The Legacy of a Prophet and Educator
Then and Now

David O. McKay School of Education | Brigham Young University
MESSAGE from the DEAN

Dear Alumni, Students, Faculty, Staff, and Friends,

Growing up as a member of The Church of Jesus Christ of Latter-day Saints, I was greatly influenced by President David O. McKay. This great prophet and educator fervently taught and exemplified high moral values and noble character. On May 26, 1954, President McKay declared to the BYU student body that the highest aim in education is the awakening in the minds of youth a desire to live nobly. It is with gratitude and honor that our school has taken his name and his perspective.

I invite you to enjoy this inaugural issue of McKay Today Magazine and its many articles that highlight and teach about President McKay and his contributions to education. We have initiated McKay Today Magazine to connect with you and your experiences with education. We value the generations of students and faculty who have participated and continue to participate in nurturing, teaching, and preparing youth in schools throughout the world.

Changes and challenges are pervasive in our world. Young men and women are confronted with a society of declining values, perplexing issues, and enticements to engage in both good and bad behavior. Many youth currently lack standards to guide them in resolving conflicts and making sound decisions. All deserve a quality education, delivered in a caring and nurturing manner—an education that not only leads to academic excellence but also nurtures the social competence and moral integrity necessary to navigate the challenges of this world and achieve success and happiness throughout life.

At the McKay School we have three important goals guiding us as we seek to provide this type of an education: (1) to strengthen children and youth; (2) to prepare noble educators to teach, guide, and strengthen these young students; and (3) to share the benefits of our learning with educators and families worldwide, supporting the search for answers for all children.

We need and want your help. To achieve these goals takes a team effort. There are three ways you can help. First, we would like you to share your success stories regarding strengthening youth. Such stories will provide both an example and encouragement to future educators. Second, please share with us any ideas and perceptions regarding McKay Today Magazine. What needs improvement? What are we doing well? What topics would you like to see addressed in this magazine? Third, if you are able to assist us financially, it will be greatly appreciated. Any donation, small or large, benefits our students and faculty in this important work.

We are striving to be the best for the world—not to be proudful, but to better serve and strengthen children.

Sincerely,

K. Richard Young
ISSUE ONE

2005

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THE FOLLOWING IS AN ADDRESS DELIVERED BY PRESIDENT DAVID O. MCKAY AT THE UNIVERSITY OF UTAH COMMENCEMENT EXERCISES ON JUNE 9, 1951. THIS ADDRESS BY OUR SCHOOL’S NAMESAKE CONVEYS THE SPIRIT AND MISSION OF THE MCKAY SCHOOL OF EDUCATION AND IS PRESENTED HERE IN FULL TO INSPIRE AND MOTIVATE YOU: OUR ALUMNI, FACULTY, AND FRIENDS.

Education

NOW MORN, HER ROSY STEPS IN THE EASTERN CLIME ADVANCING, SOW’D THE EARTH WITH ORIENT PEARL.

— Milton

BY PRESIDENT DAVID O. MCKAY

If I were to apply the entrance of graduates and of well-trained youth into the streaming ranks of humanity to that poetic picture of the breaking upon the world of the effulgent light of morning, you would accuse me of making a strained comparison, of attempting to give to education an unmerited, overestimated value.

Yet as I face this class of approximately fourteen hundred graduates and realize that they are but one group of five hundred thousand others who will receive similar diplomas this year, when in imagination I see thirty million undergraduates and pupils in our public schools going from schoolroom into summer vacations, I can but think that if every graduate and every child had been influenced even in a slight degree to seek a higher and better life, the moral tone of our nation would be improved and the foundations of our republican form of government made more secure.

Of course, the annual influence of that army of young people upon society is indeterminable—and some may claim comparatively infinitesimal—but infinitesimal or not, it is an influence that, howsoever imperceptible, is constantly raising or lowering the moral and intellectual standards of communities.

Who knows

What earth needs from earth’s lowest creature? No life
Can be pure in its purpose and strong in its strife
And all life not be purer and stronger thereby.
[Owen Meredith, Lucile, Part 2, Canto 6, XL]

Education for a Livelihood

Students enter school primarily to gain economic or social advantage. But this aim is not always achieved, nor is it, nor should it be, the highest purpose of education. However, we must not underestimate the value of obtaining an education for a livelihood. Education for economic advancement is a good investment for the individual as well as for the state. The United States as a nation is still young, but its brief history is replete with striking examples of the value of its free public school system even as a financial investment.

Here, for instance, was a son of a slave entering Iowa State College, having worked his own way through the grades, high school, and three years at Simpson College. Four years later, he took his degree in agriculture. His work so impressed the authorities that they appointed him a member of the college faculty. Soon thereafter he refused a tempting offer of $100,000 a year. As a child, frail and undernourished, he earned a living by doing odd household chores. His adopted parents wanted him to get an education, but offered him no money. The handicapped boy’s primary purpose was the same as that of every other child in America; namely, to gain economic and social betterment—to broaden his means of gaining a livelihood. Experts say that this man (Dr. Carver) has done more than any other living man to rehabilitate agriculture in the South. Since 1898 the industry that he fostered has grown until it now runs into more than $60 million a year.

No, I do not in the least disparage this aim, nor criticize our public school system for planning to make possible its realization. But education for a livelihood is not the highest purpose of education. “The fallacious belief,” wrote Dr. Robert M. Hutchins, chancellor of the University of Chicago, that education can in some way contribute to vocational and social success has done more than most things to disrupt American education. What education can do, and perhaps all it can do, is to produce a trained mind, . . .

. . . It is principles, and everlastingly principles, not data, not facts, not helpful hints, but principles, which the rising generation requires if
The most potent influence in training our youth to cherish life, to keep their word of honor, to have increased respect for humankind and love of justice, is the life and personality of the teacher.

However, after all is said and done, the most potent force for training youth in the United States today is our public school system. But let us face clearly and forcefully the fact that the paramount ideal permeating all education in the grades, the high school, through college and the university, should be more spiritual than economic.

I am but repeating what we all know and feel when I say that our country’s greatest asset is its manhood. Upon that depends not only the survival of the individual freedom vouchsafed by the Constitution and Bill of Rights, and all other ideals for which the founders of the republic fought and died, but the survival of the best that we cherish in present-day civilization throughout the world.

The preservation of these must come through education. Lest you think that I am merely an idealist, appealing for something that cannot be attained practically through the curriculum of our public schools, let me say that if the purpose be properly emphasized and the desire to achieve it be generally sensed, the coming generation and adults of the present time can be influenced within the next ten years. Still fresh in our memory is the fact that a paranoiac, with a native ability to influence the masses, demonstrated how, through concentrated, continued effort by specially trained instructors and leaders, the minds of youth could be directed within two decades to accept even a perverted ideal. How near he came to the realization of his aim within a few short years is now a matter of history. If youth can be so influenced to degenerate to the jungle, they can also be trained by united purpose to ascend the path of spiritual attainment.

Only through proper education can these fundamental principles become fixed and guiding influences in the lives of human beings. Our educational system will radiate such principles just to the extent that we employ in our public schools, high schools, colleges, and universities men and women who are not only eminent in their particular professions but loyal to the Constitution of our land, influential as leaders, noble in character.

Imagine what it would mean to the national integrity of America if every one of the half-million graduates, in addition to his diploma certifying to his having completed the specified requirements in his chosen profession, could cherish the memory of a noble teacher of whom throughout the years he could say as a chief justice of the Supreme Court of the United States said of one who influenced his university career—“I admired him for his learning, loved him for his goodness, profited greatly from both. He believed that scholastic attainments were better than riches, but that better than either were faith, love, charity, clean living, clean thinking, loyalty, tolerance, and all the other attributes that combine to constitute that most precious of all possessions—good character.”

In his appreciation of the instructor who wielded the most influence in his life, this leader of men is but echoing the sentiments expressed by Ralph Waldo Emerson, reputedly the wisest American: “Character is higher than intel-
lect... A great soul will be strong to live, as well as strong to think” (The American Scholar [1837]). The most potent influence in training our youth to cherish life, to keep their word of honor, to have increased respect for humankind and love of justice, is the life and personality of the teacher. If the people of the United States would have the highest returns for their financial investment in education, they must as a matter of sound business judgment have in all our schools teachers of outstanding leadership and wholesome influence. Dr. Ralph McDonald rightly portrayed the high class of men and women whom youth should have as leaders and exemplars. His conclusions are summarized by Charles Luckman, president of Lever Brothers Company:

The teachers of our young must be strong and vigorous, keen of intellect, balanced in outlook, superior in personality traits, deep-rooted in their spiritual foundations. They must have a passionate devotion to human freedom and be anchored to an abiding faith in the improbability of man. To such an outstanding personality must be added education in the heritage of the human race, in a loving understanding of human growth and development, in the precepts of democracy, in the lore of the school, and in the skills of teaching. [Charles Luckman, “Low Cost Peace,” in Ferment in Education, p. 81]

Commenting upon this, Charles Luckman then wrote:

I think it is an accurate portrayal of the kind of people most of us expect our children’s teachers to be. It’s not the job description that is amazing. What is amazing is [that] we are so naive that we actually expect to command the services of this type of intellect at an average salary which is lower than our starting wage for the youngsters who are just beginning to work in [our] factories... No educational system in the world could be expected to survive in the face of such absurd economic thinking!... There are 261,000 of us businessmen who today serve on school boards throughout the nation. We constitute seventy-six percent of the total membership of these boards! [What a mighty responsibility these businessmen have] to remedy the bad economic thinking which now paralyzes our educational system. [Luckman, “Low Cost Peace,” p. 82]

The contribution of general education to the industrial and commercial greatness of the country is obvious on every hand—in research laboratories; in increased productivity of farms; in achievements of electrical, physical, chemical, and engineering sciences; in harnessing either for the benefit or destruction of man the boundless force of atomic energy—but what true education has done, and may do to awaken in the human heart a sense of the end and aim of human existence on this earth, what it has done to raise the standard of citizenship, and how it has helped to make living happier by contributing to the prosperity, peace, and security of our country are beyond evaluation.

Stockholders—the people of the United States—must make this greatest of industries in our republic pay dividends in character and true citizenship or face inevitable failure and possible catastrophe.

Southey tells us that in his walks one stormy day, he met an old woman, to whom, by way of greeting, he made the rather obvious remark that it was dreadful weather. She answered philosophically that in her opinion “any weather is better than none!” So we may say that any education is better than none, but a free people to remain free must ever strive for the highest and best.

Conclusion

To you members of the graduating class, I extend sincere congratulations upon your having completed the prescribed courses of study in your respective chosen professions, but, more than that, upon your increased ability to preserve the liberties of your country and to be of greater service to your fellowmen—for whatever your future successes or seeming failures, I still look upon all recipients of true education as individuals and groups radiating an influence that makes less dense and ineffective the darkness of ignorance, of suspicion, of hatred, of bigotry, avarice, and greed that continue to envelop in darkness the lives of men. Of course, to quote Newell Dwight Hillis: “Not all men are of equal value. Not many Platos—only one, to whom a thousand lesser minds look up and learn and think. Not many Dantes—one, and a thousand poets tune their harps to his and repeat his notes. Not many Raphaels—one, and no second. But a thousand lesser artists looking up to him are lifted to his level. Not many royal hearts—great magazines of kindness. Happy the town blessed with a few great minds and a few great hearts. One such citizen will civilize an entire community.”

May the inspiration of the Lord guide and keep you in all worthy endeavors!
IN 2005 the Brigham Young University–Public School Partnership is facilitated by the David O. McKay School of Education and directed by a governing board consisting of the McKay School dean, public school superintendents, and the Partnership executive director. The Partnership can be described by the following points:

- Manages initiatives through the Center for the Improvement of Teacher Education and Schooling (CITES)
- Represents eight BYU arts and sciences colleges involved in teacher preparation
- Directs more than 40 combined projects
- Provides a diverse learning lab for preparing future educators
- Graduates more than 1,000 new teachers each year
- Represents 7,000 teachers
- Represents Jordan, Alpine, Nebo, Provo, and Wasatch school districts
- Educates almost 170,000 students, or one-third of Utah’s school-aged children
PARTNERS

The BYU–Public School Partnership

Teachers and schools have long been the recipients of “should lists” of what to teach in school, how to teach it, and how to measure what is taught. These lists come in the form of policies, editorials, reports, and parent visits. At present, schools and teachers are expected to not only teach the three Rs but also many other skills, including tolerance, civility, and social skills.

While most teachers enter the profession convinced they will change lives, many become discouraged and disgruntled with the demands, some even leaving the field for better-paying jobs. Yet others stay, anchored to their love of students and their passion for what learning can do for the soul.

The essence of this societal conflict is described in “The Blueberry Story,” an experience of Jamie Robert Vollmer. As a business executive, Vollmer would often speak to teachers about the problems in their schools. During one presentation, Vollmer was taken to task by a high school English teacher. She was offended by Mr. Vollmer’s perception of education—that schools should be run like businesses. She began to change Mr. Vollmer’s perception by trapping him into admitting that as a businessman he could always produce exceptional products because he refused to work with anything but exceptional raw material. The veteran teacher explained to Mr. Vollmer that she took rich, poor, gifted, and learning-disabled students into her classroom, always hoping they would leave better educated. As a result of this exchange, Mr. Vollmer now advocates a contrasting type of school reform that involves partnering.

University teacher preparation programs are scrutinized from a different direction. Schools, government, and the public demand that teachers graduate from college prepared to manage unmanageable students and teach complex theories to classrooms of students whose academic and social skills may range anywhere from kindergarten to college levels. As a result, teacher preparation institutions and their researchers continue to investigate teaching

By Roxanna Johnson | Photography by Bradley Slade
Susan Huff, principal of Westside Elementary in Springville, Utah, was a teacher at one of the original BYU–Public School Partnership schools and remains a strong advocate of the Partnership.

and learning. These studies identify a common element needed to put “what works” into practice: partnering.

It was 1984 when the administration of the McKay School of Education and area school districts came to understand that to find the answers to education’s dilemmas, they would need to partner. And so, in an unpretentious meeting held on April 16, 1984, these administrators formally created the Brigham Young University–Public School Partnership (BYU–PSP). Now, 21 years later, the BYU–PSP is flourishing as a shared venture between BYU’s teacher preparation programs and the school districts of Alpine, Jordan, Nebo, Provo, and Wasatch.

The core belief propelling the Partnership’s formation was: Good schools require good teachers, and preparing good teachers requires good schools. This cyclic approach, referred to as educational renewal, continues to be the heart of the BYU–PSP today as it works to change education in Utah, as well as in the nation.

THE BEGINNING

Curtis Van Alfen, former MSE dean, describes himself as the “facilitator” for the huge step of formalizing. Upon hearing that Dr. John Goodlad, an expert on the theory of renewal, was retiring from UCLA, Dr. Van Alfen paid a personal visit to Dr. Goodlad asking him to participate as a visiting professor at BYU. While Dr. Goodlad’s acceptance of this offer was essential to formalization, Dr. Van Alfen felt that as much as the Partnership needed Dr. Goodlad, Dr. Goodlad would also benefit from the Partnership. It contained something rare. Its leaders had already created a foundation of trust between the university and the public schools.

Dr. Raymond Whittenburg, superintendent of the Jordan School District at the time the PSP was formalized, attended the historical meeting. He explains, “To have the privilege to be in that room with John Goodlad and the other superintendents was a special learning experience for me.” Dr. Whittenburg explains how Dr. Goodlad asked each member of the group what they hoped to achieve through partnering. Four areas were common and became the foundation of PSP work: teacher in-service, preservice instruction, curriculum reform, and research.

PARTNER SCHOOLS

A critical component for beginning the Partnership’s work was to identify “partner schools” or places to host the renewal process. Susan Huff was teaching first grade at Larsen Elementary when it became one of the six original Partnership schools. Dr. Carl Harris of BYU was assigned to be the Larsen school liaison. “He was at our school every day,” says Susan. “Carl would recognize the strengths of each person and push them to build on those strengths.” Thirty practica students were assigned to Susan’s school, where a triangulation mentoring strategy of observation, analyzing, and critiquing was put in place. This process involved preservice teachers, classroom teachers, and university professors all trading roles as teacher, mentor, or evaluator.

The Partnership’s programs would greatly affect Susan’s life for the next few years. She not only supervised interns but also cohort students with the title “clinical faculty associate” (CFA). At that time CFAs were released one day a week for university classwork. Susan used this option to participate in a new PSP initiative called the Leadership Preparation Program (LPP). The LPP prepares current educators to become principals through course work in theory and an extensive internship. It continues today, graduating approximately 20 candidates each year.

Now the principal at Westside Elementary School, Susan recalls when she grasped the importance of the BYU–PSP: “The first time I sat down with Carl Harris and he really listened to us, I thought, ‘Wow, someone at the university really cares.’ Before that the university was the ivory tower. That was the catalyst for me; knowing that Carl really cared about what teachers were seeing in practice and knowing that my opinion mattered.”

Susan continues to be an advocate of the Partnership. Westside has collabo-

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The Moral Dimensions of Education include the following statements:

1. Education professionals have a moral obligation to be responsible stewards for the well-being of students, their families, and communities.
2. Education professionals have a moral obligation to provide all students with access to high-quality learning by providing conditions and environments that enable them to learn and reach their potential.
3. Education professionals have a moral obligation to practice nurturing pedagogy.
4. Education professionals have a moral obligation to prepare young people for participation in a social and political democracy.
rated with BYU–PSP personnel on several projects and programs. “Our schools are so much stronger,” she says. “I have

**OUR SCHOOLS are so MUCH STRONGER.**

I have actually tracked PERFORMANCE, and there is ACADEMIC IMPROVEMENT.

—Susan Huff

actually tracked performance, and there is academic improvement. It is not just because of the Partnership, but certainly it has been a big influence.”

**AGENDA FOR EDUCATION IN A DEMOCRACY**

In 1986 the Partnership became one of 10 original members of the National Network for Educational Renewal (NNER), an association also founded under the direction of Dr. Goodlad.

By 1990 the growing perception of public education’s responsibility to prepare students to participate, contribute, and perpetuate democracy stimulated a reorganization of the still young NNER. The questions driving the renewal were: “What purposes should be fulfilled by public schools?” and “What principles should drive partnerships?” The results of this dialogue included the creation of the Moral Dimensions of Education, four belief statements authored by Dr. John Goodlad. As the Partnership aligned closely with NNER, these dimensions eventually became the underlying philosophy of the BYU–PSP. These noble principles include responsible stewardship, access to knowledge for all, a nurturing pedagogy, and enculturation of democracy (see sidebar, p. 8).

PSP executive director Dr. Steven Baugh explains the impact of NNER’s formation of the Moral Dimensions. During this time Dr. Baugh was superintendent of the Alpine School District, and thus a member of the Partnership’s governing board. Dr. Baugh explains, “The refinement of NNER caused BYU–PSP educators to think more deeply about the fundamental reasons for participating in a partnership.” The result of this reflection included the idea that underlying philosophies such as the Moral Dimensions needed to infuse both the McKay School of Education and the public schools in substantial ways. “Real partnering is hard work,” said Dr. Baugh. “Organizations don’t continue to perform in meaningful ways unless there is an underlying set of very meaningful principles.”

**GROWTH THROUGH RENEWAL**

Right on the heels of the Moral Dimensions came the term of Dean Robert Patterson. “Prior deans laid a good foundation, but the Partnership moved to a new level with the administration of Bob Patterson,” explained Dr. Baugh.

Dean Patterson implemented several more organizations and programs. These included the Professional Development Academy (PDA), a committee made up of representatives from each partner. The PDA continues to supervise and initiate needed professional development and training for both preservice and in-service teachers.

Leaders Associates was another program initiated by Dean Patterson. Twice a year deans and their assistants from the eight BYU colleges associated with teacher preparation, as well as the district superintendents and their assistants, all meet to learn about, discuss, and act on pressing educational issues.

Dr. Baugh comments about the significance of Leaders Associates: “The fact that deans and superintendents will come together twice a year to discuss ways to improve teacher education and schooling is rather remarkable. I doubt that this occurs anywhere else in the country.”

In addition, the Associates Program was started. Groups of teachers, administrators, and higher education personnel meet for 14 days over the course of a year to explore, reflect, and learn about educational issues and student learning, based on the foundation of the Moral Dimensions. The Associates Program has secured many advocates for the BYU–PSP. Steve Leatham is such a person.

Steve Leatham is currently director of programs for the Wasatch School District, the smallest of the five PSP districts, serving less than 4,000 students in seven schools. “Associates helped me

Steve Leatham is currently director of programs for Wasatch District, the smallest of the five partnership districts. He became an avid supporter of the Partnership after participating in the Associates Program.
to grow,” he said, describing the program as a process of self-renewal. “I was kind of an old factory-manager model administrator. I always thought it was the principal’s job to have all the answers. When I went through Associates, I found out it is a shared responsibility. You empower teachers or specialists to make changes and provide solutions.”

In Steve’s current position, the Partnership’s programs, resources, and committees are very important. “The first year I was in my district office was when a lot of BYU—PSP programs were formed,” he explains. “Every time something came up that needed a representative, it was understood that I was the district representative.”

Steve doesn’t begrudge time and effort given to the Partnership. In fact, he credits its activities for making him equal to the demands of his job. Steve explains, “Without the PSP, Wasatch wouldn’t have the funds or courses necessary to provide needed professional development.”

He adds, “Even though we are the smallest district, I’ve always felt equal. In the Partnership we do things that no individual district could do alone.”

I WOULDN’T BE IN EDUCATION WITHOUT THE PEOPLE WITHIN THE PARTNERSHIP, WHO CREATE AN ATMOSPHERE OF TRUST AND BREAK DOWN BARRIERS.

—Jose Enriquez

The current CITES director, as well as PSP executive director. He says, “The relationship with other colleges wasn’t really thought of in the early days like it is today.”

The tripartite relationship moved forward in a major way with the formation of the University Council on Teacher Education (UCOTE). Newell Dayley, BYU academic vice president, chairs UCOTE.

He explains that UCOTE gives the university the opportunity to become one in its approach and strategies for teacher preparation. But teachers aren’t the primary motive behind collaboration. “This is all about the student,” explains Dr. Dayley.

CONTINUED EVOLUTION AND THE FUTURE

The Partnership continues to evolve. In fact, Steve Leatham suggests evolution is the legacy of the Partnership. “Superintendents come and go. Deans come and go. But the relationships and connections our organizations have will always be here, independent of personalities and based on the Moral Dimensions. There will always be that renewing spirit, and it will always be evolving to meet the common problems the partners encounter.”

Coming up are educators with the same passion and dedication found within the Partnership for the past 21 years. Assistant principal Jose Enriquez and Spanish teacher Fidel Montero promise to be part of the PSP future. They see
the Partnership and the people it brings together as a powerful tool for education.

“...in education without the people within the Partnership, who create an atmosphere of trust and break down barriers,” says Jose. Fidel adds, “The PSP really gets to the root of the issues facing our schools. Take Latino education: if the partners address it individually, they will only have a limited effect. The Partnership multiplies abilities to address issues.”

Both Fidel and Jose radiate an enthusiasm for education, especially the education of the underserved populations. “The bottom line is we are engaged in God’s work. He wants all His children to be educated and to have access to the wonderful resources on this earth. I only hope to play a small role in His work,” concludes Fidel.

**THE LEGACY**

Invigorating the Partnership are the common passions to educate children, conduct good research, and create programs that will influence education all the way from the individual student to the national level. This passion flourishes on a foundation of mutual trust and respect, which builds relationships and promotes the sharing of resources. Through this process improvement has and will continue to occur, bringing about positive changes in teacher education as well as student learning. It is clear that in 21 years the PSP has come full circle in applying and reaping the rewards of its founding and core belief: Good schools require good teachers, and preparing good teachers requires good schools.

While there is still much to accomplish, there is much to celebrate as well. The Brigham Young University—Public School Partnership stands as a beacon of hope for school improvement throughout the nation. David Imig, past president of the American Association for Colleges for Teacher Education, sums up how many feel. He says, “The best example of a university public school partnership in the nation is at Brigham Young University. If you want to learn how to make partnerships work, go visit BYU.”

**NOTES**


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**GLOSSARY**

**Major Partnership Programs**

**BEDE**—Bilingual ESL Endorsement Through Distance Education—Prepares educators to more effectively teach students who are learning the English language.

**Science and Engineering Fair** (sponsored by the Partnership)—Facilitates mentoring experiences for participating K-12 students.

**Intern Program**—Selects education majors to teach in a PSP school.

**Peaceable Schools**—Teaches proactive social skills, encourages peaceful interactions, and provides individual nonpunitive interventions.

**Comprehensive Literacy**—Trains educators how to instruct students in ways that expand their potential to read, write, and apply information.

**Comprehensive Math Instruction**—Includes a comprehensive math instruction classroom framework model, task-based instruction, modeling, and lesson study.

**Reading Endorsement**—Provides teachers with additional skills and knowledge for improving classroom reading instruction.

**Gifted and Talented**—Endorses teachers who want to teach classes for students designated as gifted and talented, in addition to creating a gifted and talented curriculum.

**Special Education Initiative** (a two-year program)—Licenses education and noneducation majors meeting documented qualifications to teach special education.

**PARTNERSHIP TRAINING**

**Principal Academy**—Develops instructional leadership skills in existing principals.

**Associates Program**—Instructs existing PSP personnel about educational renewal based on the Moral Dimensions of Education.

**Paraprofessional Test Preparation**—Trains paraprofessionals for state-mandated testing.

**Literacy Across the Content Conferences**—Instructs secondary teachers on literacy instruction strategies.

**Leadership Preparation Program**—Prepares new administrators.

**BYU Partnership Structure**

**EEPAC**—Elementary/Early Childhood Education Partnership Advisory Committee—Members give feedback and suggest initiatives for elementary and early education program improvement.

**SPEDPAC**—Special Education Partnership Advisory Committee—Members provide feedback on special education students and suggest improvements.

**SEPAC**—Secondary Education Partnership Advisory Committee—Members provide data on students in secondary teaching programs and suggest improvements.

**SAC**—Student Advisory Committee—Members include representatives from each elementary and early childhood education cohort and one or two representatives from each college with undergraduate teacher preparation programs. This committee meets twice a semester to hear students’ perspectives on program strengths and needs for improvement.

**Resource Committee**—Members consist of grants personnel from PSP districts and BYU, who meet monthly to discuss funding initiatives and plan proposal development.

**Evaluation and Assessment Committee**—Members consist of evaluation personnel from the PSP districts and BYU, who meet monthly to discuss assessment and evaluation of Partnership programs.
JOYFUL GIVING

When you give from the heart, hurts heal quickly.
Gifts of love go on forever.

While listening to Loyse Solomon, one can’t help but notice that kindness and dignity radiate from her 4-foot 10-inch, 89-year-old frame. But, as the scripture says, “Out of small things proceedeth that which is great” (D&C 64:33). Loyse is the granddaughter of Benjamin Cluff, Jr., an honor she shoulders with passion along with a firm determination to perpetuate his name. Loyse is doing so with significant donations to the McKay School of Education.

Benjamin Cluff, Jr., was the second principal of Brigham Young Academy, yet he became the first president when the academy elevated its status to Brigham Young University. Karl G. Maeser, the first principal of Brigham Young Academy, was Cluff’s mentor and friend. Through her donations, Loyse enables the McKay School of Education to continue the Benjamin Cluff, Jr., Lecture Series and create the Benjamin Cluff, Jr., Awards in Education Program.

Providing funds for these programs is a source of joy for Loyse. “These programs are so important to me, important to our family, and important to our grandfather,” she explains. “[Sponsoring these projects is] like opening a door that was previously closed and nailed shut. Our family has prayed for this for years. I would like everyone to know what a truly great man my grandfather was. He was a leader, an educator, and a visionary man. He loved his Heavenly Father, Jesus Christ, and the gospel. He loved BYU.” Loyse feels the donations will also honor her grandmother, Harriet Cullimore Cluff.

Giving is synonymous with life for Loyse. She says, “Giving has never been a problem for me. Giving, caring, and sharing were a way of life in my family. You’ve heard the saying ‘give till it hurts.’ I saw examples of that growing up. I learned that when you give from the heart, hurts heal quickly.” One example of her philosophy in action came when a friend of her son Jack lost his mother to an early death and his father abandoned him. Loyse took in Jack’s friend, David Evans. “This made me realize that your family can be blessed, but there are people close around that really need help,” she says. Jack eventually baptized David. Loyse explains that this conversion resulted in over 3,000 additional baptisms—emphasizing that gifts of love go on forever. Loyse and her family loved David, which allowed him to love others into the gospel, affecting them for eternity.

Loyse’s financial gifts to the McKay School will positively affect students and faculty for a long time. Her gifts are the result of steady employment, continual learning, and careful saving. She began her career as a file clerk for North American Aviation, which had been acquired by Boeing when Loyse retired. By then she had risen to the level of procurement officer. “It was an education within itself,” she says of her work.

While home and family took precedence for the young women of Loyse’s era, she encourages the youth of today, both male and female, to pursue an advanced formal education, preferably at BYU. “I can’t think of anything better than to walk to the podium on graduation day and get a degree from BYU. That would be the ultimate.”

When asked about the legacy she hopes to encourage with her gifts, Loyse explained, “We need to carry on [Grandfather Cluff’s] legacy, which was education, education, education.” With input from her family, Loyse continued, “The legacy that moves forward with students at BYU, both now and in the future, should embody not only the rich secular and spiritual traditions of previous teachers such as my grandfather, Benjamin Cluff, Jr., but also the teachings of those who have followed in his footsteps, who continue to place service above self and incorporate into their lives the remarkable value system presented at BYU.”

—ROXANNA JOHNSON
THE GIFT OF EXPERIENCE

The term mentoring dates back to the time of the Greeks when Odysseus, leaving for the Trojan Wars, entrusted his friend Mentor with the care and education of his son. Throughout the ages mentoring has been a critical relationship connecting the generations, where adults pass on wisdom, skills, knowledge, and attitudes to a younger generation.

MENTORING SCHOLARSHIP APPLICATION PROCESS

- Select an area of interest in your subject.
- Contact a professor conducting research in that area.
- Apply for a mentoring grant with that professor.

Education students have many demands on their time—classes, studies, jobs, and volunteer work. Being able to participate in a paid mentoring program where they not only gain invaluable learning experience but receive income has tremendous implications on how students spend their time and their level of commitment to the program.

One use of donated funds to the McKay School of Education is for paid mentoring opportunities. The McKay Mentoring Program offers motivated students experiences in areas such as research, curricular development, instruction, evaluation, coauthoring articles, making presentations, and developing educational products.

Barbara Culatta—associate dean, professor in the Department of Audiology and Speech-Language Pathology, and mentor—observes that students who are paid through research funding are more committed to assigned projects. Culatta says, “Many of them have to work. They are self-sustaining while in school. It’s hard to add a volunteer experience and do work and school well. Something’s got to go.”

A mentored student makes valuable connections and associations. “I have a sounding board in the mentoring program,” stated Sungti Hsu, an undergraduate student working on a multicultural project under the direction of Dr. Lynn Wilder, Department of Counseling Psychology and Special Education. “I feel more connected to the department and more comfortable about asking questions of the faculty.” Wilder, who mentors undergraduate and graduate students on several projects, adds, “One of the great benefits to the mentoring program is that there are more people to bounce ideas off of, and more ideas are discussed. The collaborative discussion is huge.”

Dr. Wilder holds collaborative team meetings each week, bringing together mentors, other faculty, graduate assistants, and undergraduates who are being mentored.

One professor observed that most of his mentored students have gone on to graduate school. He added that the mentoring experience is one reason BYU students are sought after for graduate programs.

Dr. Culatta, who has over 30 years experience in developing intervention programs for children in language and literacy, says she has learned she can accomplish much more with student help. “It’s wonderful to watch them bloom and assume more responsibility,” she says. “Then you can turn more over to them and accomplish more.”

Students in Culatta’s bilingual literacy program have extremely positive remarks concerning their experiences with the project. Interest and involvement increased as the project moved forward. Many returned to volunteer after their mentorship was completed. Implementing instructional activities is easy for these students because of experiencing—and understanding—the underlying rationale for the instructional methods.

Data has shown that children who have worked with mentored students perform significantly better than children in comparison classrooms. It would seem that everyone benefits from the mentoring program.

—SHAUNA VALENTINE

McKay School administrators consider the management of donated funds a very serious stewardship. All gifts are honored and respected. Accordingly, the school has three goals that guide the use of donated funds: (1) strengthen children and youth, (2) prepare noble educators, and (3) extend the benefits of McKay School research. Aligning to these goals ensures that funds are used the most efficiently. Additionally, all gifts between $25 and $5,000 are matched by McKay School friends Ira and Mary Lou Fulton to help your contribution further bless the lives of future generations.

Alumni and friends wishing to donate to the McKay School of Education can mail contributions to the following address:

LDS Philanthropies at Brigham Young University
McKay School of Education
PO Box 27188
Provo, UT 84602

Everyone benefits from mentoring. BYU education students are mentored in a variety of areas by faculty. Students in turn teach and mentor younger students.
EDUCATION IN A changing WORLD

Education, like many things, changes with the times. Yet many things are basic and unchanging. In this section we present education past and present, timeless as well as vital and changing.

Our Namesake
DAVID O. MCKAY: PROPHET AND EDUCATOR

David O. McKay distinguished himself as a teacher, administrator, educational innovator, and a prophet of God. But it was teaching that lay at the heart of every role he assumed and the love of education that colored every aspect of his public, private, and spiritual life.

David Oman McKay was born on a farm at Huntsville, Utah, on September 8, 1873. David’s mother worked as a teacher for a short time prior to her marriage, and though his father was deprived of formal education, he studied diligently on his own and became one of the founders of Weber College. Largely through his parents’ examples, President McKay learned that education stood at the center of a successful life.

David finished Huntsville School and graduated from Weber Stake Academy. It was about this time that Grandma Evans gave a gift of $2,500 to David’s mother. Many urged his mother to invest the money in bonds. She refused. “Every cent of this,” she declared, “will go to the education of our children.”

Character is the aim of true education, [which] seeks to make men and women not only good mathematicians, proficient linguists, profound scientists, or brilliant literary lights, but also, honest men, with virtue, temperance, and brotherly love. It seeks to make men and women who prize truth, justice, wisdom, benevolence, and self-control as the choicest acquisitions of a successful life.”

Accordingly, in 1894 David and his siblings packed a wagon with supplies and headed for the University of Utah. At the U, on top of a demanding class load, David played on the school’s first football team and finished his college career as president of his class. This well-rounded outlook would become an integral part of David’s philosophy of education, which prized the devel-
development of the whole person: social, physical, intellectual, and spiritual.
Completing a mission to Scotland in 1899, David returned home to marry Emma Mae Riggs, his college sweetheart. Both began work as teachers: Emma at Madsen School in Ogden, Utah, and David at Weber Stake Academy. Within three short years he was promoted to principal and had initiated a campaign for campus expansion. Today Weber State University is a testament to his foresight.

Part of Principal McKay’s expansion plans focused on programs to attract female students. By October 1904 administrators noted that half of those applying for registration were women. For David O. McKay education was for all people regardless of age, race, or gender.

During his tenure as principal, David O. McKay also served as assistant superintendent of the Weber Stake Sunday School. His leadership was marked by innovation. He wrote lesson outlines and established an in-service program.

On April 8, 1906, at the age of 32, David O. McKay was called as an apostle of the Lord, with duties on the General Sunday School Board. He oversaw Sunday Schools for a total of 28 years and continued to write Church lessons for 17 more years, until he became president of the Church.

Coupled with President McKay’s vision of lifelong learning was his enthusiasm for personal reflection. It was not always necessary to find an answer or resolve an issue. For President McKay there was intrinsic value in the process of thought alone.

In 1951, at age 78, Elder David O. McKay was ordained and set apart as prophet and president of The Church of Jesus Christ of Latter-day Saints. The transcontinental railroad had been completed shortly after his birth; man would reach the moon shortly before his death. He would rightfully be credited with leading the Church into the modern era. But with the advance of time and technology came an accompanying surge in social problems. President McKay had long seen education as a key to combating these problems. In his view it was at the very root of democracy, even civilization itself.

By the end of his life President McKay had served as a General Authority for nearly 64 years, longer than any other official in Church history. In the process he received five honorary doctoral degrees in recognition of his educational contributions. Whatever other responsibility David O. McKay assumed throughout his life, it was influenced by his never-ending role as an educator. An emphasis on high ideals, equal opportunity, and lifelong learning extended his vision of education beyond the lecture and textbook to mold the spirit and span the eternities.

President McKay riding his favorite horse, Sonny Boy, at his Huntsville farm.

Notes

Text of article is from a video narrative written in committee: Glenn L. Anderson, E. Vance Randall, Melissa Randall, Stefanie Pinegar, Mary Jan Woodger, Nancy Wentworth, Elizabeth Morris, Catherine Britsch, Al Merklau, Roy Brinkerhoff, Clyde Williams, Carol Lee Hawkins, Tamyee Roberts, and Dr. Edward R. McKay. Edited by McKay Today Magazine staff.

1945
Is sustained and set apart as second counselor to President George Albert Smith
• 71 years old

1934
Is sustained and set apart as second counselor to President Heber J. Grant
• 61 years old

1953
Receives the Boy Scouts’ highest honor, the Silver Buffalo
• 79 years old

1954
32,000-mile mission tour: first Church president to visit Central American and South American missions; first General Authority to visit the South African mission

1958
Dedicates the Church College of Hawaii
• 85 years old

April 9, 1951
Is sustained and set apart as the ninth president of the Church
• 77 years old

Jan. 18, 1970
Dies at age 96 in Salt Lake City, Utah; Church population at approximately 3 million
What's in a Name?

MCKAY SCHOOL HISTORY

What’s in a name? In 1996 the College of Education was renamed the David O. McKay School of Education. Of significance besides the addition of David O. McKay’s name was the change in status from a college of education to a school of education.

The name change signaled a renewed focus on teacher education, reiterating that teaching was to the organization, identifying it as a professional school—a place where students learn to serve effectively as educators and where professional education is consistently studied and renewed.”

That year Elder Boyd K. Packer presented a charge to the faculty and staff to honor President McKay. Elder Packer envisioned all those associated with this school standing one day before President McKay and having him ask us, “What have you done with my name?” This searching question stemmed from a dream George Albert Smith had as a young man in St. George trying to recover from frail health. He was so ill that he lost consciousness and thought he had passed to the other side. There he found himself between a lake and a great forest of trees. Being alone, he began to walk through the forest looking for anyone. After traveling for some time, he did encounter a large man whom he recognized as his grandfather and namesake, George A. Smith. George A. had one question to ask of his grandson: “I would like to know what you have done with my name.” As his life passed before him, George Albert was able to reply, “I have never done anything with your name of which you need be ashamed.”

In a similar fashion Elder Packer asked us to consider our affiliation with a School of Education named after President McKay and think how we might respond when asked what we have done with his name. This requires that we understand and appreciate who David O. McKay was and what he stood for. His commitment, interest, skill, and desire in training teachers was evident throughout his lifetime. As stated by former dean Robert Patterson, who presided over the college during the name change: “President David O. McKay’s name appropriately belongs to education. His is the most highly respected name of any educator. All who associate with this school should feel responsible to bring honor to his name.”

President McKay stands as an exemplar in valuing, supporting, and training teachers. Elder Packer stated, “There is no more noble name, no more noble man, no greater exemplar for a school to prepare teachers who can teach students and teach values.”

President McKay dignified the role of teacher, as did his role model, the Savior Jesus Christ. Elder Packer indicated that those who have been affiliated with this school “should go forth with confidence knowing that they have been well trained as instructors, knowing the techniques of teaching. They will carry within their bosoms the gospel of Jesus Christ and the same testimony that was lived and exemplified by David O. McKay, prophet, seer, and revelator.” That is the power of this name.

—PAUL WANGEMANN

NOTES
1. Robert S. Patterson, “Restructuring the College of Education at Brigham Young University,” in 1995 proposal submitted to the Brigham Young University Board of Trustees, p. 6.
3. Robert S. Patterson, interview regarding the David O. McKay School of Education name change, 2005.
YOUTH OF TODAY face a multitude of problems with a prevalence and intensity not experienced by their predecessors. Issues faced daily by youth include substance abuse, peer pressure, child abuse, family violence, perverted sexuality, depression, suicide, and gangs.

Speaking at the U.S. Conference of Mayors on September 25, 1998, President Gordon B. Hinckley encouraged efforts to curb these harmful trends affecting children and youth:

“You are all too familiar with this litany of urban troubles. These and others are your problems with which you constantly wrestle. What is the answer? What can be done about it? Long term, these problems will not be remedied by increasing taxes and spending more money. You might put more policemen on the beat. You might build more jails. But the problems will largely continue until many more people get at the root. That root, I believe, lies in two places: in our schools and in our homes.”

Concerning our schools, he continued:

“What has happened to our schools? . . . What has become of the teaching of values? . . . Only to the degree that we reform young lives will we reform our society. And that reformation must occur with a return to the teaching of values in our schools.” [In Discourses of President Gordon B. Hinckley (2004), pp. 1:684–85, 691]

Observations in a Changing World

QUIET HEROES

America’s teachers and principals are generally continuing to steer a sane and productive course through the stormy political rhetoric that besets public schools from both sides of the political spectrum. Such rhetoric is not new. It has surrounded American public schools for at least the last century.

From the right, schools are accused of promoting moral relativism. Some think schools should be a training ground where children will learn the “no-nonsense” skills necessary to keep America at the top of the global heap economically and militarily. From the left, the charge is leveled that schools are too culturally and ethically rigid. They blame schools for America’s increasing socioeconomic inequalities.

Schools are being asked to take on more than ever before. In a country where the average CEO makes 400 times the annual salary of an ordinary worker, and where the minimum wage now buys a person less than at any time since the 1940s, schools can never solve—nor should they be asked to solve—dilemmas of such enormous historical, political, and economic complexity.

Against great odds and misinformed critics, educators who typically feel an ethical responsibility to their students and communities continually try to balance the growing demands of diversity in the classroom with the ongoing need to nurture a sense of shared purpose among the students who will be tomorrow’s citizens.

Keenly aware that the children entrusted to them must compete in a global economy, educators also feel a need to help students grow emotionally, socially, artistically, and even spiritually. Thus, with unsung heroism exhibited every day in the schools, educators—overworked, underpaid, and on average spending about $1.50 per year out-of-pocket on their students’ classroom needs—mostly remain true to the historical mission of U.S. public schools to foster the growth of the whole child and to make him or her a responsible citizen in an enlightened democracy. From that vantage point, U.S. public schools are doing very well indeed.

—BY CLIFFORD MAYES
LITERACY TIPS

“What parents do for and with their children at home makes more of a difference than anything schools can do,” states Nancy Livingston, professor in the McKay School of Education. Reading is basic. Dr. Livingston says that reading aloud to your child at a very young age and continuing this practice as they grow up will give them a far better chance of reading well in school—indeed, of doing well in all subjects. “But,” she adds, “there are additional kinds of involvement that parents need to provide to foster language development.”

Below are some specific suggestions taken from Dr. Livingston’s work on the type of activities that make a difference to children as they learn how to communicate effectively.

What Parents Can Do at Home

1. Read aloud to your children when they are very young and continue reading even as they reach the secondary grades.

2. Have conversations with your children to encourage new thoughts and to expand their vocabulary. Use simple sentences. Build upon past experiences.

3. Ask your children questions to check their understanding of words. Check on basic concepts and relationships. If a child doesn’t know the difference between same and different, he or she can’t respond to other tasks.

4. Have your child classify items. You can say a dog is an animal, but not all animals are dogs. Then say, “Let’s name some other animals.”

5. Play simple games to increase auditory and visual discrimination. For example, check to see if your child can hear the difference between similar sounding words such as ten and tin. Give them a series of instructions to follow. Do they see differences between objects, shapes, and patterns?

6. Nurture your children’s imaginations. Encourage them to write stories and draw pictures. Have them share their experiences with you.

7. Provide specific learning tasks for children such as small-muscle activities that help them use the pencil more efficiently.

8. Teach the letters of the alphabet in isolation rather than in alphabetical order. Have them practice the geometric shapes of the alphabet: the circle, cross, square, and triangle.

9. Keep practice sessions short. A young child’s attention span is about one minute longer than his or her age. Have reasonable expectations.

10. Make the learning experiences enjoyable for both of you.
McKay Today Magazine was created to inform you of the latest college happenings, apprise you of faculty research, and strengthen your ties to BYU and the McKay School. BYU education graduates become an army of educators throughout the nation and the world. There are many stories to be told, and you are invited to help tell some of them. We want to know where you are, what you’re doing, and what your BYU education degree has meant to you. We’re also looking for your words of wisdom.
Please take time to update your personal information. Also take this opportunity to tell us what you would like to see in future issues of McKay Today Magazine. We look forward to your input.

BYU EMERITUS
Lorna Call Alder

Lorna Call Alder suggests that learning comes slowly, step-by-step, unfolding like a flower bud. It is a process that cannot be forced, with repetition a key ingredient. Alder, who turned 99 in May, has led a life centered on family, education, and service.

Born in the Mormon colony of Dublan in Mexico, she attended the university in Mexico City, then obtained her teaching certificate from BYU. She supervised schools in the five Mormon colonies in Mexico. To comply with government regulations, Alder rewrote and illustrated the basic texts, the first Spanish-vocabulary-controlled readers that later were adapted and published by Ginn and Company in the U.S. At the BYU Elementary Lab School, she taught and supervised student teachers. Her practical, hands-on approach to teaching was an example for hundreds of teachers, and her Art for Elementary Education course became a required BYU education class. She taught and supervised everything from preschool to graduate courses during her 35 years as an educator.

Becoming a stand-in mother to her 11 siblings after the death of her mother, she started her own family later in life, marrying Francis Alder at 39 and having their first son at 41. A second son followed five years later.
She has served temple missions in Peru, Guatemala, and Mexico City and is currently serving in the Provo Temple. She directs her many skills and talents toward varied humanitarian projects. Her life of family, education, and service continues to unfold.

ALUMNI
Harvey Bischoff Black, 1950

Harvey Black served for 23 years as professor and chair of instructional psychology at BYU after earning his PhD from the University of Indiana in 1962. He began teaching in 1950 and has also worked as a clinical psychologist and as a Spanish translator at the Missionary Training Center. His most rewarding teaching experience was mentoring instructional psychology doctoral students in the School of Education who researched and designed materials for parent-assisted reading for toddlers. Missions have been a continual part of his life. He served in Argentina, Chile, and Nauvo, as well as completing BYU service and learning and Church history missions. His advice is to keep the fire of service forever bright. He is married to Susan Easton Black. They are the parents of eight children.
Toni Matson Filler, 1998

Toni taught second grade in Mapleton, Utah, and third grade in an inner-city school in Chicago before becoming a stay-at-home mom and community volunteer. She says the greatest treasure from her education at BYU was her increased love of learning and reading. Whether a teacher, mother, or youth leader, she emphasizes the importance of reading. She has taught and seen firsthand the bonding power of daily reading in families. Her sons would rather read than watch TV. Her degree and certification as a teacher give her credibility and respect outside the classroom as she serves as an advocate for the young men and women she mentors. Toni and husband, Daniel, live in Chicago and are the parents of three boys.

Clayton Brough, 1975

Clayton Brough, the 2004 Honored Alumnus of the McKay School of Education, is an author, KTVX Channel 4 News climatologist, and full-time teacher of journalism and geography at Eisenhower Junior High in Taylorsville, Utah. In May he received the good news that his non-Hodgkins lymphoma is in remission. Whether it’s on the air, in the classroom, or concerning a personal crisis, Brough has a positive attitude, a zest for living, and a great reverence for life. “Better learning really starts when your students know you love what you’re doing. If you want to be a successful teacher, then dream big, work hard, and pray often.” He and his wife, Ethel, have four children and live in West Valley, Utah.

April Diaz, 2003

April Diaz began her teaching career at 12, teaching a Primary class in Kenya. Today her classroom is in Salt Lake City with sixth graders from around the world. Along with her teaching duties, she also serves on the school’s instructional improvement team. With a major in elementary education and a minor in teaching English to speakers of other languages, her eclectic classroom consists of one non-English speaker, several children who are learning English, and three special education students. She says, “The key to success is education. The key to freedom is education.” She feels it is her responsibility to grow and progress as an educator and plans to work for educational reforms. April lives in Salt Lake City with her husband, David.

Friends of Education

THE INFLUENCE OF A TEACHER

Senator Bob Bennett

As an 18-year-old freshman at the University of Utah, I studied at the feet of G. Homer Durham, then chairman of the Political Science Department. He had a radical notion about education. He said, “The most important course in the Political Science Department is Political Science 1. Since I am the department head, it follows that I should teach the department’s most important course.”

So G. Homer Durham taught me about the Constitution, James Madison, Thomas Jefferson, and the Constitutional Convention. Through his instruction I read the Federalist Papers and began a lifelong love affair with political theory and the Constitution.

I’ve always appreciated the insights I gained under the tutelage of G. Homer Durham. Even today, 50 years later, as I continue my work in the U.S. Senate and strive to meet the responsibilities of my office, I find that I frequently hark back to the days in Dr. Durham’s Political Science 1 class and think how applicable and valuable those lessons still are today. He certainly made a difference in my life.

—U.S. SENATOR BOB BENNETT
TEACHER EDUCATION (TEd)
Formerly: Department of Elementary Education,
Department of Secondary Education
Chair: Winston M. Egan

CURRENT TEd RESEARCH

The Taliban killed Ali’s father and brother-in-law; thus he lives in the U.S. with his sister and her two small children. Although foreign to American classrooms, Ali was determined to succeed. Bullough observed that excelling in school was important to Ali’s self-image. Equipped with excellent intellectual and interpersonal skills, Ali exhibited amazing resiliency. The drive to learn, in addition to his recognition of the role that schooling plays in achieving goals, also contributed to Ali’s success. Finally, Ali had strong support from both his sister and his teachers. Through his research Dr. Bullough learned that teachers must be aware of, and sensitive to, the psychosocial adjustment and school involvement of academically at-risk students and recognize that student resiliency heavily relies on teachers’ support.

INSTRUCTIONAL PSYCHOLOGY AND TECHNOLOGY (IP&T)
Formerly: Department of Instructional Science
Chair: Andrew Gibbons

CURRENT IP&T RESEARCH
For the past two years Charles Graham, professor in the Department of Instructional Psychology and Technology, and graduate student Richard West have been studying the use of technology in BYU classrooms to determine the most effective methods of integrating technology into the educational process. Graham and West published their findings in the May 2005 issue of Educational Technology. The article was entitled “Five Powerful Ways Technology Can Enhance Teaching and Learning in Higher Education.”

In their research Graham and West surveyed, interviewed, or observed over a hundred professors identified by department heads as “technologically innovative.” Narrowing their focus to those professors whose work seemed particularly successful or innovative, Graham and West identified five ways that technology can benefit teaching and learning. Specifically they found the use of technology (1) helps students visualize content, (2) promotes student/teacher and student/student interaction, (3) supports meaningful student reflection, (4) helps involve students in real-life learning activities, and (5) improves the quality and quantity of student practice. In connection with this research, Dr. Graham is coediting a book entitled The Handbook of Blended Learning. It will focus entirely on blending in-person and computer-based instruction in higher education, military, and corporate settings. The book will be released December 2005.

AUDIOLGY AND SPEECH-LANGUAGE PATHOLOGY (ASLP)
Formerly: Department of Education Psychology
Chair: David McPherson

CURRENT ASLP RESEARCH
Martin Fujiki and Bonnie Brinton of the Department of Audiology and Speech-Language Pathology have identified and documented social problems that children with language impairment experience. Seven percent of kindergarten children are designated as having language impairment. These children have difficulty performing several social tasks, including responding to conversational questions, entering ongoing interactions, and participating in group negotiations. As a result they experience lower levels of group acceptance and fewer peer friendships than their classmates.

Because of these findings, much of Fujiki and Brinton’s recent work focuses on identifying the underlying causes of the social problems experienced by children with language impairment. Although poor language is a highly influential factor, they found that difficulties in understanding the emotional signals of others also plays a role. The children frequently misread emotions and also have difficulty judging how to appropriately react in specific social situations. These children also often experience difficulty in school, with serious problems in reading, writing, and other language-based skills. It has been demonstrated that they are also at risk for social problems. Fujiki and Brinton are currently working to identify appropriate interventions.
COUNSELING PSYCHOLOGY AND SPECIAL EDUCATION (CPSE)
Formerly: Department of Education Psychology
Chair: Mary Anne Prater

CURRENT CPSE RESEARCH
Professor Tim Smith of the Department of Counseling Psychology and Special Education is currently researching the relationship between religiousness and mental health. He recently completed a meta-analysis of 150 studies on the correlation between living a religion and depression. From the analysis Smith discovered a negative correlation between internally motivated religiousness (being religious because religion is intrinsically rewarding) and symptoms of depression. At the same time Smith discovered a positive correlation between outwardly motivated religiousness (such as the desire to be seen at church) and symptoms of depression. In addition, Smith found that religious people under severe distress (such as hospital patients) exhibited fewer symptoms of depression than unreligious people who had experienced similar distress. The evidence suggests that religion plays a role in helping individuals cope with difficult life events.

With the relationship between religiousness and depression established, Smith hopes to now focus his research on the causative factors driving that correlation. He projects that variables such as sociality, attitude, and outlook may influence an individual’s religiosity.

EDUCATIONAL LEADERSHIP AND FOUNDATIONS (EDLF)
Formerly: Department of Educational Administration
Chair: LeGrand (Buddy) Richards

CURRENT EDLF RESEARCH
Professors Julie Hite and Joseph Matthews of the Department of Educational Leadership and Foundations have advanced their research around the topic of Leadership Preparation Programs (LPPs). Their article “Assessing Impact of Leadership Preparation Programs” was included in the winter 2005 edition of Education Leadership Review, from the National Council of Professors of Educational Administration. The article explains how Hite and Matthews used social networks theory and methods to conduct an initial assessment of the effects of student cohorts and internship experiences on LPP students’ development of administrative networks. As predicted, the combination of student cohorts and internship experience had a greater network effect than either component alone. The combination increased both the size and density of their direct administrative networks and the density of overall networks. This study lays the foundation for investigating the continuing effects of preparation programs and suggests that the combination of student cohorts and internship experiences provides candidates with critical knowledge.

Hite and Matthews advise LPP directors to intentionally create student cohorts and to increase student awareness of network theory and its application. They emphasize that developing administrative relationships is critical to new school principals, because principals are critical connectors for teachers and district leaders.

CENTER FOR THE IMPROVEMENT OF TEACHER EDUCATION AND SCHOOLING (CITES)
Developed: 1996
Director: Steven Baugh

CITES RESEARCH
Nancy Livingston, a professor within the Center for the Improvement of Teacher Education and Schooling, has been deeply involved in implementing the Balanced Literacy Project of the BYU—Public School Partnership, which began in the early ’90s. The project is now titled Comprehensive Literacy. The program’s goal is that all children within the Partnership will read at the appropriate level by the third grade. As part of the project, each of the five Partnership districts holds a variety of on-site staff development events, including newteacher training, monthly training, classroom demonstrations of research-based strategies, and a district summer conference.

From an assessment of the Balanced Literacy Project, Dr. Livingston and others from CITES have identified specific literacy needs within the BYU—PSP at four instructional levels (early childhood, K–2, 3–6, and 7–12). They suggest that effective teaching and early intervention are vital to improving literacy and that a greater emphasis on research-based strategies should be implemented at all instructional levels. Participating CITES personnel are currently working to help districts maintain and improve organizational frameworks of literacy that provide consistent training and support to teachers and students while maintaining the standards of the statewide language arts core. Dr. Livingston is a department editor for The Reading Teacher, a journal of the International Reading Association.

LeGrand Richards was newly appointed as EDLF department chair last August. He replaced Vance Randall, who is in Washington, D.C., serving a one-year legislative fellowship in Senator Orrin Hatch’s office.

Steven Baugh, former school superintendent, is Director of the Center for the Improvement of Teacher Education and Schooling (CITES).
### DEPARTMENT PROGRAMS

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<td><strong>AUDIOLOGY AND SPEECH-LANGUAGE PATHOLOGY</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M in speech-language pathology</td>
<td>32</td>
<td>11 faculty</td>
</tr>
<tr>
<td><strong>COUNSELING PSYCHOLOGY AND SPECIAL EDUCATION</strong></td>
<td></td>
<td></td>
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<tr>
<td>BS in special education</td>
<td>64</td>
<td>19 faculty</td>
</tr>
<tr>
<td>· ESL emphasis</td>
<td>16</td>
<td>3 additional nontenured faculty</td>
</tr>
<tr>
<td>Post-BS in special education</td>
<td>40</td>
<td>13</td>
</tr>
<tr>
<td>· ESL emphasis</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>MS in special education</td>
<td>18</td>
<td></td>
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<tr>
<td>EdS in school psychology</td>
<td>39</td>
<td></td>
</tr>
<tr>
<td>PhD in counseling psychology</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td><strong>EDUCATIONAL LEADERSHIP AND FOUNDATIONS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEd in educational leadership</td>
<td>103</td>
<td>16 faculty</td>
</tr>
<tr>
<td>Preparation (three emphases)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>· School leadership</td>
<td></td>
<td></td>
</tr>
<tr>
<td>· Education policy and social foundations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>· Comparative and international education development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EdD in educational leadership</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>PhD in educational leadership</td>
<td>33</td>
<td></td>
</tr>
<tr>
<td><strong>CENTER FOR THE IMPROVEMENT OF TEACHER EDUCATION AND SCHOOLING (CITES)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Development Academy</td>
<td>N/A</td>
<td>6 faculty</td>
</tr>
<tr>
<td>Associates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resource Committee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluation and Assessment Committee</td>
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### WHAT’S NEW AT MSE

**Completion of the Conceptual Framework**

Brigham Young University and the David O. McKay School of Education have traditionally considered a blend of academic excellence and moral/ethical character development to be at the center of educating students at the university in general and the teacher preparation programs in particular. This perception has guided thinking through more than 20 years of close association with John Goodlad and participation under his leadership in the National Network for Educational Renewal, but have not been accurately documented. During the past 20 months the McKay School of Education has developed a conceptual framework to better unify the aims and mission of BYU, the aims and mission of the School of Education, and the standards to which we hold education programs.

The David O. McKay School of Education prepares education professionals who

- understand and apply the Moral Dimensions of Education. The Moral Dimensions of Education include entwining of the young in a social and political democracy, providing access to knowledge for all children, practicing a nurturing pedagogy, and ensuring responsible stewardship of schools. The four dimensions were created by John Goodlad, a founder of the Center for Educational Renewal in Seattle, Washington.
- demonstrate academic excellence.
- act with social competence.
- engage in meaningful collaboration.

These aims are combined with BYU aims and represent a vision shared by administrators, faculty, and staff throughout the university who participate in preparing teachers.

<table>
<thead>
<tr>
<th>EDUCATOR PREPARATION AIMS</th>
<th>BRIGHAM YOUNG UNIVERSITY AIMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moral Dimensions of Teaching</td>
<td>Spiritual Strength</td>
</tr>
<tr>
<td>Academic Excellence</td>
<td>Intellectual Growth</td>
</tr>
<tr>
<td>Social Competence</td>
<td>Moral Character</td>
</tr>
<tr>
<td>Collaboration</td>
<td>Lifelong Learning</td>
</tr>
</tbody>
</table>

Several organizational structures unite the Education Preparation Programs (EPPs) across the university. These structures include several tripartite councils with representatives from the arts and sciences colleges and departments, the David O. McKay School of Education, and the Partnership districts. These councils and committees include the University Council on Teacher Education (UCOTE), the Secondary Education Partnership Advisory Committee (SEPAD), the Special Education Partnership Advisory Committee (SPEDPAC), and the Elementary/Early Childhood and Education Partnership Advisory Committee (EEPAC). In addition, the Student Advisory Committee meets twice each semester to hear students'
concerns. Colleges across the BYU campus that work with the School of Education to prepare teachers include the following: Biology and Agriculture; Family, Home, and Social Sciences; Fine Arts and Communications; Health and Human Performance; Humanities; Engineering and Technology; and Physical and Mathematical Sciences.

The computer kiosk located on the ground level of the McKay Building is available for students to access the BYU Web site for information on class schedules, department directories, and campus events.

NEW MCKAY BUILDING FEATURES AND SERVICES

1. TLSC
The Teaching and Learning Support Center (TLSC) brings together the building’s technologies and support personnel into one place, allowing individuals and groups to study using the latest in computer resources. Resources available in the TLSC include the following: five hanging white boards; a designated quiet corner; 55 Macintosh computers; five scanning stations; 11 Windows computers; 10 video-and-sound editing stations; 15 iMovie/iDVD stations; two software licenses for Dream Weaver; four sound-studio audio-editing stations; two ceiling-mounted projectors; Signature-Card printing using black-and-white or color printers; 48 wireless Macintosh laptop computers; eight wireless Windows laptop computers; and a TEC podium/control panel.

2. Student Commons
The McKay Building now has a student commons area. Space is valued, but we value our students more and have selected a location that encourages students to gather.

3. Advisement Center—Field Services
The advisement center on the first floor is the place students go to declare their major. A personal file is created and progress is tracked toward graduation. The center also issues licenses or certification and manages applications, interviews, and assignments for field services/student teaching.

A welcomed addition to the McKay School of Education is the Student Commons used by students for studying, eating, informal meetings, or visiting between classes.

4. Technology Classrooms
The McKay School of Education is in the only building on the BYU campus claiming 98 percent wireless technology. Additionally, there are technology-enhanced classrooms (TECs) throughout the building. Each TEC podium has a computer that includes the following: built-in 3.5-inch floppy; ZIP 250; CD-ROM (DVD) drive; flat-screen monitor; and USB cable.

Each TEC also includes: VCR/CD/DVD combo player; video/computer projector; speakers; universal cable that includes a network cable; laptop computer connection (monitor, network, and audio); input connections (video and audio); and wireless mouse.

In addition, a substantial technology department supports faculty and students.

5. New Layout of the Departments
The McKay School of Education building renovated in the 1990s included the development of clustered department suites. While most buildings have offices that open to the hallways, McKay School’s individual offices open to a reception area, allowing for warm greetings and department unity.
Pictured in this contemporary photo of the David O. McKay School of Education Building are (left to right) Assistant Dean Al Merkley, Dean K. Richard Young, and (front) Associate Dean Barbara Calatta. This photo mirrors a picture of David O. McKay taken for the dedication of the building in 1954 as shown on the back cover. Not pictured is Associate Dean Marie Tuttle.
This photo was used in 1954 for the dedication program of the David O. McKay Building, which then housed the College of Education. In 1996 the College of Education was renamed the David O. McKay School of Education. Current administration and staff feel a weighty responsibility to the school’s namesake. David O. McKay was a true educator, believing that education should include training in academics and moral values. The School of Education is the only college on the BYU campus named after a prophet of God.