 brought the crisis to a head by criminalizing polygamy, seizing most of the Church’s real estate and assets, and taking control of Utah’s district schools through a federally appointed non-LDS commissioner of education. Many LDS church and business leaders were taken into custody or went into hiding, including President John Taylor. Women and children tried to carry on businesses and homemaking without their husbands and fathers.

Having foreseen the storm ahead, and for years preceding the Edmunds-Tucker Act, President Brigham Young, President John Taylor, and members of the Council of the Twelve Apostles had counseled the Saints to “establish schools free from the trammels of State aid where they could unhesitatingly teach the doctrines of true religion combined with the various branches of a general education.”⁵ In an 1886 letter to all the Saints, President John Taylor wrote that youth “should be made familiar with the contents of the Bible, Book of Mormon, and the Book of Doctrine and Covenants. These should be their chief

textbooks...but under the common school system this is not possible...We would like to see schools of this character, independent of the District School System started in all places where it is possible.”⁶

But the Saints continued to vote for increasingly tax-supported district schools that provided “free” education.⁷ This was the in-vogue education trend in California as well as many eastern states at the time and the Saints felt confident that the high number of LDS teachers and the popularly elected LDS superintended of schools would ensure that classrooms maintained an atmosphere that was consistent with LDS standards and teachings.⁸ Ominously, the federal government saw Utah’s district schools as one of the key battlefields to be won in its war against polygamy.⁹ Clearly, the more LDS families that attended the district schools, the more sweeping would be the federal government’s influence over future generations of Utahns as educational leadership shifted from the Church to federally appointed non-Mormons.¹⁰

By 1888, the federal government’s victory was almost complete. President Wilford Woodruff, who had recently taken the helm of the Church in arguably the most tumultuous times ever encountered by the Church outside of Illinois, would in two-years’ time issue the 1890 Official Declaration formally ending the practice of plural marriage among the Saints.¹¹

President Woodruff would not, however, give up the battle for schools.

On June 8, 1888 President Woodruff wrote in a letter to all stake presidents that “Religious education is practically excluded from our schools,” and “the perusal of books we value as divine records is forbidden. Our children... grow up entirely ignorant of those principles of salvation for which the Latter-day Saints have made so many sacrifices.”¹² In asking stake presidents church-wide to establish church schools as an alternative to district schools, President Woodruff proclaimed: “We feel that the time has arrived when the proper education of our children should be taken in hand by us as a people.”¹³

Overwhelmed and underfinanced¹⁴ stake presidents took courage from their faith and began to establish independent, tuition-supported schools for LDS families taught by LDS instructors. But the siren song of “free” district schools, which were better funded

and better organized, was too great for most families to resist. With the passage in 1890 of the Free School Act by the territorial legislature, enrollment in the church schools plummeted.¹⁵ In subsequent years and through the turn of the century, a few Saints who remained faithful to the prophet’s counsel continued to send their children to the church schools; however, by 1920, it was evident that the Saints had chosen the model of tax-supported district schools and the Church gave the order to eliminate almost all existing church schools and academies other than a few institutions such as Brigham Young Academy in Provo, Utah and Ricks Academy in Rexburg, Idaho.¹⁶ At the same time, so as not to entirely abandon the Saints in their chosen mode of education, the Church continued to institutionalize the release-time seminary program, which had been a trial program begun in Granite School District in 1913 and which had seen some success by 1920.¹⁷

Modern Prophets on Education

In recent years the Church has intentionally refrained from statements showing favoritism to one form of education over another.¹⁸ But living prophets continue to counsel parents to be diligent and watchful about the subject matter, philosophy, and atmosphere of the classroom.

In 1990 Elder Dallin H. Oaks delivered an extraordinary address to the Saints entitled “Religion in Public Life” in which he carefully analyzed what he perceived to be the “developing gulf between religion and public life.”¹⁹ He reminded us of prophetic utterances made by President David O. McKay in 1962 when the Supreme Court decided to ban school-sponsored prayer from public classrooms:

At the time the first school prayer cases were decided, President David O. McKay saw the direction of those decisions with prophetic vision. In December 1962, he said: ‘By making that [New York Regents’ prayer] unconstitutional, the Supreme Court of the United States severs the connecting cord between the public schools of the United States and the source of divine intelligence, the Creator himself.’ ...It is clear from President McKay’s references that he was concerned about the direction and long-range effect of these

*decisions. History shows that his concern was well founded.*²⁰

In 1994 Elder Boyd K. Packer stated that “moral values are being neglected and prayer expelled from public schools on the pretext that moral teaching belongs to religion. At the same time, atheism, the secular religion, is admitted to class, and our youngsters are proselyted to a conduct without morality.”²¹ Two years later, in an address to the School of Education at BYU, he warned that

*...in many places it is literally not safe physically for youngsters to go to school. And in many schools - and it is almost becoming generally true - it is spiritually unsafe for children to attend public schools. Looking back over the history of education to the turn of the century and the beginning of the educational philosophies; pragmatism and humanism were the early ones, and they branched out into a number of philosophies which have led us now into a circumstance where our schools are producing the problems that we face.*²²

And finally, most relevant of all, are the words of our living Prophet – who pierces to the very core the debate and rhetoric about education not just in Utah, but across the nation and throughout the world:

What can be done? We cannot effect a turnaround in a day or a month or a year. But I am satisfied that with enough effort we can begin a turnaround within a generation and accomplish wonders within two generations. That is not very long in the history of man. There is nothing any of us can do that will have greater longtime benefit than to rekindle wherever possible the spirit of the kind of homes in which goodness can flourish... There is an old and true proverb which says, “As the twig is bent, so the tree is inclined.” ...Children are like trees. When they are young, their lives can be shaped and directed, usually with ever so little effort. Said the writer of Proverbs, “Train up a child in the way he should go: and when he is old, he will not depart from it” (Prov. 22:6). That

training finds its roots in the home. There will be little of help from other sources. Do not depend on government to help in this darkening situation.”²³

May each of us comprehend the history, prophetic counsel, and eternal principles of educating Zion as we strive to train up our children in the way that they should go – that they may never depart from it!

Sincerely,

--Grant Beckwith

¹ Neal A. Maxwell, “Why Not Now?” Ensign, Nov. 1974, p. 12.

² *Engel v. Vitale*, 370 U.S. 421 (1962). See Dallin H. Oaks, “Religion in Public Life,” Ensign, Jul. 1990, 7.

³ Presidents Brigham Young, John Taylor and Wilford Woodruff all warned the Saints about the potential consequences of increasingly tax-supported district schools. See Jack Monnett, *Revealed Educational Principles & the Public Schools*, pp. 33-42, 88 [“Monnett”].

⁴ Beginning as early as the 1850’s, the national Republican Party platform was focused upon abolishing the “twin barbarisms” of polygamy and slavery.

⁵ President John Taylor, in an 1886 letter to the Saints in Idaho, reprinted in *Messages of the First Presidency*, James R. Clark, Vol. 3., 1966. p. 5. In 1873 Brigham Young said “Do not say you cannot school them, for you can. There is not a family in this community but what we will take and school their children if they are not able to do it themselves.” *Journal of Discourses*, Vol. 16. p. 20, April 7, 1873.

⁶ President John Taylor and counselors George Q. Cannon and Joseph F. Smith, in a letter read at General Conference, October 1886.

⁷ Monnett, *supra*, pp. 33-42, 88, and 152. Significant school tax legislation was supported time and again by LDS voters, including in 1880, 1882, and 1886 - contrary to prophetic counsel. In 1873, over 80% of the operating money for district schools came from tuition-paying families that were enrolled in the schools. By 1883, 32% of operating costs were covered by tuition and by 1891, due primarily to the Free School Act of 1890, only 2% of operating money for district schools came from tuition.

⁸ *Id.* at 40, 188.

⁹ *Id.* at 86-87.

¹⁰ Section 25 of the Edmunds-Tucker Act gave the new federally appointed “Commissioner of Schools” (a non-Mormon) the power to “prohibit the use in any district school of any book of a sectarian character or otherwise unsuitable.” In addition, LDS teachers were replaced with non-LDS teachers. By the 1891-1892 school year, despite the fact that LDS students were a clear majority in district schools throughout Utah, the numbers of non-LDS teachers in key districts were disproportionately high. For example, in Salt Lake City, 92% of teachers were non-LDS and in Ogden, 83% of teachers were non-LDS. *Fifth Annual Report of the Commissioner of Schools of Utah Territory, 1891-1892*, Exhibit C.

¹¹ Doctrine and Covenants—Declaration 1, October 6, 1890.

¹² President Wilford Woodruff, circular letter to stake presidents, June 8, 1888.

¹³ *Id.*

¹⁴ Monnett, *supra*, p. 87, 152-153. The Edmunds-Tucker Act drained the Church of almost all of its resources and diverted much of the money received from the Church into district schools under the control of non-LDS appointees.

¹⁵ *Id.* at 152.

¹⁶ *Id.* at 199.

¹⁷ *Id.* at 194-195.

¹⁸ See Jack Monnett, *The Educational Dilemma: Public Schools, Private Schools, or Home Schools*, National LDS Homeschool Association, Quarterly Bulletin, Volume 1, Issue 1, March 2005. In 1986, Stanley A. Peterson, Associate Commissioner of Education for the Church Education System said that “public schools have played and are playing an important role in the education of Latter-day Saint youth. They are not perfect, and the past decade has been a particularly trying time for many of them. But many of the problems they face are not without solution, and the Church has not withdrawn its traditional support of a strong public school system.” Ensign, Oct. 1986, p. 67

¹⁹ Dallin H. Oaks, “Religion in Public Life,” Ensign, Jul. 1990, 7.

²⁰ *Id.*

²¹ Boyd K. Packer, Ensign, May 1994, p.19

²² Boyd K. Packer, Charge to the David O. McKay School of Education, BYU, October 9, 1996.

²³ President Gordon B. Hinckley, “Four Simple Things to Help Our Families and Our Nations,” Ensign, Sep. 1996, 2.

Student Submissions

Christ-like Communication

(By Micaela Wright - 7th Grade)

“Let no corrupt communication proceed out of your mouth, but that which is good to the use of edifying that it may minister grace unto the hearers.” (Ephesians 4:29)

We should communicate with each other as Christ would. We should speak in loving, helpful ways. We should not intend on being loud or harmful in our communication with others. If we are loving and helpful it will form links of eternal love. We should communicate clearly, affectionately, truthfully, compassionately and respectfully. Our communication can be loving or rough, but we must be self-controlled. If we develop Christ-like communication, our hearts become more tender and we communicate as our Savior would. We develop concern for the circumstances of our fellow men. We will warm the hearts of those who may be distressing. By doing this, we make our own lives a little brighter. Christ-like communication helps us to expand righteous relationships. We should use this “divine

gift” wisely and use it to build others up and not tear them down.

Reflections on the Spanish Inquisition

(By Jordon, Mardi, Cameron, Allyson, and Micaela
7th Grade Group 4R Exercise)

Pope Innocent VIII, Torquemada, Queen Isabella, and King Ferdinand could have applied principles in the scriptures to rectify their sin and change the course of history.

If they really understood and followed the Bible, they would not have committed such abominable actions. Exodus 20:17 states “Thou shalt not covet thy neighbors house [possessions].” If they understood what this said, they would have been happy with what they had. 1 Corinthians 10:29 states “for why is my liberty judged of another man’s conscience.” If they knew that every man had rights and a conscience they would have acted in the real way of Christ. Torquemada, the Pope, the Queen and the King chose evil because of their selfish actions, hardened hearts and their idleness.

Lehi’s Dream

(By Sydney Wooton – 2nd Grade)

I learned that the Tree of Life is like eternal life, love of God and true happiness.

If your friend makes fun of you for going to church, just go to church. If they say, “I’m not your friend,” you should still go to church.

I learned about the spacious building and about Satan’s tempting. We should not follow Satan’s power but try our best to do what is right.

Lehi’s Dream

(By Hunter Kirby – 2nd Grade)

I learned that we should not listen to the pride of other people. We should keep holding onto the Rod of Iron, so we can keep pulling ourselves up. We can get closer to eternal life, and the love of God.

We should try to get out of the mist of darkness, which represents Satan’s temptations. It doesn’t

matter what your friends say, just keep on holding to the Iron Rod. Don't set your scriptures aside. That wouldn't be holding to the Iron Rod. Read your scriptures daily and hold on to the Iron Rod.

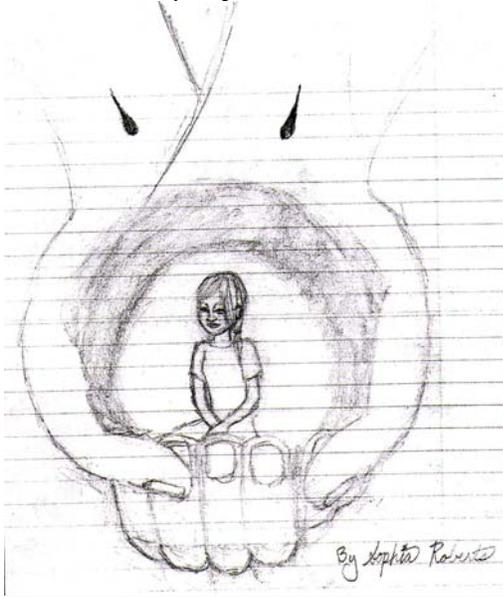
Lehi's Dream
(By Spencer Hart – 2nd Grade)

I learned that if people make fun of you, you should try to ignore them and get on with your life doing good. You should get baptized in the name of God, and go on a mission. Another thing that God commanded us to do is get married in the temple. We should pull ourselves out of the mist of temptations and never lay the scriptures aside, but keep reading them.

I made a goal to read the scriptures before I got baptized. I started in May and finished on my eighth birthday. I was so excited that I did it.

When I got baptized the water was cold, but when I came out I felt the warm feeling of the Holy Ghost. I came out smiling. After I was confirmed my neck was aching for 3 days, because there were so many people who loved me and gave me the Holy Ghost!

His Hands
(Pencil Sketch by Sophia Roberts – 7th Grade)



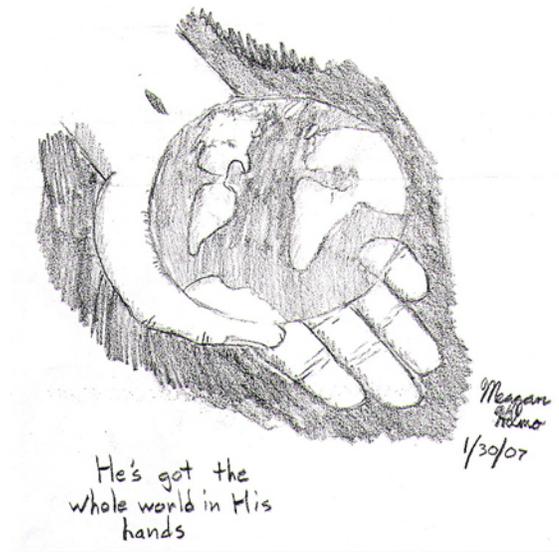
My Testimony
(By Erika Brown – 7th Grade)

I believe that Jesus Christ and Heavenly Father are real. I believe that Jesus Christ is the Son of God. I am grateful for God's gift of His Son. Christ loved us so much that He atoned for the sins of all mankind so that we can repent and return to our Heavenly Father. Our Heavenly Father loves us and wants us to come back to Him. I believe that we should do as Proverbs 3:5-6 instructs us to do: "Trust in the Lord with all thine heart; and lean not unto thine own understanding. In all thy ways acknowledge him, and he shall direct thy paths." If we trust in the Lord with all of our heart, He will help us get back to Heavenly Father.

I know that it was part of God's plan to have His Son come into the world in a stable. The wise men came to worship Him and the shepherds worshipped Him. This symbolizes that everyone can come unto Him and be saved.

I believe that we are all God's children and that He has a plan for every one of us to fulfill on earth. I know that He loves each one of us. I testify that we are all children of God.

His Hand
(Pencil Sketch by Meagan Hilmo – 7th Grade)



Patriotic Program

“The Spirit of America Speaks”

American Heritage School is proud to present *The Spirit of America Speaks*: a patriotic program to be held on Thursday, February 15, 2007 at 10:00 a.m. and 6:30 p.m. at American Heritage School.



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.

We would like to extend a special invitation to alumni, teachers, patrons, and the community. American Heritage School feels this is a special opportunity to reflect upon our founding fathers and pride of our patriotism.

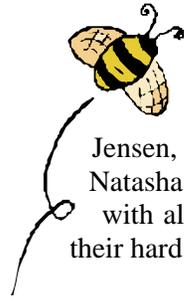
“The Spirit of America Speaks” was specially written by Geneve Cornell Deuel for American Heritage School and was first performed at the school in 1973. Mrs. Cornell's teaching career spanned 20 years during which time she served seven years as Director of American Heritage School. She was committed to instilling a fierce pride of patriotism and love of history in her students. She was awarded the Valley Forge Honor Certificate for *The Spirit of America Speaks* in 1974.

There will also be a morning matinee of *The Spirit of America Speaks* at 10:00 a.m. on February 15th for anyone who would like to attend. Please R.S.V.P if

you would like to attend the matinee. You may contact the school at 801-642-0055.

Spelling Bee

American Heritage School participated in the Daily Herald/Scripps Spelling Bee. Erika Brown was the First Place finisher, with Xandra Rains, Second Place, and Christian Hartman Third Place. Junior Spelling Bee winners were: First Place Sarah Jensen, Amber Sessions Second Place and Natasha Huhem Third Place. We are pleased with all the students that participated and for their hard work. CONGRATULATIONS!!!



2007/2008 Registration

Current patrons desiring to enroll their students for the 2007/2008 school year should have submitted their Application for Enrollment by January 31. Open enrollment for new families begins the third week in February. Preference for current patrons cannot be assured if a current patron's Application for Enrollment is submitted after February 20th.

9th Grade Information Meeting

On Tuesday, February 13 at 7:00 p.m. we will hold a special 9th Grade Information Meeting for all parents, students, and community members that are interested in the details of our 9th Grade program. We are very excited about the strength and quality of the program, which we believe will be unmatched by any private or public school options available to families on the Wasatch Front! So far, parent and student interest in the program has been very high.

Although the final details of the program will be approved at our February 8 Board Meeting, currently planned highlights include:

* A phenomenal core instructor - Mrs. Lauri Updike - with a passion for principle-based teaching and a true love of inspiring young hearts and minds. Mrs. Updike's curriculum (FACE 9th Grade Curriculum) will focus on World History and British and American Literature and will build upon students' previous training at American Heritage School by taking them

to new heights of principle-based reasoning, writing and communication;

* Science and Math specialists who will guide students through individually selected science and math courses offered by BYU Independent Study (including Biology, Earth Science, Algebra 1 & 2, Geometry), with dual high school and college credit available, and with science and math labs for hands-on experiences and individualized attention;

* A special "Principles of Leadership & Personal Management" course to be conducted by Mr. Beckwith, which will take the students out of the classroom and into the community: a major library, an investment bank board-room, a factory, a law office, a university campus, a hospital, a prison, a police department, etc. - in an effort to teach life-skills that do not fit neatly into an ordinary classroom curriculum, such as principles of financial literacy, presentation skills, the power of positive thinking, spreadsheet skills, principles of business interaction and etiquette, college preparation, avoiding and overcoming addictive behaviors, scholarly research skills, entrepreneurship, and more!

* A foreign language component (German) of the Language curriculum to expose students to the basics of language cases, declension, modifiers, verb tenses, etc;

* An SAT/ACT preparation course to start familiarizing students with strategies and best-practices for succeeding on important standardized college entrance exams;

* Seminary to be provided here at American Heritage School by a certified Church Education System seminary teacher;

* A few more uniform options and other "perks" for our 9th Grade students that recognizes their well-deserved title of "high school" students who have learned to govern themselves; and

* Spacious and inviting classroom facilities occupying the third level of the building, including natural light from windows and skylights, a classrooms adjacent to the core-classroom for math and science tutoring, a student break-room, bathrooms, a teacher's office, and even a separate library (second floor).

Please pass the word along to neighbors and friends who you believe may be interested. We currently have a list of approximately 15 families who are interested in a seat and we expect that more will want to join the class in coming weeks and months as the details of the program are finalized.

Come learn more about the program on Tuesday, February 13, at 7 p.m., on the third-level of American Heritage School. On hand to answer questions will be Mrs. Updike, Mr. Beckwith, a representative from BYU and BYU Independent Study, and Board Members of American Heritage School. We will also make available copies of curriculum that will be used, information pertaining to alternatives for accreditation, and information pertaining to Alpine School District and Utah State requirements for high school graduation. We will also discuss details of tuition and financial aid options. Refreshments will be served.

We appreciate the support and enthusiasm of so many in our school community who have provided (and we hope will continue to provide) input, ideas, people, and resources to help make this endeavor an overwhelming success and to further bless the lives of our children!

Tips & Tools for Parents

"Tips & Tools for Parents" is a new section of our monthly newsletter intended to offer some useful tips for parents of varying grade levels. We hope you enjoy it!

Ten Ways to Raise a Reader:

1. Restrict television watching.
2. Keep the computer under control and where it can be monitored. Restrict time spent on computer games that add little value to a child's reading skills.
3. Have books and other good reading material within easy reach, an enticement to read.
4. Let your children see you reading.
5. Read books aloud together regardless of age.
6. Talk about books together. Play reading games together.
7. Have well-lit rooms with comfortable chairs that invite reading.

8. Balance activity schedules with reading time. Let your children know the library is as important as the playground or gymnasium.
9. Encourage reading in bed with good lights to do so.
10. Visit the library often and listen to book-on-tape when traveling.

(Adapted from *Honey for a Child's Heart* by Gladys Hunt, pg. 37)

Grandparents GIVE Program

G.I.V.E. (Grandparents In Volunteer Education) is a new volunteer service program at American Heritage School that is blessing the teachers and students in all core subject areas. It creates an opportunity for senior citizens - who have the time, flexible schedules, desire to serve, and a vast amount of wisdom and experience – to be a part of our school community. Any grandparent or senior citizen may apply at American Heritage School to assist in the core classrooms to render services that could consist of anything from helping the teacher make photocopies, to helping a student read, to helping a student with math facts.

Mrs. Marsha Byington, one of our first GIVE volunteers, is currently participating in the program. "I am learning right along with the children. Education has progressed so much since I attended elementary school as a child! It is delightful work and I love being acknowledged by the children each day at school as they rush up to me to say hello! It is so rewarding to feel useful again and to be appreciated by the wonderful teachers at American Heritage School."

If you know of a grandparent that would enjoy serving in the GIVE Program at American Heritage School, please contact Trudy Pace at 642-0055 ext. 303.

Emergency Preparedness

By Heidi Pierce

Knowledge of first aid procedures will be invaluable for your family during any type of emergency situation. Younger children can learn most of these procedures, even CPR. First aid classes are offered at many locations within most communities. The Red Cross chapter in your community generally will offer

a good basic first aid course as well as several types of first aid handbooks, including wilderness- and boating-specific first aid. The Red Cross also makes available first aid kits for purchase or occasionally that you can assemble yourself. The Community Emergency Response Training (CERT) classes are very good for emergency preparation. Neighbors can participate in emergency training together to share their skills.

In preparing your children for emergencies, consider the effect that exposure to repetitive media and news reports of real disasters may have on your children. You may wish to limit such exposure to reduce stress and anxiety. The Federal Emergency Management Agency website (www.fema.gov/kids) has some wonderful material to assist children in learning more about disaster preparedness, such as their web program called "Disaster Action Kid."

Calendar at a Glance

Feb 9	Family Lecture Series 7:30 p.m.
Feb 12	Patriotic Program Dress Rehearsal 8:40 am
Feb 12	All Kinder attend A.M. 8:30-11:30 a.m.
Feb 14	Valentine's Day Parties 2:00-3:00 p.m.
Feb 15	Patriotic Program Matinee 10:00 a.m.
Feb 15	Patriotic Program 6:30 p.m.
Feb 15	All Kinder attend A.M. 8:30-11:30 a.m.
Feb 16	Mid-Term
Feb 16	Teacher In-Service-No School
Feb 19	President's Day-No School
Feb 20	2007/2008 Open Registration for community
Feb 27,28 & 3/1	Book Fair Tu. 12-3 p.m. W & Th 8-8 p.m.
Feb 28	Parent Teacher Conferences 4:00-8:00p.m.
Mar 1	Parent Teacher Conferences 4:00-8:00p.m.
Mar 2	Teacher In-Service-No School
Mar 5	Snow Make-up Day
**Science Fair date Change April 25	

Positions Available

We are now accepting applications for the 2007-2008 school year for the following openings:

- 7th Grade Core Instructor (full-time)
- 8th Grade Core Instructor (full-time)
- K-3 Science Instructor (part-time)
- 9th Grade Math Specialist (hourly to part-time)
- 9th Grade Science Specialist (hourly to part-time)

Applications will be accepted through March 15, 2007. See our website under "Opportunities" for more details concerning these openings www.american-heritage.org.

Patriotic Program "The Spirit of America Speaks"
Performances: Thursday, February 15th @ 10:00 a.m. & 6:30 p.m.

Costume Directions!

These directions apply to our dress rehearsal this Monday, February 12th as well as the performances on Thursday, February 15th.

Parents, you are welcome to attend our dress rehearsal Monday, February 12th at 8:40 a.m. to enjoy your student's performance. ***On Thursday, February 15th, please have your student at the school at 6:00 p.m. sharp! The Prelude music starts at 6:15 p.m.**

Kindergarten: Girls & Boys: Dress uniforms. **ALL** Kindergarteners attend AM kindergarten time on Monday, February 12th, for the dress rehearsal at 8:30-11:30 A.M. and Thursday, February 15th for the matinee performance at 10:00 a.m. On Thursday, February 15th kindergarteners meet in their classroom at 6:00 p.m. sharp to put on their Israeli costume over their uniforms.

First and Second Grades:

Girls: Dress Uniform, dark tights and shoes

Boys: dress uniform with dark socks and dark shoes.

Third and Fourth Grade: Savior and Israelite scene: Sandals if possible, shirts with no collar underneath the Israelite costume. Hair for Israelite girls—princess style—front hair pulled up in a ponytail. No bangs if possible.

Fifth Grade: Please arrive at the school no later than 5:00 p.m.— Please send your children to school for both performances with foundation, light blush, mascara and eyeliner, light lipstick.

Barons: Black dress shoes, dark knee socks, shirt with no collar underneath the costume.

Columbus scene:

Girls: No collar under costume, white tights, dress shoes.

Boys: No collar on shirt, dark leggings or knee socks, black dress shoes.

Founding Fathers:

Boys: Black dress shoes, long white socks, or tights, white, long sleeved dress shirt

Girls: white knee socks or tights, black dress shoes. Hair for colonial girls: buns or ringlets, no bangs, curls around the face but not in the eyes, part down the middle

Sixth, Seventh & Eighth Grades:

Girls: Dress Uniform, dark tights and dark shoes.

Boys: Dress uniform with dark socks, dark shoes.

Thank you for your support,
Mr. Hunsaker & Mrs. Kauffman


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*“The Perpetual Education Fund
A Shining Ray of Hope!”*

Elder Richard E. Cook was called to the Second Quorum of Seventy in April 1997 where he served until October 2001. During that time he served in the Asia Area Presidency. Prior to his release from the Quorum, President Hinckley asked him to act as the Financial Director of the Perpetual Education Fund. He has been serving in that position since August 2001. In 1992 Elder Cook retired from Ford Motor Company after 35 years of service. His principal positions included General Auditor for the Company, Controller-Ford Tractor Operations, and Corporate General Assistant Controller. His last assignment included controllership responsibilities for all of Ford's worldwide operations. Elder Cook received his BS degree in accounting from Brigham Young University. Later, he graduated with distinction from Northwestern University with a Master of Business Administration degree. He is a Certified Public Accountant.

Elder Cook has been a member of the Brigham Young University Marriott School's National Advisory Council since 1973. He served on the Board of Directors of United Cerebral Palsy and has served as commissioner at large for the Detroit Area Boy Scouts of America. From May 1994 to July 1996 he served as a missionary and as the first Mission President in the Mongolia Ulanbataar Mission. He is married to Mary Nielsen Cook and is the father of three daughters, one son and the grandfather of sixteen.

Date:	Friday February 9, 2007
Time:	7:30 pm-9:00 pm <i>Reception 7:00-7:25 pm</i>
Place:	American Heritage School 736 N. 1100 E. American Fork <i>directly east of Mt. Timpanogos Temple</i>
Who:	All are welcome - ages 14 and up
Cost:	Free
Info:	mpatch@ahsmail.com or 642-0055

The Family Lecture Series is offered the second Friday of each month during the school year and is free and open to the public. Our next lecture is Friday, March 9th, 2007


AMERICAN HERITAGE
SCHOOL & FAMILY EDUCATION CENTER

FAMILY LECTURE SERIES

WITH



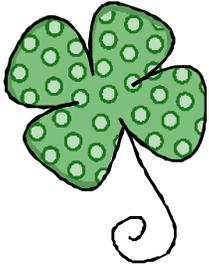
LADAWN A. JACOB

“Creating a Home of Learning”

LaDawn Andersen Jacob is a frequent speaker on the topic of families at BYU Education Week, BYU Women's Conference, home education conventions, and wards and stakes throughout the area. LaDawn received the National Young Mother of the Year award in 1982 and has been actively involved with American Heritage School since its founding in 1969 – including as a parent. The daughter of H. Verlan and Shirley Andersen and the wife of James C. Jacob, LaDawn currently serves as a member of the Board of Trustees of American Heritage School. She is a graduate of Brigham Young University in Elementary Education and Music and draws upon a wide variety of experience to share valuable insights into successful family relationships. She has been involved for many years in teaching her children music, a love for learning, and a love for the Lord. Jim and LaDawn are the parents of eleven children; they live on a small farm in Orem where they raise fruit trees, a large vegetable garden, bees, and children.

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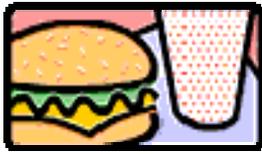


Pizza Monday Sign-ups for March

This is our pizza-ordering sheet. Your students' pizza order will be for the entire month. This means that if they want 2 pieces of pepperoni that is what they will get for all the weeks in the month. If your student wants a change, they may change next month. The cost is \$1 per slice of pizza ordered.



March 12 th , 19 th , 26 th					
Name of Student (First & Last Name)	Teacher	Pepperoni	Cheese	Ham	Total Pieces
Total ordered					
X 3 weeks =					
Total price					\$



Hogi Yogi Wednesday Sign-ups for March

This is your Hogi Yogi ordering sheet. The choices of sandwiches will alternate each month between ham and turkey with **March** being **HAM**. Each sack lunch includes a sandwich, chips, cookie, fruit or fruit cup, and a drink. The cost is \$2.30 for a 4" sandwich lunch and \$2.55 for a 6" sandwich lunch. Please indicate the drink choice of regular milk (R.), chocolate milk (C), or bottled water (W).



March 7 th , 14 th , 21 st , 28 th					
Name of Student (First & Last Name)	Teacher	4" Ham	6" Ham	Drink (R, C, or W)	Totals
Total ordered					
X 4 weeks =					
Total price					\$

**** Please return your order form for the month of March with a check (NO CASH) no later than Thursday, February 21, 2007. (This deadline will be firm.) All checks are made out to American Heritage School. Thank you.**