**MESSAGE from the DEAN**

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

I hope you enjoy the beautiful, original painting of President McKay and President Packer on the front cover. Professor Robert Barrett painted it for President Boyd K. Packer this spring when he was recognized as a McKay School of Education distinguished alumnus. President Packer’s remarks from that occasion are reprinted in this issue so we may all benefit from his counsel.

We have many accomplished alumni. In addition to our current BYU students, we desire to serve our alumni and other educators who teach and nurture children and youth—developing both academic excellence and noble character. Together we will continue to strengthen children and youth.

The David O. McKay Building is literally a house of learning. We hope that this building may have a special spirit that can be felt by all who enter. Whenever you visit the McKay Building you should be greeted and assisted with kindness and efficiency. I invite you to pause and look at the displays on the first floor that are designed to teach us gospel principles related to teaching and learning.

An additional component of our house of learning is inquiry. Regarding research, our goal is to complete what we refer to as the “research and development cycle” by which the research findings become practices and products for classrooms, clinics, and homes. Included in this issue of the McKay Today Magazine is an example of such a product. The DVD, titled *You Can Do This*, applies faculty research to some of the needs and demands of parenthood. Please enjoy it and then share it with family members, neighbors, and friends. For additional information you may visit the Web site listed on the DVD. This is one of many products and programs developed by McKay School faculty that enrich education. Please continue to partner with us for an even better future.

Sincerely,

K. Richard Young

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Professor Robert Barrett from the BYU College of Fine Arts and Communications created the painting that was the original for the cover of this issue. The painting was a gift to President Boyd K. Packer from the McKay School in honor of his being named a distinguished alumnus.
I am honored to be here. We are grateful to have three of our sons here with their wives. They are our very precious jewels. They, with their four brothers and three sisters and their children and grandchildren, constitute the center of our universe. Sister Packer and I are grateful to have them here.

President David O. McKay was born in 1873. He spent 44 years in the Quorum of the Twelve and 19 years as President of the Church. There are only three of us left now—President Gordon B. Hinckley, President Thomas S. Monson, and myself—who served under President McKay. I served for nine years as a General Authority under his direction. It was an education to be around him.

In preparation for this talk, I read the talk I gave 10 years ago at the David O. McKay Symposium (October 9, 1996). It was a 40-year historical review of the College of Education at Brigham Young University. I read it and thought, “Well, I wouldn’t change any of it. It is history and still accurate. I could just bring it up to date for the last 10 years and give that as a talk.” But it was too long.

With that in mind, I decided to refer to one or two things from that talk. It included a report on the College of Education, which for generations was a premier college at Brigham Young University. Then at a certain period—a very unfortunate period—it was let (or I might even say was caused) to dwindle from its historic place. Finally, it was rescued and became the School of Education with the name David O. McKay. Since that time, it has risen again to its proper place as a premier school at the university.

I received my doctorate here in 1962. Ralph B. Smith was one of the three who received degrees. We were pioneers. He, in due time, became dean of this college. He has since passed away. The other candidate was a man from India by the name of Sinha.

I want to mention some things that I learned that were not taught, important things that changed my life.

The summer before graduating, we had as a distinguished professor Dr. Henry Aldous Dixon, who had been president of Utah State University and president of Weber College. Donna and I attended Weber College when he was the president there. He had also served in Congress and had retired but was here at BYU as a distinguished professor.

It was a course in the philosophy of education. There were four students. Two of us were just completing our doctorates, and the other two were just beginning graduate work, so it kind of divided itself. Each of us (the doctorate candidates who thought we were ahead of everything) had a spear-carrier in the other two students. Dr. Dixon was moderator—a very wise, venerable teacher.
We were talking about a matter of philosophy, and I felt very unsettled, because it became kind of a contest. In reality, we were debating, and I was losing the debate. That was very clear.

One day as we walked out of class, the spear-carrier for the other student walked down the hall in the McKay Building with me and said, “You are not doing very well, are you?”

I thought that was very apparent.

He said, “You are losing, aren’t you?”

And I said, “Yes, I am losing.”

He said, “Do you want to know what’s wrong?”

I said, “What do you mean?”

He said, “You are fighting out of context.”

It puzzled me. I went home that evening and sat out under a tree and tried to figure out what he was trying to tell me—“Fighting out of context!” It suddenly hit me that I had been fighting out of context, because I was trying to say in the words of the world and in the words of academia the ideas that just did not fit there.

I thought about it and in a few days went back to the next class period. When the discussion started again, I moved into context. Instead of talking in academic, ethereal words, defending truth as an academic, employing the language of sophistry, I used scriptural terms. The things of God cannot be understood or measured in philosophical terms. The natural man cannot know them. They are foolishness unto him. They must be spiritually discerned. But the revelations of God, when clothed in the simple language of the logic of heaven, ascend to a spiritual eloquence the honest will embrace. I used the word revelation as a means of gaining knowledge.

All of a sudden the contest changed! In a real way, the contest was over. I had learned a great lesson that was not taught by the professor. It has served me ever since.

When I was called into President McKay’s office to be called as a General Authority, he wanted to know a little about me and what I was doing. It had taken me nine years from the time I got my master’s degree until I was then trying to complete my doctorate. He said, “You must finish it. I want you to finish it, and I want you to use it.”

One other most interesting experience: When the time came for me to defend my dissertation, Donna, of course, had managed the household: “Children, Father is studying. He has got this test coming.” You know the process.

The day before defending my dissertation, I was walking across the lawn with one of our sons. He was about 12 then. He said, “You are going to have a test.”
I said, “Yes.”
He said, “I hope you don’t pass!”
I was startled and said, “Why would you say that?”
He said, “Because if you pass, I’ll have to call you Mr./Elder/Daddy/Dr. Packer!”
And so on some occasions the degree became a very useful credential. But in the last number of years, I cannot remember when I was introduced as Dr. Packer. It has been Brother Packer or Elder Packer or President Packer.

When I was teaching seminary in Brigham City, I had been called by President William E. Berrett. We had started a Book of Mormon class, really the first Book of Mormon class. The curriculum of seminary was Old Testament, New Testament, and Church History—three classes. Then the students would graduate when they were juniors. We started an early-morning Book of Mormon class with some of those who had graduated.

I said, “If you want to come early in the morning, I’ll teach a class in the Book of Mormon.” And so they did. They came to the early-morning Book of Mormon class, the first ever given.

I began by saying, “Now, we are going to go through the Book of Mormon, but we are not going to talk about the wars and rumors of wars and the armies and the migrations of people. We are going to consider two questions: Who is it speaking, and what is it he is trying to tell us?”

I was later appointed as head of a steering committee for summer school. There were five seminary teachers brought in.

There was a purpose for that summer school. Some difficulties had grown up in the institute program, not unlike the difficulties President George Brimhall had previously faced here at BYU. So they called all the seminary and institute teachers in for a summer school on kind of a mandatory basis to anchor us again. Elder Harold B. Lee of the Quorum of the Twelve Apostles was appointed by the First Presidency to teach us.

Our main class was held two hours a day, five days a week, for five weeks. The instructor was Elder Lee. Can you imagine spending two hours a day with him, five days a week for five weeks? Of course, we had visiting professors once in a while—J. Reuben Clark, Jr., Mark E. Petersen, and others of the Brethren. That was a marvelous experience to learn from those Brethren.

Under similar circumstances in 1938, President J. Reuben Clark, Jr., had delivered “The Charted Course of the Church in Education.” If you do not have a copy of that and read it at least annually, you are missing a great influence in your life.

In reviewing that history 10 years ago, I went back to the time that George H. Brimhall was president here at Brigham Young University. Having already served 19 years as president of BYU, he determined to establish a recognized teachers college. He had hired three professors: one with a master’s degree from Harvard, one with a doctorate from Cornell, and the other with a doctorate from Chicago. They hoped to transform the college into a full-fledged university. They determined that practicality and religion, which had characterized the school, must now give way to more intellectual and scientific philosophies.

The professors held that “the fundamentals of religion could and must be investigated by extending the [empirical] method into the spiritual realm,” and they “considered evolution to be a basic, spiritual principle through which the divinity in nature expressed itself.” The faculty sided with the new professors, and the students rallied to them.

Horace Cummings, superintendent of Church schools, became concerned because they were “applying the evolutionary theory and other philosophical hypotheses to principles of the gospel and to the teachings of the Church in such a way as to disturb, if not destroy the faith of the pupils.” And he wrote, “Many stake presidents, some of our leading principals and teachers, and leading men who are friends of our schools have expressed deep anxiety to me about this matter.”

Superintendent Cummings reported to the board that:
1. The teachers were following the “higher criticism” . . . treating the Bible as “a collection of myths, folk-lore, dramas, literary productions, history and some inspiration.”

2. They rejected the flood, the confusion of tongues, the miracle of the Red Sea, and the temptation of Christ as real phenomena.

3. They said John the Revelator was not translated but died in the year A.D. 96.

4. “The theory of evolution is treated as a demonstrated law and their applications of it to gospel truths give rise to many curious and conflicting explanations of scripture.”

5. The teachers carried philosophical ideas too far: (1) “They believed sinners should be pitied and enlightened rather than blamed or punished,” (2) and they believed that “we should never agree. God never made two things alike. Only by taking different views of a thing can its real truth be seen.”

6. . . .

7. The professors taught that “All truths change as we change. Nothing is fixed or reliable.”

8. They also taught that “Visions and revelations are mental suggestions. The objective reality of the presence of the Father and the Son, in Joseph Smith’s first vision, is questioned.”

Superintendent Cummings concluded his report by saying that the professors “seem to feel that they have a mission to protect the young from the errors of their parents.”

President Brimhall himself defended the professors—that is, until some students “frankly told him they had quit praying because they learned in school there was no real God to hear them.”

Shortly thereafter, President Brimhall had a dream:

He saw several of the BYU professors standing around a peculiar machine on the campus. When one of them touched a spring a baited fish hook attached to a long thin wire rose rapidly into the air. . . .

Casting his eyes around the sky he [Brimhall] discovered a flock of snow-white birds circling among the clouds and disporting themselves in the sky, seemingly very happy. Presently one of them, seeing the bait on the hook, darted toward it and grabbed it. Instantly one of the professors on the ground touched a spring in the machine, and the bird was rapidly hauled down to the earth.

On reaching the ground the bird proved to be a BYU student, clad in an ancient Greek costume, and was directed to join a group of other students who had been brought down in a similar manner. Brother Brimhall walked over to them, and noticing that all of them looked very sad, discouraged and downcast, he asked them:

“Why, students, what on earth makes you so sad and down-hearted?”

“Alas, we can never fly again!” they replied with a sigh and a sad shake of the head.

Their Greek philosophy had tied them to the earth. They could believe only what they could demonstrate in the laboratory. Their prayers could go no higher than the ceiling. They could see no heaven—no hereafter.

Now deeply embarrassed by the controversy and caught between opposing factions, President Brimhall at first attempted to be conciliatory. He said, “I have been hoping for a year or two past that harmony could be secured by waiting, but the delays have been fraught with increased danger.” When an exercise in administrative diplomacy suddenly became an issue of faith, President Brimhall acted.

You can see a powerful lesson in that dream—the dream of the snow-white birds.

I have copies of every talk President McKay gave that was published from between 1905 and 1970, when he died. To read them is to see him as a teacher.

President McKay, besides being a teacher, was a student. When he was in his nineties, perhaps 94, he came to a temple meeting with all of the General Authorities. We have a meeting once a month in the temple—the First Presidency, the Twelve, and all of the General Authorities. It is the custom that the President of the Church always speaks last.

On this occasion, President McKay, who was quite enfeebled, stood. I remember very clearly. He was quite thin by then. He stood and put his big, bony hands across his chest, and he began to quote the endowment in the temple. I was amazed. He just quoted the endowment. We all were amazed at this instruction. Then he stopped, and he looked at the ceiling for quite a few minutes, and he said, “I think I am finally beginning to understand.” I was greatly comforted by that. If he was finally beginning to understand after 64 years as an Apostle, I could be excused from my little knowledge and learning.

Continued on page 24
At five years of age, Christian was reading a book written for seventh graders on carnivorous plants, and he was beginning to learn long division. He wandered by himself during recess, creating elaborate fantasies in his mind. During story time Christian always laid his head on his teacher’s lap. His parents were getting a divorce; he was developing an ulcer.

Some educators would say that Christian was academically advanced, so the school was fulfilling its responsibility for his education. Others would say that a child so obviously at risk socially, emotionally, and physically should have immediate attention and help. The McKay School of Education agrees with the view expressed by education philosopher Nel Noddings: “The school, like the family, is a multi-purpose institution. It cannot concentrate only on academic goals any more than a family can restrict its responsibilities to, say, feeding and housing its children.”

This perspective is often referred to as “educating the whole child”—going beyond the strictly academic to meet additional needs of the child as well. The following pages explain important aspects of educating the whole child. Authors include administrators and teachers who have been closely involved with current McKay School projects and initiatives: academic competence, creative arts, character development, and collaboration involving concepts of learning communities.

But what about Christian? He attended school many years before the whole child methods and strategies discussed in this article became popular and were publicized. Yet Christian had teachers, administrators, and other school personnel who used whole child approaches to deal with his needs. Christian’s teacher encouraged him to read books on his level and about topics he enjoyed. Christian became involved in drawing, sculpting, and other activities giving outlet for his high levels of creativity. Former teachers provided insights on behavior patterns. With love and support from the entire school, Christian made it through a difficult year and became a happier, better-adjusted little boy. As the following pages explain, it takes a “whole school” to raise a “whole child.”

NOTES
“The child who reads holds the world in his or her hands” is a statement that rings true, but its success is often hindered by a child’s inability to read well, which therefore limits access to the world of information, literature, and other printed material. Essential to success in schools—and, eventually, occupations—is the ability to read and comprehend text, whether in books, newspapers, magazines, the Internet, or simply environmental print. Parents, educators, and society in general agree that learning to read well is essential to being a contributing citizen of any country and that teachers must teach the broad spectrum of reading skills to their students.

That being said, there is the problem of aliteracy. Aliteracy is different from illiteracy, which means that a person can’t read: Aliteracy describes the condition where a person can read well but chooses not to read. Sadly, many students from all educational levels fall into this category. Television and other media often distract students from enjoying a good book—where they can savor the words, go back and reread favorite parts, and possibly get caught up in an interesting plot. Of equal concern is the need to understand and wisely use facts and figures published daily. Thus aliteracy negatively affects academic achievement.

There has never been a time in history when so much information has been available, and never before has the quality of lives been so dependent on the ability to use information. Defined as critical literacy, this is an essential component to developing thoughtful and productive members of a global society.

Three types of knowledge are essential to critical literacy:

- Declarative knowledge, or the use of facts, concepts, and generalizations
- Procedural knowledge, or the ability to do something, to perform a task
- Attitudes and inclinations, or the ability to derive personal growth from reading

To apply these concepts in the classroom, teachers might ask students the following questions after a reading event: What did it say? What did it mean? What does it matter? The third question may be the most important to ask when educating the whole child because it encourages students to examine their own learning.

Teachers need to remember that the children of today are going to be the citizens of tomorrow. The value of reading is not that it entertains but that it broadens knowledge of people and places. As Barbara Tuchman said, “Books are the carriers of civilization. Without books, history is silent [and] thought and speculation at a standstill. . . . Books are humanity in print.”

For example, as students read about slavery, the colonization of foreign countries, the Holocaust, and other injustices, teachers can initiate conversations about how such injustices occurred and consider what could be done to avoid such events. Or teachers might instigate conversations about global humanitarian efforts from information found in print media resources.

McKay School professors Jim Jacobs and Michael Tunnell note, “The purpose of . . . books is not so much to inform, which they do very well, as it is to excite, to introduce, to let the reader in on the irresistible secrets of life on planet Earth.”

To find these secrets, one must not only know the best books but also spend time reading them. One cannot hold the world in his or her hands if one doesn’t hold a book there first!

One of the characters of children’s author Cynthia DeFelice reflected on what reading and writing are all about:

[Jessie] marveled that only twenty-six letters could be put together in so many ways and for so many reasons, forming words that had the power to make a person laugh or cry, imagine a different world, think a new thought.

 Teachers facilitate this discovery, not only by teaching reading skills but also by encouraging students to join in the human conversation and examine themselves intellectually, socially, and spiritually.

NOTES
Creative Expression Through the Arts
Debora Escalante

Those who have been involved in teaching the arts to children will attest to the fact that the arts are often the key that unlocks the door to learning and success for the struggling or at-risk student. The following story illustrates this point.

The first evening of drama class the boy entered the room and crawled under his desk. When it was suggested that he sit in the chair, the other boys explained that he stayed under the desk in all of his classes—a practice that, coupled with being considered “slow,” had earned the boy the name Turtle. After two months of drama, Turtle had improved significantly and participated regularly. One day the teacher called on him to participate in a scene. A student new to the group called out, “He can’t do it; he’s stupid!” Validating the changes Turtle had made in drama class, another child, a gifted leader in the class, responded immediately: “Back off; in this class he’s smart.”

While Turtle is one child, he could typify many girls or boys inappropriately labeled as nonlearners by the system or their classmates. Interestingly enough, as Turtle emerged from his shell in drama, he began making progress in all of his other classes as well.

Research has shown repeatedly not only that the arts are core to the education of the whole child but that they enhance the child’s self-confidence and academic abilities in other disciplines. Arts education typically includes dance, drama, music, and visual art. The arts are ideally suited to teaching and developing the whole child through six dimensions:

1. **Physical**: Dance and drama develop coordination and gross and fine motor skills; drawing, painting, and sculpting develop spatial reasoning and fine motor and eye-hand coordination, as does playing musical instruments.
2. **Emotional**: “You simply cannot study . . . the arts without feeling joy, happiness, love, tenderness, sorrow . . . , and when we allow these emotions to be a part of the learning process, our education becomes richer, more meaningful.”
3. **Intellectual**: Research has shown that comprehensive, sequential arts education increases math, science, reading, history, and SAT scores. The arts develop problem-solving skills, higher-order thinking, and creativity needed in today’s information-based world.
4. **Social**: The arts encourage collaboration as well as appreciation of cultural differences and diversity.
5. **Aesthetic**: The arts are connected to beauty, balance, and other qualities that enrich and develop an appreciation of beauty in nature and in human-made structures and articles.
6. **Spiritual**: Great art lifts the spirit and opens the senses to the wonders of creation. Through the arts humans can connect with the divine.

Historically, education has centered on the arts and sciences. Recently, however, the arts have been minimized as literacy, numeracy, and diversity have become focal points in standards-based public education. Yet the arts have the ability to bridge differences and bring unity to diverse classrooms. In the quest to read and calculate, teachers must remember that creative literature encourages reading and that the greatest works of music and architecture are also great works of mathematics.

The arts also teach that neither words nor numbers define the limits of our cognition; we know more than we can tell.

**The arts also teach that neither words nor numbers define the limits of our cognition; we know more than we can tell.**

First, the arts teach children to exercise that most exquisite of capacities, the ability to make judgments in the absence of rules. . . .

A second lesson the arts teach children is that problems can have more than one solution. . . .

The arts also teach that neither words nor numbers define the limits of our cognition; we know more than we can tell.

**NOTES**

The Development of Principled Character
Michael Richardson and Lynnette Christensen

To find truth, students must develop the ability to discern right action from wrong action. Seeking truth is done within various content areas like math and reading. Yet of at least equal importance is the search for right social thought and action. President David O. McKay emphasized:

Character is the aim of true education; and science, history, and literature are but means used to accomplish this desired end. Character is not the result of chance, but of continuous right thinking and right acting.¹

President McKay’s description of character as the result of right thinking and right action illuminates how education can build character. President McKay gave even more perspective when he said:

The general objectives in our public schools should be to assist the individual in the proper development of his physical, intellectual, and spiritual nature, that he may become of value to his country and of service to his fellow man.²

Emphasizing right thinking and action in the service of others as a general objective of education also makes it an essential component in educating the whole child. Teacher effectiveness in accomplishing this objective depends on relationships built on mutual respect and trust. This prerequisite allows teachers to truly influence the right thinking and action of students. The presence or absence of a relationship of care and trust can potentially make or break any attempt to teach both academically and socially appropriate behaviors. A kind, wise mentor in whom a youth can trust has great power in influencing the intellect—and, even more important, the heart. There are many ways that teachers can build positive relationships with students and teach right social thinking and action:

• Learning about individual student interests and experiences
• Sharing personal experiences
• Teaching and modeling right action
• Noticing students’ right actions
• Correcting in a constructive manner

When addressing the appropriate actions of students, teachers should note what students are doing right and why their behavior is positive. Positive feedback is especially powerful in building relationships and teaching right action. However, because appropriate behavior seldom demands attention as forcefully as misbehavior, teachers tend to neglect positive feedback in favor of negative feedback. For this reason teachers need to be on the lookout for positive behavior.

To do this, teachers can invite students to search for right actions in themselves and others. One teacher implemented a “pull up” chart (as opposed to “put down”). Each time a student complimented another student, it was noted on the chart. Other teachers have implemented systems to give out positive notes by one student to another, from teacher to student, or even between students to their teachers. Notes can be screened by the teacher to make sure that they remain appropriate. Teachers should take care to insure that all students receive positive feedback.

At times it is necessary to correct misbehavior. But feedback given in a punitive or critical way creates power struggles. In correcting misbehavior, it helps to remember that the meaning of the word discipline derives from the Latin word disciplina, which means “to teach.”

Corrective teaching is more effective than punishment or criticism and reduces power struggles. It provides feedback for social errors while giving essential instruction on how to avoid the error in the future. Rather than punishing inappropriate behavior, appropriate behavior is taught or reviewed. The following steps will provide effective corrective feedback:

1. Start with empathy (“I can see that you are frustrated”).
2. Clearly describe the specific problem behavior without labeling the student (“You threw down your book”).
3. Describe an appropriate replacement behavior (“Instead, you need to raise your hand and ask for help”).
4. Give a rationale that is relevant for the student (“This will keep you out of trouble and help you get your assignment done more quickly”).

Corrective feedback can be even more effective if the teacher demonstrates an appropriate alternative behavior and gives the student an opportunity to practice it. If the student has lost a privilege because of misbehavior, a teacher can offer the chance for him or her to earn that privilege back by practicing the alternative behavior. By allowing a student to try out appropriate behavior, teachers have the opportunity to use positive feedback to encourage that behavior.

Teachers need to remain aware of the ultimate purpose of teaching appropriate behavior: helping students learn to “become of value to [their] country and of service to [their] fellow man.” Students learn to act appropriately toward others out of care and concern for others, which is the foundation for civility and a principled character.

NOTES
As a parent, would you like your child to attend a school where the teachers work together to ensure that all students learn? Should teachers be clear on what your child should learn, on how they will know if your child learned, and what to do if your child is experiencing difficulty? Finally, should teachers know how to allow your child to explore their potential and determine and excel in their individual strengths?

Focus on Learning
Schools should focus on student learning. Too frequently, however, teachers have the mindset that their responsibility is to teach the subject matter; whether the student learns it or not is really the student’s responsibility. Not so in a learning community. In the professional learning community, teachers become expert in what all the students should know and be able to do. The teachers work to develop a variety of assessment tools used to help students learn during the unit, not merely at the end of a unit of study. This is “assessment for learning,” not merely “assessment of learning.” Finally, teachers work together to find ways to help those students who are experiencing difficulties. A focus on teaching is about dispensing subject matter. A focus on learning is about the subject matter being understood and applied by every student at his or her individual level.

Focus on Collaborative Culture
The typical teacher often works in isolation—especially at middle school and high school levels. Yet combining the knowledge and experience of a group of teachers around a common mission and vision and agreed-upon values and goals can be very powerful. All teachers have strengths, but all are not equally strong in all areas. By combining teacher strengths, the opportunity for increased student learning for all is magnified.

Focus on Results
When teachers are focused on results, they assess the level of student learning in a specific area, determine where they want the students to be, and set a goal to improve student learning in that area. Teachers use collaborative teams to ensure that goals are specific, easily measured, and challenging yet reasonable. It is also important that the goals have time limits. Dramatic increases in the level of learning for all students are greatly enhanced when teachers focus as a team on specific goals for student learning.

Provide Timely, Relevant Information
It is common for teachers to test their students. However, testing done by teachers involved in PLCs differs in the purpose and timing of tests. Tests and other types of assessments are given throughout the unit to assist teachers in making judgments about the effectiveness of their instruction based upon student learning. Furthermore, all teachers on the team give the same assessments. The results are then discussed by all of the teachers in collaborative team meetings. Teachers can see where their students are doing well and where they need more help. One teacher can seek help from another teacher whose students seem to be doing better on a particular concept. When this scenario is repeated over and over, all teachers improve their practice and all students learn at higher levels.

The McKay School cooperates fully in supporting the BYU–Public School Partnership districts as they train classroom teachers in PLC collaboration because, in the end, McKay School faculty and educators know that educating the whole child—and each child—isn’t based solely on effective curriculum or the newest technology. Educating the whole child takes a team of dedicated and caring individuals who know what a child needs to learn, how a child learns best, and what to do when a child isn’t meeting his or her potential.

Notes
THE GIFT OF ART
If we are going to educate the whole child, we must have arts education.

Beverley Taylor Sorenson has worked for more than 12 years to enhance arts education through her nonprofit organization Art Works for Kids. However, this year her involvement in arts education accelerated when she created an endowment for BYU and its Public School Partnership. The Sorenson endowment will bring university students together with arts faculty for mentoring, help create an Arts Summer Institute and other instructional opportunities for teachers already in the classroom, and provide opportunities for children being taught in 120 BYU–Public School Partnership elementary schools to attend art performances.

McKay School of Education Dean Richard Young explains: “Endowment revenues will be shared between the university and the partnership schools. This will bless many children because the arts have a unique way of strengthening the lives of all children... If we are going to educate the whole child, we must include the arts.”

Mrs. Sorenson calls her work with the McKay School and the BYU–Public School Partnership “the fulfillment of a dream” because of the large-scale collaboration. “No one organization can accomplish this vision alone,” she says. The vision that Beverly Sorenson speaks of is that every elementary schoolchild should have quality arts instruction. “Not only do the arts help individual students achieve their potential, but the benefits extend to their families and communities.”

Implementing this vision will require that (1) education students and faculty work side by side to develop better methods of incorporating drama, dance, theater, drawing, and other arts disciplines into math, science, and literacy lesson plans; (2) administrators provide instructional leadership that encompasses the arts; and (3) children have the opportunity to explore and learn about their world with paints, music, sequins, glue, and creative movement.

The Beverley Sorenson endowment has required a large group to plan for its best use. The title of this collaborative effort is the BYU–Public School Partnership Elementary Arts Education Initiative. Deans of three BYU colleges oversee the effort: Richard Young, McKay School of Education; Sara Lee Gibb, College of Health and Human Performance; and Stephen M. Jones, College of Fine Arts and Communications.

Cally Flox, associate director of elementary arts for the Center for the Improvement of Teacher Education and Schooling (CITES), directs the work of the initiative. CITES is the facilitating arm of the BYU–PSP. She has immersed herself in planning and building collaborative connections between faculty of the three colleges and district arts personnel. As a result, several professional development activities will be offered over the next year. This collaboration is motivated by the belief that the arts create conditions that are ideal for learning.

—ROXANNA JOHNSON
Raising children has many challenges. So does teaching. Often many alumni face both in their daily routines. However, the challenges associated with parenting and teaching are topics researched by McKay School faculty. Their research recently provided the foundation for the DVD *You Can Do This: An Approach to Raising Wonderful Children*. McKay School faculty have included the DVD in this issue of *McKay Today*. Parenting skills studied and promoted by McKay School faculty are explored in the DVD, including the following topics:

- Confronting the past
- Building positive relationships
- Expressing positive feelings
- Effective discipline
- Teaching positive alternative behaviors

In this DVD four families share how they have learned and applied skills learned from McKay School researchers. Each family is unique, yet normal. Sonya Molina is a single mother trying to balance work, school, and motherhood. Giovanni and Gina Guzman, from Mexico, are facing the challenges of raising children in a new culture. The Winscots value keeping one parent in the home. The Halls are merging two very different parenting styles. From these different perspectives, each parent candidly reveals setbacks and successes.

After viewing *You Can Do This*, feel free to share it with family members, friends, and even students’ parents. The McKay School is confident this DVD will assist readers in the home, in the classroom, or in any situation where children and adults interact.

For those viewers who want to learn more, the McKay School has a related Web site: *You Can Do This: Online Tools for Parents*. The site delves deeper into relationship issues and defines behavior problems and challenges that parents might face. The site also explains positive parenting skills and lists useful resources. Of course, each skill and technique readily applies in the classroom.

The title of this DVD expresses the message the McKay School hopes viewers internalize: You can do this. McKay School personnel believe that relationships will be built and strengthened by using these skills. We hope that homes, lives, and classrooms are enriched by this gift to *McKay Today* readers.

*You Can Do This: An Approach to Raising Wonderful Children* was created and distributed through the generous donations of friends of the David O. McKay School of Education. For more information or to purchase additional DVDs, call (801) 422-1333, go to http://education.byu.edu/youcandothis, or write to:

Brigham Young University  
*You Can Do This* DVD Request  
301 MCKB  
Provo, UT 84602
EDUCATION IN A changing WORLD

Education practices, like many things, change with the times. Yet many educational principles are basic and unchanging. Reading is a fundamental skill that both parents and teachers influence.

As former first-grade teacher and alumna Sheila Sannar says, “As a teacher you don’t always see the end result of your effort, but you know you’ve made a difference when you teach a child to read.”

Parents see the difference reading makes in their child’s life. The following two pages are especially for parents as they provide guidance and help, promoting positive attitudes about reading.

It has been said that on the first day of school, teachers in ancient Greece gave five-year-olds blocks of wood covered with honey. When the children licked off the honey, the alphabet letters were underneath. This reminds us that learning must be enjoyable, and it can be. Parents need to be consistent in their literacy activities, but, above all, they must make sure the child leaves the learning situation with “a taste of honey.”

In spite of the national campaign to assure that there is “no child left behind,” the statistics related to reading achievement in the United States indicate that many children are not performing on or above grade level. Sadly, this deficit is evident even before a child enters school. At the beginning of kindergarten there is a vast discrepancy between children who have been engaged in literacy activities and those who have not. For example, an important predictor for reading success in school is whether a child has been read aloud to prior to kindergarten. Data indicate that this can be as few as several hours or as many as a thousand hours.

Differences in a child’s oral language and vocabulary knowledge also are related to being read aloud to from good books. At the third-grade level there is a gap in vocabulary of as many as 5,000 words between a child who has had rich conversation at home and has experienced a variety of stories and a child who has not. Of course, don’t forget fairy tales and fantasy.

A child’s imagination is a magical thing. Nurture it. Let children draw pictures and tell their own stories. Sharing these experiences is not only filled with learning and language but with love.

A child who knows the alphabet letters before coming to school is successful in learning—but it is not merely knowing the letter name that makes the difference: It is the act of an adult taking the time to work with the child. What families provide to their children in terms of love, reading, and instruction makes more of a difference than anything schools can do. Home instruction comes first and goes deepest.

—NANCY LIVINGSTON
Reading Ideas

Reading with comprehension brings not only increased knowledge but a deeper enjoyment of life and all its experiences. Reading permeates many of our daily activities. As parents set an example, children see that reading is enjoyable and is a lifelong activity. It is an activity that can be done together or alone, and interest should be cultivated when children are young. Below is short list of reading activities collected by Professor Nancy Livingston.

1. Appreciate the book your child selects, even those that look too easy or don’t interest you.

2. Arrange for older children to read to younger ones and vice versa.

3. Celebrate an author’s birthday.

4. Give your child a flashlight for reading under the covers.

5. Join a book club. If you can’t find one, start one.


7. Make history come alive: read historical fiction.


9. Read a book outside under a tree during the summer.

10. Read a book set in a country you’ve always wanted to visit.

11. Read a book then watch a video based on the book. Compare the two.

12. Read! Make sure children in your life know you enjoy reading.

13. Reread a favorite book from your childhood, then read it to your child.

14. Spotlight a different genre of books each month.

15. Start a family library.

16. Read a crafts book and try a project from it—how about a kite for spring?

17. Read the back of your cereal box at breakfast or labels at the grocery store.

18. Establish a time for reading in your home: Everyone in the family reads at that time.

19. Establish bedtime at 8:00, unless you’re reading—then it’s 8:30.

20. Read the newspaper.

21. Learn something new. Read nonfiction with your family.

22. Sign your preschooler up for story time at your local library.

23. Don’t read every day—just the days you eat.
Tips for Working with Children and Youth with Disabilities

MARY ANNE PRATER
The following is adapted from a presentation at the 2006 BYU Women’s Conference by Mary Anne Prater, PhD, chair of the Department of Counseling Psychology and Special Education.

All children deserve to learn. Children with disabilities have needs as well as different learning styles that parents and teachers need to be aware of. When we understand what each student needs and how we can provide a positive learning environment, we can facilitate all children’s learning and growth.

Though many people are hesitant, it’s okay to do the following:

• Offer help, but ask first.
• Ask people about their disability—and it’s okay for them not to talk about it.
• Use words like see, hear, and walk when talking to those with disabilities.
• Ask people who have speech problems to repeat what they said if you didn’t understand.

When talking to a person with a disability, observe the following courtesies:

• Sit down when talking to a person in a wheelchair so their neck doesn’t get sore.
• Talk to the person with the disability, not the interpreter or person accompanying him or her.
• Don’t assume people with physical disabilities are sick or have mental disabilities.

Disabilities in the Classroom

Be sensitive to a student’s limitations and strengths. Provide opportunities to participate.

Reading
• Don’t spontaneously ask class members to read.
• Ask for volunteers.
• Make assignments in advance.
• Use pairs: one reads and the other follows along.

Classroom Participation
• Arrange in advance for contributions class members can make to the class or group. For example, those with a speech impairment may wish to prepare a presentation rather than join in a discussion.

Physical Classroom Arrangements
• Consider what would make class members more comfortable, able to learn, and able to participate:
  Hearing impairment: seat student where he or she can see the teacher speak.
  Wheelchair: remove chairs to make room.
  Distractible child: seat student next to the teacher.
  Low vision: allow student to sit close to the board.

Content
• Simplify or explain difficult vocabulary.
• Restate major concepts frequently.
• Use multisensory representations:
  Show a picture.
  Give a verbal description.
  Play music.
  Provide a copy of the words.

Class or Group Format
• Establish routines so class members know what to expect.
• Consider assigning another adult to the class.
• Recognize that when a major disruption occurs, learning stops.
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. Where are they now? What have they been doing since graduation? Below are updates on some of our graduates.

BYU EMERITUS
Darwin F. Gale, Emeritus

“It is not by chance that you are admitted to a graduate program at Brigham Young University: it is because of who you are and what you can contribute to the Church, the community, and the profession.” Darwin F. Gale often gave this counsel to new graduate students during his 30 years at BYU.

Gale has an AS degree in education from Weber State, a BS in education and an MS in psychology from Utah State, and an EdD from BYU. After working as a school psychologist in Nevada, he entered BYU. Upon graduation he took a position as psychologist in the Nebo School District. Three years later he was invited to teach at BYU under Rex D. Pinegar, the first chair of the newly created Department of Educational Psychology. In 1969 Gale was appointed an assistant professor in the department—now called the Department of Counseling Psychology and Special Education.

In 1971 Gale was appointed as the new chair. He served in this capacity for 15 years, concentrating his efforts on developing equitable graduate admissions policies, attracting well-qualified students, strengthening the curriculum, consolidating campus locations, and attracting qualified faculty.

Gale retired in 1997 but continued teaching part-time until June 1999, when he and his wife, Carol, were called to serve in the Missouri Independence Mission. They are the parents of five children, 16 grandchildren, and three great-grandchildren. Gale presently serves as a counselor in a bishopric and is completing a chronological and pictorial history of the Department of Counseling Psychology and Special Education.

ALUMNI
Kevin L. Kirk, Class of 1975, 1976, 1990

Currently employed as president of Community Care College (CCC) in Tulsa, Oklahoma, Kevin Kirk earned his BS, MEd, and EdD from BYU. CCC has been recognized nationally for its outstanding contributions in the area of community service as well as being recognized as the Outstanding Small Business of the Year by the Tulsa Business and Economic Development Commission. Kirk has served in various educational leadership capacities over the years, including chair of the Division of Education Services at Mayo Clinic in Jacksonville, Florida, and learning-performance consultant for IBM. Of his four children, two are BYU graduates, one a University of Utah graduate, and the other a Utah State graduate—making for interesting family discussions during football or basketball season.
Laura Keely Snelgrove, Class of 1985
Laura Keely Snelgrove is the mother of six sons. She is married to BYU physics education graduate Clark Snelgrove. After earning a BS in elementary education, she taught sixth grade and later ran a day-care business. The family now resides in Blacksburg, Virginia. Snelgrove is involved in a variety of creative projects and has held various Church callings, including 12 years in the Cub Scout program. She volunteers in her sons’ schools and in her community. Presently Snelgrove works part-time at the Virginia Tech Alumni Association. “I’m proud to be a mom first and foremost,” she says. “My training as a teacher has been a benefit in my home, in church, and in my volunteer work in the community.”

Sheila Tranter Sannar, Class of 1968
Sheila Tranter Sannar comes from a long heritage of teachers, including her grandfather, mother, and eight uncles and aunts. “Teaching is in my DNA,” she says. After graduating with a BA and then teaching for 18 years at Scera Park Elementary in Orem, Utah, she moved to Yuba City, California, where she substitutes in primary grades while helping run the family business, Cal Fruit International, Inc. To Sannar, teaching is the opportunity to make an impact on life in a way no other career can. A note she received from one parent read, “In Lisa’s mind, you rate in the same category as Santa Claus, the tooth fairy, and the President of the Church.” Sannar asks, “Where else can you achieve such stardom? The reward of being a first-grade teacher is immense.” She and her husband, Jerry, are the parents of two children and grandparents of five.

Robert F. Devine, Class of 1980
After earning his BA, Robert Devine began teaching and coaching in the lumber town of Cottage Grove, Oregon. He earned a master’s degree at Seattle Pacific University and then became an athletic director/assistant principal in Friday Harbor of the San Juan Islands. He has served as a high school assistant principal, principal, and superintendent and currently serves as a director of secondary education in the Pocatello/Chubbuck School District. He has an education specialist degree from Idaho State University, is certified as a trainer for Effective Schools Model, and consults for ISU’s Intermountain Center for Educational Effectiveness. Devine and his wife, Marilyn, are the parents of five children. Devine says, “A career in education has been a tremendous opportunity to apply so many principles of the gospel while working with young people.”

Friends of Education
Jamie Robert Vollmer
I have learned only one true thing in my professional life during the last 15 years: Public schools are bound by the attitudes, behavior, and beliefs of the people they serve. Touch a school and you touch the culture of the surrounding community.

I learned this the hard way. Determined to raise student achievement—armed with logic, research, and righteous energy—I launched “vital” reform initiatives, only to have community members rise up and cut us off at the knees. The problem: Our proposals didn’t match their idea of “real school”—usually the school they had attended. Almost everyone accepted the need to increase student success, but few were ready to endorse plans at odds with their mental model of the way school ought to be.

This lesson is now the basis of my work. Our schools must change now; they were designed to serve a society that no longer exists. But experience has shown that fundamental change can only occur after school leaders secure what are called the Essential Prerequisites of Progress: community understanding, trust, permission, and support. People must understand what needs to change and why. They must trust their educators to do the job. The community must grant educators permission to make the necessary changes. And, finally, they must support them through that long and difficult process.

We can gain these prerequisites by participating in a grand education conversation, one community at a time, where Americans reconsider the attitudes that underlie our notions and behavior in schools. Only then will we create the schools our children need. (See Mr. Vollmer’s story on the opposite page.)
“If I ran my business the way you people operate your schools, I wouldn’t be in business very long!”

I stood before an auditorium filled with indignant teachers who were becoming angrier by the minute.

I represented a business roundtable dedicated to improving public schools. I said that public schools were antiquated and that teachers and administrators were a major part of the problem: They resisted change, hunkered down in their feathered nests, protected by a monopoly. They needed to look to business. We knew how to produce quality. Zero defects! Continuous improvement! TQM! [Total Quality Management]

As soon as I finished, a woman’s hand shot up. She appeared polite, pleasant—she was, in fact, a razor-edged high school English teacher who had been waiting to unload.

She began quietly: “We are told, sir, that you manage a company that makes good ice cream.”

I smugly replied, “People magazine chose our blueberry as ‘The Best Ice Cream in America,’ ma’am.”

“How nice,” she said, “Is it rich and smooth?”

“Sixteen percent butterfat,” I crowed.

“Premium ingredients?” she inquired.

“Superpremium! Nothing but AAA.” I was on a roll. I never saw the next line coming.

“Mr. Vollmer,” she said, leaning forward with a wicked eyebrow raised to the sky, “when you are standing on your receiving dock and you see an inferior shipment of blueberries arrive, what do you do?”

In the silence of that room, I could hear the trap snap. I knew I was dead, but I wasn’t going to lie.

“I send them back.”

“That’s right!” she barked, “and we can never send back our blueberries. We take them big, small, rich, poor, gifted, exceptional, abused, frightened, confident, homeless, rude, and brilliant. We take them with ADHD, junior rheumatoid arthritis, and English as their second language. We take them all! Every one! And that, Mr. Vollmer, is why it’s not a business. It’s a school!”

In an explosion, all 290 teachers, principals, bus drivers, aides, custodians, and secretarys jumped to their feet and yelled, “Yeah! Blueberries! Blueberries!”

I have learned that, unlike business, schools are unable to control the quality of their raw material; they are constantly mauled by a howling horde of disparate, competing customer groups; and they are dependent upon the vagaries of politics for a reliable revenue system.

None of this negates the need for change. We must change what, when, and how we teach to give all children maximum opportunity to thrive in a postindustrial society. But these changes can occur only with the understanding, trust, permission, and active support of the surrounding community—for the most important thing I have learned is that schools reflect the attitudes, beliefs, and the health of the communities they serve, and therefore improving public education means more than changing our schools, it means changing America. [Published with permission.]
CURRENT RESEARCH BRIEFS

VIDEO-SUPPORTED TEACHING

J. Olin Campbell, professor in the Department of Instructional Psychology and Technology, is examining the effectiveness of online learning as an alternative to increasing teacher time to meet individual student needs.

Is it possible for those in education to offer individual coaching for all learners without exorbitant costs in financial and human terms? Campbell suggests that one possible solution is to increase the use of highly interactive online tutorials, which can monitor individual students’ progress in each learning area and provide instruction tailored to facilitate individual growth.

In an initial experiment at Vanderbilt University, Campbell worked with Dr. John Bourne to create a virtual electronic laboratory using software simulations. College students who used the virtual and physical labs preferred the virtual labs because they were readily available via computer.

A second study found that educators could increase students’ interest and performance in complex interpersonal skills by using online coaching and peer mentoring. The study examined how well undergraduate students were instructed to recognize good interpersonal skills, to rate someone else on their use of these skills, and, finally, to rehearse the skills themselves. The study videotaped students interacting before interpersonal skills instruction; afterward the participants were randomly assigned to an instructor-led classroom or to an online course.

The instructor-led treatment provided presentations, video modeling, and small-group practice on interpersonal skills. The online treatment involved online instruction with minimal instructor time and two-person teams doing video role plays and discussions. The result was that the latter method produced significantly better results than the classroom model, while keeping learner time the same and decreasing instructor time by two-thirds. The effect was so significant that researchers not involved in treatment assignments could accurately identify the subjects’ assigned treatment. Campbell concludes that computer- and video-supported teaching has the potential to increase learning of even the most complex skills without overly taxing human resources.

KARL G. MAEser CONVERSION STORY

A. LeGrand (Buddy) Richards, chair of Educational Leadership and Foundations, has currently been studying the life and history of Karl G. Maeser, who is credited with being the spiritual architect of the Brigham Young Academy and Brigham Young University. While conducting a study on the history of grading, Richards read all the minutes from general BYU faculty meetings from 1876 to 1951 and consequently developed an eternal admiration for Maeser and his philosophy of education.

Richards explains that one of the great conversion stories in The Church of Jesus Christ of Latter-day Saints remains only partially known. Karl Maeser joined two other pioneers to become the first converts from Saxony, baptized in the darkness of October 14, 1855, in the Elbe River in Dresden, Germany, by Franklin D. Richards and William Budge. Although there are a number of different accounts of Maeser’s conversion, they vary more in details than main points. Maeser himself only published his account “How I Became a Mormon” once, but apparently shared it in other settings numerous times.

Through his research Richards learned that author Moritz Busch published a book titled The Mormons: Their Prophet, Their State, Their Faith. Mr. Busch did not intend to be a missionary for the Church—quite the contrary. In his writings Busch gave accurate details, but he gave them with a derisive and sarcastic edge. He characterized Mormonism as the “most monstrous anomaly of our age.” Ironically it was this book that ignited Maeser, introducing him to the basic ideas of the Church and ultimately resulting in his baptism.

Brother Maeser’s personal interaction with members of the Church and its publications in Germany was far shorter than most authors have supposed. However, it was Maeser who challenged the Germans to listen to the other side of the Mormon story in the first edition of his Church publication Der Stern. Richards continues to research Maeser. The following account concludes his paper “Moritz Busch: The Unwilling Missionary to Karl G. Maeser”:

Moritz Busch was precisely the type of journalist, scholar, and politician Maeser was trying to challenge in Der Stern. But with all his willingness to search for details, Busch refused to seek firsthand evidence from the believers. Interestingly enough, in 1869, the same year Maeser started publishing Der Stern, Busch published a history of the Mormons updating and extending the work that introduced Brother Maeser to the Church in 1855. Once again he relied only on his previous work or strictly non-Mormon sources. Without noting the hundreds of Germans who had joined the Church since his first book, the publication of Der Darsteller in Switzerland, or the presence of Maeser himself as
I believe that what Brigham Young did for the settlement of the West, Karl Maeser did for the education of the West.

engineer, a barber, and a few other isolated individuals had found their way into Latter-day Saint congregations—including “a schoolteacher in Dresden, who suddenly had strong desires to go to Zion.”

The other side of the story [that Maeser longed for people to know] might have included how punishing the German government had been toward those who would seek the truth about the Mormons or the extreme sacrifices made by those joining—and therefore being forced to leave their beloved homeland. It would have included how many missionaries had been beaten, arrested, and banished by the officials of the “enlightened” nations. It might also have included the remarkable contribution those so-called “isolated individuals” would make to the growth of the Church and the settlement of the West. As for the “schoolteacher from Dresden,” the other side of the story might have quoted Heber J. Grant, future president of The Church of Jesus Christ of Latter-day Saints. Speaking of Karl Maeser on many occasions, including Maeser’s funeral in 1901, President Grant claimed, “If all the money we had spent in sending missionaries to Germany had been spent in the conversion of this one young man, it would have been well spent.”

I believe that what Brigham Young did for the settlement of the West, Karl Maeser did for the education of the West. His influence was profound and pervasive, touching a myriad of educators for generations. He has rightly been called the spiritual architect not only of the Brigham Young universities but also of the entire Church Educational System. As the first superintendent of church education, he assisted in the founding of 42 academies from Canada on the north to Mexico on the south and hundreds of religion classes, as well as the development of the seminary and institute system. But his greatest achievements were personal; he won the love and devotion of a large family and thousands of grateful students. He was central in the preparation of teachers in both the Church and public schools. Among his immediate students were teachers who would serve throughout the territory; future U.S. senators and congressmen; university presidents; judges, including George Sutherland, who never joined the Church but became a U.S. Supreme Court justice; future General Authorities of The Church of Jesus Christ of Latter-day Saints; and even prophets, seers, and revelators.

Therefore, as benefactors of Brother Maeser’s legacy, it would be appropriate to express gratitude to John Van Cott, who encouraged him to continue in his investigation; to Daniel Tyler for responding to Karl’s enquiries and sending him Church materials; to William Badge, who courageously entered dangerous territory and faced the possibility of further persecution to teach him; and to Franklin D. Richards, who traveled from Liverpool to baptize him. But such expressions would be incomplete if we didn’t also thank Moritz Busch, who, despite his best efforts to dissuade him from entertaining a serious thought about Mormonism, provided sufficient information and the doctrinal detail that ignited Karl Maeser’s curiosity and serious investigation.

NOTES
3. Maeser dedicated a poem to Elder Tyler upon his release from the Swiss-Italian Mission: “Lebewohl an Herrn Daniel Tyler, bei seinem Abgange von Genf” (“Farewell to Mr. Daniel Tyler, on His Departure from Geneva”), Der Darsteller (January 1856): 128.
4. Franklin D. Richards’ impact on Maeser must have been great. Maeser also dedicated a poem to him (“Franklin Richards,” Der Darsteller [September 1856]: 63–64), and the Maesers even named their next son after him.

SCHOOL CRISIS INTERVENTION
Melissa Allen Heath, an associate professor in the McKay School’s Department of Counseling Psychology and Special Education, also serves as the department’s school psychology program coordinator. Her current research examines the impact of preparing all school personnel to assist in school-based interventions for student mental health needs.

Heath recently published a book on the issue titled School-Based Crisis Intervention: Preparing All Personnel to Assist. Heath concludes that because the majority of youth under the age of 18 spend approximately one-third of their waking hours in school, schools are a natural and available venue for addressing their mental health needs. Teachers and school personnel are on the front line to identify and respond to student problems—academic, behavioral, and emotional.
Various factors combine to result in an increasing need for schools to provide children's mental health services. A report from the National Institute of Child Health and Human Development reveals that almost 16 percent of America's children live in poverty; 36 percent are growing up in homes that are inadequate, crowded, or unsafe; and 18 percent live in families that cannot afford adequate nutrition. Almost 6 percent of children and adolescents have no access to health care; 28 percent live in single-parent homes; 4 percent live in “no-parent” homes; and almost 25 percent of children under the age of 14 come home from school to a house with no parental or other adult supervision. In addition, adolescents commit almost 20 percent of all serious crimes. School counselors and school psychologists are challenged to adequately meet the vast and varied needs of students. In fact, the national ratio is approximately 400 students to one mental health professional.

School counselors and school psychologists are challenged to adequately meet the vast and varied needs of students. In fact, the national ratio is approximately 400 students to one mental health professional. Realizing that emotional needs of students exceed available professional resources, Heath proposes that all adults in the school can assist with minimal preparation in providing basic emotional support to students. This idea of training all adults in schools to provide basic emotional first aid is similar to the Red Cross strategy of training laypersons to care for immediate medical needs. Although laypersons are not trained to undertake complex medical treatment, they do perform lifesaving first-aid procedures. Likewise, adults in schools, if properly trained, can provide basic emotional support for students.

The primary goal of School-Based Crisis Intervention: Preparing All Personnel to Assist is to strengthen emotional support and caring networks for all students who need a helping hand and a listening ear, not just for those experiencing acute crisis. The book provides school staff with a basic understanding of crisis intervention, know-how for participating in the school’s crisis plan, and culturally appropriate skills to provide basic emotional first aid to students. These skills consist of knowing what to say, what to do, and when to refer students to mental health professionals. Heath believes that preparing all adults who interact daily with students with emotional first-aid skills will provide a stronger and more supportive school environment, foster resilience, and

### McKay School BYU 2006 Award Recipients

#### Karl G. Maeser Excellence in Research and Creative Arts Award

**David McPherson**

David L. McPherson was one of three BYU faculty awarded the Karl G. Maeser Excellence in Research and Creative Arts Award. David McPherson is a highly respected scholar in the field of auditory physiology. He has had a consistent record of publication and presentation at national and international levels. David McPherson has developed, in conjunction with other faculty members from Communication Disorders, the virtual audiometer. This technology simulates the experience of a clinical audiometric evaluation, which will strengthen the training of a generation of hearing health professionals.

#### David O. McKay Fellowship

**Mary Anne Prater**

Counseling Psychology and Special Education

Mary Anne Prater received the David O. McKay Fellowship to support the improvement of teaching and teacher education. University fellowships recognize achievement and encourage support of scholarly and creative work in four broad areas of interest to the Church and the university. Mary Anne Prater works tirelessly to research and promote the effective instruction of children with special needs.

#### Young Scholar Award

**Roni Jo Draper**

Teacher Education

Roni Jo Draper received the Young Scholar Award. This award encourages and acknowledges outstanding promise and contributions by faculty in the early stages of their academic careers. Roni Jo Draper actively researches literacy instruction at the secondary level, as well as literacy instruction within content areas.
buffer the negative impact of students’ stressful experiences.

**PROFILES**

| The Council of Utah Education Deans invited press, legislators, policymakers, analysts, and higher education and K–12 administrators to the second annual Utah Education Deans Colloquium at Thanksgiving Point in Lehi, Utah. M. Winston Egan, Teacher Education chair at the McKay School, was both facilitator and moderator. |

| Laura Heaton, communication disorders student and junior midfielder on BYU’s women’s soccer team, was awarded the Kimball Memorial Award, a yearly honor that goes to the BYU student athlete who has the highest cumulative GPA of those who have lettered in a sport. |

| E. Steven Leatham received the Outstanding Leadership and Service Award at the 10th BYU–Public School Partnership Associates Conference in April. Leatham has been instrumental in the history of the Partnership. |

| James Bergera was presented the Lifetime Achievement Award at the 10th BYU–Public School Partnership Associates Conference. In addition to teaching, being an administrator, and serving as Provo School District’s superintendent, Bergera was the executive director of the Partnership for 13 years. |

| Rachel Crook-Lyon of the Department of Counseling Psychology and Special Education was recently appointed editor of *The Journal of the Association of Mormon Counselors and Psychotherapists*. |

| The first issue of *Multicultural Learning and Teaching* was published on the Internet in April 2006. Lynn K. Wilder of the Department of Counseling Psychology and Special Education is associate executive editor of this new online journal. |

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| Veronica Gorgueiro, a graduate student in the Department of Counseling Psychology and Special Education, received the 2006 National Association of School Psychologists Minority Scholarship, a $5,000 award. |

| BYU’s administration approved the renaming of the McKay School Department of Audiology and Speech-Language Pathology to the Department of Communication Disorders. This change became official in late spring of 2006. |

| Brenda Wesson, graduate student in the Department of Counseling Psychology and Special Education, was named the Utah Association of School Psychologists Graduate Student of the Year. |

| Nancy Livingston, professor of teacher education, was invited by the Chilean Ministry of Education to Santiago to present at the International Seminar of Scholastic Works last spring. The title of her paper is “Extending and Enriching Textbook Content.” |

| Shannon Babb, from American Fork High School, became the first student from Utah to win the $100,000 scholarship at the Intel Science Talent Search. |

This success began through her participation in the Central Utah Science and Engineering Fair, an event facilitated and sponsored by BYU and the Public School Partnership.

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| Rachel Crook-Lyon of the Department of Counseling Psychology and Special Education was recently appointed editor of *The Journal of the Association of Mormon Counselors and Psychotherapists*. |

| The first issue of *Multicultural Learning and Teaching* was published on the Internet in April 2006. Lynn K. Wilder of the Department of Counseling Psychology and Special Education is associate executive editor of this new online journal. |

| Veronica Gorgueiro, a graduate student in the Department of Counseling Psychology and Special Education, received the 2006 National Association of School Psychologists Minority Scholarship, a $5,000 award. |

| BYU’s administration approved the renaming of the McKay School Department of Audiology and Speech-Language Pathology to the Department of Communication Disorders. This change became official in late spring of 2006. |

| Brenda Wesson, graduate student in the Department of Counseling Psychology and Special Education, was named the Utah Association of School Psychologists Graduate Student of the Year. |

| Nancy Livingston, professor of teacher education, was invited by the Chilean Ministry of Education to Santiago to present at the International Seminar of Scholastic Works last spring. The title of her paper is “Extending and Enriching Textbook Content.” |

| Shannon Babb, from American Fork High School, became the first student from Utah to win the $100,000 scholarship at the Intel Science Talent Search. |

This success began through her participation in the Central Utah Science and Engineering Fair, an event facilitated and sponsored by BYU and the Public School Partnership.
President McKay was a powerful presence. He was always dignified. He always spoke and talked of education. He fostered the normal schools in the early days, which fed in eventually to the school here that was the beginning of the School of Education.

One time he came to the temple meeting uncharacteristically agitated. You could see he was very upset. Speaking, he said, “The Supreme Court has forbidden prayers in public schools. In that one act they have cut the schools free from that one thread to Divinity.” He went on to explain how anxious and concerned he was for the schools. We have seen the results in the generations since then.

You have a marvelous opportunity to teach teachers. With due respect to the other colleges that teach professionals, the teaching of teachers holds the promise of having greater influence across the Church and across the world than any other college here at BYU. In my mind, it is the premier college. You have the privilege of and responsibility of teaching teachers, whose influence never ends.

I hear witness that the gospel is true. President McKay was a prophet, a great prophet. They are all great, but he was singular.

I invoke the blessings of the Lord upon you and compliment you. Congratulations to you. I bless you and your families, your children and their children, in your marriages, in your homes, and in their education, in all that you do and all that you do, that you will teach by example the gospel of Jesus Christ. I bless you that the power of revelation and inspiration will be with you and continue to direct you in this marvelous and essential work that you do. I invoke that upon you as a blessing and hear witness to you as a servant of the Lord, in the name of Jesus Christ, amen.

NOTES
1. See 1 Corinthians 2:12–14.
4. Years, 1:419.
5. Years, 1:423.
6. Years, 1:423.
7. Years, 1:421.
9. Years, 1:430.
In 1953 my husband, Bill, and I were moving from California to Illinois with our three-month-old baby, Danny. We encountered financial difficulties along the way and stopped in Salt Lake City to see if we could get assistance from a Catholic priest since we were Catholics. At two different churches we were told that assistance couldn’t be given until after their board meeting the following day.

We needed milk for the baby and about $50 to get home to Illinois. My husband suggested that perhaps the Mormons would help us, so we stopped at a gas station and asked where we could find a Mormon. We were given an address of a man we were told would help us. We arrived at a big white house and explained our situation to the man who answered the door. “I don’t care what religion you are, you’re welcome here,” he said, and invited us into his home. We went into the kitchen, where his wife immediately took the baby and fed him and us as well. He asked what we needed to get home. The first thing he did was write a note on his business card, and he then told us to take it to the desk of a local motel. The note said he would pay the bill—it was signed David O. McKay. After dinner he and his wife offered to watch the baby so we could go sightseeing. He asked us to meet him at the Tabernacle the next morning.

When we arrived at the Tabernacle, there was a crowd of people around him taking his picture. I said to my husband, “They are acting as if he were the Pope or something.” He accompanied us into the Tabernacle to hear the choir, and afterward we went to his office, where he wrote us a check. As we parted he said, “Good luck! Have a safe journey home.”

My second son, Timothy, and his wife, Diane, joined the Church in 1987. After they introduced me to the missionaries and I heard their beautiful message, I was baptized by my son in 1988. My husband was baptized in 1994. As a new member I learned for the first time who David O. McKay was. I still had his business card with his signature.

What David O. McKay did for us in our time of need reminds me of the scripture that states: “Verily I say unto you, Inasmuch as ye have done it unto one of the least of these my brethren, ye have done it unto me.”

Genevieve Barton
Genesco, Illinois
At the McKay School of Education we value the mentoring experience. As education students are mentored by BYU faculty, they gain knowledge and insights, learn new skills, build relationships, and gain confidence in their field. Because of valuable mentoring experience, education students go into the public schools better prepared to be teachers, mentors, and role models who strengthen the children and youth of the next generation.