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

Learning is eternal. We learn in many ways, both formal and informal. Of course learning occurs through study, reading, observation, inquiry, research, thinking, conversations, and so forth. Structured and incidental teachings are also critical. In the David O. McKay School of Education we know that teaching by the Spirit is essential. Our faculty and staff have a sense of consecration toward this responsibility. We strive to encourage the development of a spiritual foundation in all our graduates. We truly believe we are teaching for eternity.

President J. Reuben Clark Jr. expressed this concept well when he said:

As teachers you stand upon the highest peak in education, for what teaching can compare in priceless value and in far-reaching effect with that which deals with man as he was in the eternity of yesterday, as he is in the mortality of today, and as he will be in the forever of tomorrow. Not only time but eternity is your field. [“The Charted Course of the Church in Education,” talk given at Aspen Grove, 8 August 1938]

The concept of teaching for eternity must be embedded in the minds and hearts of the McKay School faculty in order to properly instruct our students. We hope this concept is embedded in your hearts, our alumni, to guide you as you serve children, youth, and families beyond the university.

The focus of this issue of McKay Today is on timely and timeless teaching. Dr. Richards’ article on the lifelong preparation of Karl G. Maeser is a beautiful example of teaching and learning from an eternal perspective. Dr. Wangemann helps us see the impact and power of timely and timeless teaching as we recognize the influence of Brother Maeser on Benjamin Cluff Jr., James E. Talmage, J. Reuben Clark Jr., John A. Widtsoe, Harold B. Lee, and many others, including current members of the Quorum of the Twelve.

None of us will ever know, at least in this life, the impact we may have on countless other individuals. Yet we may have some understanding of the impact others have had on our own lives. Throughout this issue you will catch glimpses into the lives of students, teachers, and colleagues and learn about the people and principles that have impacted them.

I hope you will have feelings and thoughts about such influences in your own lives as you read the comments of others. I invite you to enjoy a thoughtful experience with these individuals who have shared their feelings. Write down your own impressions; share them with others and with us. Act on those feelings. I know you will be blessed for your efforts.

Sincerely,

K. Richard Young
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On page 8 read stories and reflections to inspire you as you enter your classroom each day.
On November 9, 1900, three months before he died, Karl G. Maeser was invited to a Founders Day celebration at the Maeser Elementary School—one of the first public schools in Utah to be named after a living educator. In each of the four classrooms he wrote a profound educational message on the chalkboard, dated it, and then signed his name. In the corner of the southwest classroom he wrote, "This life is one great object lesson to practice on the principles of immortality and eternal life." Within this pronouncement is a profound summary of Brother Maeser’s unique combination of the best educational preparation the world could offer and a powerful understanding of eternal purpose—the timely and the timeless.

By A. LeGrand Richards
Illustrations by Mark Summers
To appreciate the power of this statement of Brother Maeser’s philosophy, we must understand what Johann Pestalozzi meant by “object lesson” and what the Prophet Joseph Smith meant by “the principles of immortality and eternal life,” as well as the impact these two men had on Maeser’s life and learning.

Pestalozzi, who Maeser referred to as “the apostle of the present educational dispensation,” represented the temporal preparation Maeser received at the Friedrichstadt Schullehrer-Seminar to become a professional teacher in Dresden, Saxony. And Joseph Smith, who Maeser testified was “a prophet of the living God,” represented the unique spiritual preparation that required the sacrifice of almost all the comforts that could have been Maeser’s. These two aspects of preparation combined in a powerful way for Maeser to become the “spiritual architect” of the Church Educational System.

Timely Preparation
For Pestalozzi an object lesson was much more than a clever gimmick to introduce an instructional topic or make it more interesting; it was taken from the German word Anschauung, which refers to experiential observation that expands as one is provoked to ask probing questions of it. Pestalozzi used common objects and questions to lead the learner from the known to the unknown, from the simple to the complex, from the concrete to the abstract, from the temporal to the eternal. In a time when social class was rigidly distinct, Pestalozzi held a radical view of the nature of man, democratically believing that every person has the right to learn and should be provided a solid opportunity to do so. Education should be balanced between the head, the heart, and the hand; it should be personally engaging and meaningful; and it should be primarily self-directed. For Pestalozzi there was no need for corporal punishment or tangible reward to coerce the learner, and the use of such only revealed a failure on the part of the teacher to truly engage the student in self-activity and self-discipline.

Pestalozzi’s ideas were not generally taught in German universities, which tended to reinforce an aristocratic elitism. Rather, they were found in the teacher colleges in an intensive three-year program combining theory and practice through functioning lab schools on the campuses, followed by a two-year apprenticeship. Maeser could have chosen the more elite and secure route through the university because he had done well at the Dresden Kreuzschule, a prestigious preparatory school, but he chose the more practical and politically insecure teacher college, a place that was quickly becoming known as a seedbed of democracy.

It wasn’t enough that I had to sacrifice my fatherland, my professional position, my possessions, the love of my parents and friends and my good name before the world, but before I stood ready to fully enjoy the marvelous blessings of Jesus’ kingdom, I was also required . . . to change my entire inner being.

die Reaktion. The schools and the teacher colleges were special targets of the reaction. The curriculum was reformed and controlled by the government, and the ideas and methods of Pestalozzi were considered seditious. (Even Froebel’s kindergartens were banned.)

A few years earlier (while Maeser was attending the Kreuzschule), Horace Mann, the founder of the American public school system, had toured the schools of Europe and returned to sing the praises of the Prussian and Saxon schools as the best he had observed. He was deeply impressed with the sincere affection and dedication of the teachers, the curriculum, and especially the teacher colleges. He predicted that such education would inevitably lead to democracy: “The time is not far distant when the people will assert their right to a participation in their own government.”

Mann’s prediction was to be fulfilled the year Maeser graduated, when political unrest erupted into revolution (1848–49). But the strength of the Prussian army was too great. Because the government countered by imposing oppressive measures to suppress democracy and to limit freedom of speech and the press, the right to assemble, freedom from unlawful search and seizure, and other civil rights, the decade that followed has been called die Reaktion. The schools and the teacher colleges were special targets of the reaction. The curriculum was reformed and controlled by the government, and the ideas and methods of Pestalozzi were considered seditious. (Even Froebel’s kindergartens were banned.)

It must have been extremely frustrating for Maeser to return from his two-year apprenticeship to teach in the oppressive atmosphere in the schools of Dresden during the 1850s. He had been prepared to teach self-directed learners in a democratic ideal and found himself hired under the new conditions
of suspicion, regulation, and oppression. Struggling under these conditions, Maeser began his spiritual preparation when he was introduced to the Mormon Church through an anti-Mormon book by Moritz Busch, saw through its lies, and was driven to make contact with Church representatives. After a whirlwind investigation Maeser was baptized on October 14, 1855, in the Elbe River. Franklin D. Richards performed the ordinance under the darkness of night to avoid police attention.

**Timeless Preparation**

From the theory and practice of Pestalozzi, Maeser learned how to inspire students to reach their own potential, but it took the revelations of the Prophet Joseph Smith to expand his previously agnostic vision of the human person into the context of eternity. Joseph taught that each person has a divinely foreordained mission to accomplish. Education, then, must involve the process of discovering this mission and choosing to fulfill it. Ultimately, he taught that through the Atonement of Jesus Christ man may become as God is. But just as the principles taught by Pestalozzi could not be learned merely through reading them, “the principles of immortality and eternal life” as taught by the Prophet Joseph required the seasoning of experience. As he would later teach in his theology class, “These truths we have not learned from books alone. They are gained from life’s bitter school and in the darkest hours.” His covenant and initial instruction took place very quickly, but his preparation was not complete without his own “furnace of affliction.” At a graduation 45 years after his own, he admitted “that he would never know one half as much as he thought he knew when he graduated.”

Karl G. Maeser was to learn very personally that “to practice the principles of immortality and eternal life” required “the sacrifice of all things.” Shortly after their baptisms, he and his wife were given the choice of leaving their new religion or losing nearly everything else they held dear. Their choice was clear: They had made a sacred covenant. In July 1856, with his young pregnant wife and their two-year-old child, Maeser found himself expelled from his beloved homeland—without a country, social status, job, friends, or the ability to communicate.

He wrote:

> It wasn’t enough that I had to sacrifice my fatherland, my professional position, my possessions, the love of my parents and friends and my good name before the world, but before I stood ready to fully enjoy the marvelous blessings of Jesus’ kingdom, I was also required . . . to change my entire inner being.

The Maesers sailed for Philadelphia in May 1857. The day before they arrived, their four-month-old son, Franklin

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**The Maeser Chalkboards**

As an educator, Karl G. Maeser was famous for his maxims. On November 9, 1900, he visited Maeser Elementary, located in Provo, Utah, and wrote four of these insightful sayings on the era’s form of a chalkboard: black slate-textured paint on top of brick. Maeser died three months later.

The four sayings capture Maeser’s wisdom, dedication to learning, and devotion to God.

- **The fear of the Lord is the beginning of wisdom.**
- **This life is one great object lesson to practice on the principles of immortality and eternal life.**
- **Man grows with his higher aims.**

Three of the four boards miraculously survived for more than 100 years. But because of declining enrollment and financial challenges the Provo School Board felt compelled to sell Maeser School. Dr. A. LeGrand Richards asked for and received permission to preserve the three remaining boards and bring them to BYU.

For more information on the work of Karl G. Maeser, please visit karlmaeser.net.

For a fully referenced version of this article, please go to http://education.byu.edu/news/magazine/karl_g_maeser.html.
Maeser died. The Fourth of July in Philadelphia that year was hardly a day of celebration for the Maesers. Strangers in a strange land, they had to endure financial, cultural, and linguistic challenges. They sold everything they had to join a wagon train to Salt Lake in 1860. Once in the valley, they continued to face financial difficulties and were hardly settled in when it was announced over the pulpit at general conference in 1867 that Karl G. Maeser was called to serve three years in the Swiss-German Mission. More sacrifice would be required of the Maesers before Karl received the assignment to travel to Provo to head up the new Brigham Young Academy. But he had learned that

a true Latter-day Saint is one who has dedicated himself, soul and body, to God in all things temporal and spiritual, in all his doings, in all the meditations of his heart, in all his desires, his anticipations and hopes for the future, in life and death; to belong to the Lord only, and has based all his actions, all his thoughts, all his endeavors, all his interests upon that foundation—that he belongs to the Lord.

The Fruits of Preparation—True Education

“This life is one great object lesson to practice on the principles of immortality and eternal life.” Maeser’s chalkboard aphorism invites us to observe the concrete elements of mortality in such a way that we see life’s timeless purposes, to ask ourselves the questions that will stretch our minds to the realities of eternal life, and to apply those saving principles and ordinances that will link us with God. It invites us to recognize true education as the central purpose of life.

In establishing the Brigham Young Academy, Brother Maeser admitted, “We had the educational systems of the world to pattern after, but we beheld also their faults.” He, therefore, set out to design “a system, not copied from older ones weighed in the balance and found wanting, but guided at every step of its development by divine inspiration.” It was to be built upon two essential principles from which it must never depart.

The first came from the words of the Prophet Joseph when asked how he could maintain such order in the City of Nauvoo. He replied, “I teach them correct principles, and they govern themselves.”

The second principle was given him by Brigham Young as he accepted the assignment to establish the new academy: “Brother Maeser, I want you to remember that you ought not to teach even the alphabet or the multiplication tables without the Spirit of God. That is all. God bless you. Good-bye.” These two principles found concrete expression in the rules and practices of the new Brigham Young Academy.

Under the principalship of Karl G. Maeser, students were placed on their honor to complete their assignments and to report daily the level of their preparation. They were given responsibilities to care for each other, tutor one another, and fulfill every task that they could complete for themselves. They planned and conducted meetings, kept minutes, and reported on assignments to each other. Everyone was to be given an opportunity to serve. Students were expected to look “after the ventilation, temperature, and order of the room, the desks, blackboards, books, and apparatus . . . , roll call, attending to visitors, order in the classrooms and the premises before, between, and after recitation time, mail, etc.”

Maeser taught:

The prevailing system of feverish competition in our public school, emphasizing, as it does, intellectual advancement to the almost entire neglect of every other requirement, engenders a spirit of selfish ambition, an evil that sadly mars the characters of many of our most prominent public men today.

Motivation at the Academy was not to be based on the coercive means of punishments and rewards so often found in the schools of the day. Such means operate on the lower laws of “thou shalt,” and the student reluctantly responds with “Okay, if I have to.” Rather, the Brigham Young Academy teacher’s challenge was to awaken the student’s religious motives of “I will” in response to the Master’s injunction to “Come, follow me.” Teachers were instructed, “We can never give what we ourselves do not possess.” Therefore, they were told to always “strive to be yourself
that which you desire your children or pupils to be.” Maeser believed that a religious motive for learning was the most effective incentive and that it could be ignited best by the “almost omnipotent agents” of love and confidence.

Maeser constantly saw in his students what they could someday become. Eunice Stewart, acting as secretary in 1878, recorded a few remarks Brother Maeser offered after a little girl had completed a recitation:

I asked myself what wonderful manifestations of the Holy Spirit we will see when these little ones take the responsibility of this work upon their shoulders. The Bible says the young men shall dream dreams and see visions and the maidens shall prophecy and speak in tongues. I can look around me here today and see children, yes I could call them by name that will in future time stand forth and prophesy in the name of Israel’s God, and proclaim the glory of his name in a loud voice completely surpassing that of the prophets of old, in power and glory.

Maeser recognized Brother Brigham’s counsel as an invitation for revelation within one’s stewardship. N. L. Nelson recorded:

When perplexed even by small problems of school discipline, he would retire to his little office and lay the matter before the Lord, just as a child might approach his father with some unforeseen difficulty.

As he instructed teachers, he declared:

No teacher should enter the schoolroom without first offering a prayer, “Father, bless me today. Give me Thy Spirit to discern the needs and desires of these little ones, read their thoughts and feel the pulsation of their hearts, that I can look into their eyes as they look into mine, and know that we love each other.”

For Maeser, to enter the world of a learner is to tread on sacred ground: “The moment we take charge of a class we are as messengers from our Heavenly Father—as His representatives—and we have the mission of an angel to perform.” This counsel is as timely for us today as it was timeless when it was spoken.
The Church of Jesus Christ of Latter-day Saints presented a worldwide leadership training meeting on the topic of teaching and learning on February 10, 2007. Profound instruction was given during the broadcast that has direct bearing on the David O. McKay School of Education and its work to prepare educators for the children of the world. The following pages contain edifying examples of educators who have applied the five principles identified during the broadcast:

- “Ask and ye shall receive”—or prepare
- Teach from the scriptures
- Teach by the Spirit
- Accept responsibility for learning
- Testify while teaching

May the following stories and reflections inspire you as you enter your classrooms or other teaching situations, and may you sense the divinity of the students whom you are privileged to influence.

**Brotherly Love**
By Tom Holmoe, BYU Athletic Director

I will be eternally grateful for the wonderful example of the best teacher I ever had: Joe Wood—a man more affectionately referred to by his students as Uncle Joe. Uncle Joe taught religion and history here. When I arrived at BYU, I was not a member of The Church of Jesus Christ of Latter-day Saints. I was way out of my element: in a very different culture, homesick for my family, and feeling like a fish out of water. As weeks went by during my first semester, I considered abandoning my hopes and dreams for BYU and returning to the friendly confines of home. Somehow, Uncle Joe saw something missing in me. He went out of his way to approach me after class and encourage me to stay strong. He reached out a hand of friendship, which I gladly accepted. He continued to look after me, and soon I looked forward to his class as the highlight of my day. He laughed and smiled and even shed tears of gratitude. He called his students by their first name and often shook our hand or put his arms around our shoulders. I grew to realize that he hadn’t just taken a special interest in me. He made everyone in class feel special. The sweet spirit that radiated from Uncle Joe was what first softened my heart to the gospel of Jesus Christ. I am grateful for all people on our campus like Uncle Joe who care enough to make a difference in the lives of their brothers and sisters.

[Excerpt from a BYU devotional talk given 28 November 2006]
The Story of Mr. Porter
By Parker J. Palmer, Author

Public education is a political battlefield on which both teachers and children are at risk, especially children who live on the margins of our society. As I try to understand how teachers can protect their own integrity amid these dangers—so they can help protect the integrity of children and of education itself—I return time and again to the memoirs of a man who grew up in Harlem during the 1920s and 1930s.

He writes about the hardships of being a child in that time and place, about the poverty and despair that surrounded his young life, about the price that he and his community paid for the racism of American society. But he also writes about sources of light that illuminated his future in the midst of what he calls “dark times.”

Several public school teachers are at the top of his list, most notably

the never-to-be forgotten Mr. Porter, my black math teacher, who soon gave up any attempt to teach me math. I had been born, apparently, with some kind of deformity that resulted in a total inability to count. From arithmetic to geometry, I never passed a single test. Porter took his failure very well and compensated for it by helping me run the school magazine. He assigned me a story about Harlem for this magazine, a story that he insisted demanded serious research. Porter took me downtown to the main branch of the public library at Forty-second Street and waited for me while I began my research. He was very proud of the story I eventually turned in. But I was so terrified that afternoon that I vomited all over his shoes in the subway.

The teachers I am talking about accepted my limits. I could begin to accept them without shame. I could trust them when they suggested the possibilities open to me. . . .

I was an exceedingly shy, withdrawn, and uneasy student. Yet my teachers somehow made me believe that I could learn. And when I could

Quotes by Fourth-, Fifth-, and Sixth-Grade Students in BYU–Partnership Schools

Megan: I learned that getting done faster doesn’t make you smarter.
Tiffany: I’ve learned that you can get by on charm for about 15 minutes. After that you’d better know something.
Christian: I’ve learned that you can make friends if you’re nice.
Nathan: I learned to figure out math problems in different ways.
T. J.: I learned that if you throw snowballs, you shovel the walks.
Anna: I have learned that the year goes fast with good teachers.
Travis: I learned how to keep my temper under control.
Leigh: I learned that I’m getting better at doing mixed fractions.
Michelle: I’ve learned that making mistakes isn’t such a bad thing.
Natalie: I learned that if you think you can’t do something, you’re right, and if you think you can, you are also right.

John: I learned that fifth grade is harder than fourth grade, and sixth grade will be harder than fifth grade, but Mr. T. makes things fun, especially wars!
Shaylee: I learned that you either control your attitude or it controls you.
Zac: I learned that it is good and okay to express your feelings, either in front of people or in privacy.
Eric: I learned that it is taking me a long time to become the person I want to be.
Too many to name: I learned how to read better. I learned how to spell words better. I learned how to write better. I learned how to listen better. I learned how to study better. I learned how to do math better. I learned how to be a friend. I learned to love school!
scarcely see for myself any future at all, my teachers told me that the future was mine. [James Baldwin, *The Price of the Ticket: Collected Nonfiction, 1948–1985* (New York: St. Martin’s, 1985), 662]


**A Tribute to Gospel Teachers**
By Rebecca McConkie, Teacher in Harlem, New York

My ambitious father tried to teach us ancient Greek the summer I turned seven. Every morning we complained our way down to the kitchen table, with a piece of butcher paper stretched across its length, and delved into a language that, as one of my older siblings never failed to remind [Dad], was dead. Only now does it occur to me that my dad didn’t know Greek at the time. He was going to learn it with us. On those early summer mornings while my mother prepared breakfast and most of us fell back asleep, my dad let us watch him learn. And although I cannot now recall what Greek letter follows alpha, I tremble with excitement when I think about how much we learned that summer.

The outcome of those experiences is a lesson I have tried to apply in my first year as a middle-school teacher. I teach in what the politically correct call a low-income area and what the culturally insensitive call the ghetto. My students are generally four years behind the average, and despite my best efforts to change their worlds, every day at three o’clock they must go home to the same situation they left that morning. I ask myself if they are processing anything—some particle of a day’s lessons.

The evidence is discouraging. All sixty of my students still say, “The book is mine.” Jerry still can’t write a complete sentence. And even though this is Aslim’s second time in the seventh grade, he can’t finish an easy-reader book about Dick and Jane and Spot. In an especially frustrating time this past year, a more experienced teacher reminded me that far more than teaching literacy, I was teaching these students how to learn. . . .

When I interviewed for my first teaching job, I told the principal that good teachers shape systems capable of working without them. I still believe that. My uncle says of my grandfather, “Dad taught us how to get answers for ourselves instead of having us develop a dependency relationship on him. Had he [not] done that, the well of our understanding would have dried up when he passed away. Perhaps the most important thing he taught us was how to keep the waters of everlasting life continuously flowing into that well.”


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**Celeste Peterson:** I’m currently interning in the third grade. On a particularly hard day at school I came home asking, “What do I need to change? How do I reach these two hard kids?” I turned my computer on and clicked on the audio file of Elder Holland’s class demonstration on how to teach. I began listening. Insight came throughout his entire class, just as he suggested it would. The thing that hit me hardest, that brought me the most peace, was this: “And if those children are unresponsive, maybe you can’t teach them yet, but you can love them. And if you love them today, maybe you can teach them tomorrow. But I think that is totally within our power. We can love them from start to finish, and miracles will happen.” (Jeffrey R. Holland, “Teaching and Learning in the Church,” *Ensign*, June 2007, 102.)

**Diana Patterson:** In particular I noticed how the Brethren emphasized active involvement of the students in the learning process. One of them said that as the student exercises agency and takes responsibility for his learning, his faith and testimony grow stronger. The same is true in any teaching. The more actively involved a student is in the learning process, the better she will enjoy the things...
Preparing for Eternity
By E. LeRoi C. Snow, Author

Only a short time before his death, President Snow visited the Brigham Young University, at Provo. President Brimhall escorted the party through one of the buildings; he wanted to reach the assembly room as soon as possible, as the students had already gathered. They were going through one of the kindergarten rooms; President Brimhall had reached the door and was about to open it and go on when President Snow said: “Wait a moment, President Brimhall, I want to see these children at work; what are they doing?” Brother Brimhall replied that they were making clay spheres. “That is very interesting,” the President said. “I want to watch them.” He quietly watched the children for several minutes and then lifted a little girl, perhaps six years of age, and stood her on a table. He then took the clay sphere from her hand, and, turning to Brother Brimhall, said:

*President Brimhall, these children are now at play, making mud worlds, the time will come when some of these boys, through their faithfulness to the gospel, will progress and develop in knowledge, intelligence and power, in future eternities, until they shall be able to go out into space where there is unorganized matter and call together the necessary elements, and through their knowledge of and control over the laws and powers of nature, to organize matter into worlds on which their posterity may dwell, and over which they shall rule as gods.*

[Excerpt from LeRoi C. Snow, “Devotion to a Divine Inspiration,” in Gordon Allred, comp., *God the Father* (Salt Lake City: Deseret Book, 1979), 188–89]

“This Isn’t You!”
By Rosemary Curtis Neider, Homemaker

Hiro, a young teenage friend of my daughter, struggled with her home life and finally ran away. Her family members were Asian refugees, and while she was yet a baby she had been given as a gift to relatives as payment for sponsoring them in their new country. Unfortunately she never bonded with this adoptive family.

she learns and retain them at the same time. At the McKay School, I feel like I am being taught how to actively involve the students, and it’s exciting!

Good teachers are essential to training up honest, curious, and creative learners who in turn build a better community. Conversely, poor or even mediocre teachers have a less-than-positive influence on their students that will perpetuate throughout the years into their homes and communities. The Savior was the greatest teacher of all. I am humbled that I can follow in His footsteps as a teacher.

Cary Johnson: Being a teacher may not have all the tangible rewards of other professions, but when it comes down to it, this profession is one of service and of blessing Heavenly Father’s children one at a time. Teaching gives us the opportunity to reach and mold the lives of those we serve in ways where we may not know the impact we have. The rewards come sometimes years later, but the impact is eternal.

Maria McKenzie: I came to understand the important role I play in teaching a lesson and how as the teacher I can either make or break the lesson. I play a major role in
After several weeks of worry over her friend’s whereabouts, my daughter received a call from Hiro and handed the phone over to me. During our visit I convinced this young lady to give me the coordinates of where she was so I could pick her up. I took her to my husband’s office, where we visited, counseled, and encouraged her before taking her to dear friends of ours to stay temporarily.

At age 16 she had rarely been treated or spoken to kindly. Hoping for a fresh start, she changed high schools so she could attend with my daughter and the other youth in our neighborhood. I’ll never forget the morning I helped check her out of her old school. Most of her teachers marked F on her checkout slip and looked at her as if she were a hopeless case. I could feel their disdain as they tallied up her absences. No one asked why she was leaving or where she was going. Her last stop was the library/media center, where she needed a signature verifying she had no fines. Needless to say, she hadn’t spent any time in there! A kindly older woman with a beautiful smile looked at her checkout slip, signed in the appropriate place, and then turned to the troubled young woman. “This isn’t you,” she said. She put her arms around the girl and hugged her warmly. “I know you’ll do well in your next school. This isn’t you.”

This young lady later graduated from high school. She continued to live with and be loved by the generous and kind family who took her in and treated her as their own until she married. The librarian had been right. Through unearned but compassionate words from a stranger, Hiro was given the gift of a new vision for her life. In a sense, this librarian became the sponsor of Hiro’s passage to a new country where she was again “re-gifted”:

Combining Spirituality and Teaching
By Ignacio L. Götz, Hofstra University

More than a hundred years ago William James called the attention of teachers to what he termed a “pathological anaesthesia” to the magic of the world. More recently, David Purpel has written of a moral and spiritual crisis in education, and Robert Coles has called for the development of “a day-to-day attentiveness . . . that touches all spheres of activity.” Yet nowhere in either pedagogical literature or practice do we find a concern to develop such qualities of life in teachers, even though it is obvious that, if spirituality is desired, then those who live the spiritual life, however narrowly, are likely to be better teachers than those who merely know about it, however much.

Notes
1. William James, Talks to Teachers (New York: W. W. Norton, 1958), 175.


making the subject that I teach something the students want to learn. I have an awesome responsibility to teach youth with all the enthusiasm and love that I possess.

Sarah Sheranian: As an education major serving as a missionary in the South Africa Durban Mission, the training broadcast had double significance for me. I don’t think I’ve been to a better meeting. I came away inspired and motivated to teach for the rest of my life, to focus on the needs of the people I teach, to continually improve my teaching methods, and to always seek the Spirit.
What does it mean to be an “educated Latter-day Saint”? Some like Catholic sociologist Thomas O’Dea have suggested that “perhaps Mormonism’s greatest and most significant problem is its encounter with modern secular thought.” For Latter-day Saints, education requires both academic and spiritual development. This sometimes creates some conflict between teachings of the Church and ideas generated through a liberal education. Elder Boyd K. Packer explained our situation this way: “Each of us must accommodate the mixture of reason and revelation in our lives. The gospel not only permits but requires it.”

The primary responsibility for both spiritual and intellectual growth lies with the individual. But how can an institution such as BYU or the McKay School of Education help students in the Lord’s directed learning process that combines reason and revelation (see D&C 88:118)? The tradition of combining the spiritual and academic development of students has a long history at BYU. When Karl G. Maeser was specifically selected by Brigham Young to head up the newly created Brigham Young Academy in 1876, President Young counseled Brother Maeser “not to teach even the alphabet or the multiplication tables without the Spirit of God.”

Elder Bruce C. Hafen suggested that the best way to help students “grow their way through the natural paradox of freedom versus authority . . . is to have a good teacher—a mentor, whose modeling they can watch and follow.” He suggested that effective teachers model through their own experiences and character development and are able to demonstrate the blending of a faithful spiritual life with a rigorous pursuit of learning. Such teachers can effectively mentor others. So important is this practice that Elder Hafen stated that mentoring in a student-teacher relationship “is a core part of the educational vision that guides everything that BYU aims to do.”

While Elder Hafen was writing the biography of Elder Neal A. Maxwell, he became aware of the lasting influence of powerful mentors. He could trace in a short line the mentoring of significant leaders in Church education, beginning with Brigham Young and Karl Maeser and continuing to the present. As principal of BYU and the first general superintendent of Church schools, Karl Maeser personally influenced many individuals such as Benjamin Cluff Jr. (first president of BYU) and James E. Talmage. In turn, Elder Talmage mentored a young J. Reuben Clark Jr., who mentored Harold B. Lee, who mentored Neal A. Maxwell. Brother Maxwell served as mentor to three current members of the Quorum of the Twelve Apostles and former university presidents: Dallin H. Oaks, Jeffrey R. Holland, and Henry B. Eyring.

Another short line of influence can be traced from Karl Maeser to Elder Maxwell. Joseph M. Tanner was a BYA teacher serving with Maeser, later succeeding him as Church school superintendent. Tanner mentored a young future apostle named John A. Widtsoe, who mentored G. Homer Durham, who was very influential as a university professor in the early college days of Neal A. Maxwell (see accompanying chart).

This variation of establishing “lineage” of academic and spiritual growth by identifying significant mentors illustrates the power of such relationships. We are all grateful for the teachers and leaders we
have had the privilege of knowing and for having been mentored by them. The David O. McKay School of Education seeks to develop such teacher-mentors. With such an aim, everyone associated with the School of Education carries the responsibility of developing habits of exemplary living, a caring heart, and a desire to reach out to others. As President Spencer W. Kimball said, “The uniqueness of Brigham Young University lies in its special role—education for eternity . . . for not only the ‘whole man’ but for the ‘eternal man.’”

NOTES
Moving Forward

Many education practices change with the times. As teachers help their students grow and progress, they must grow and progress as well. How do teachers keep moving forward? What have they learned that will help others in the field? We asked a variety of teachers to share their thoughts and feelings on several topics relating to education. They represent high school, elementary, and kindergarten teachers, along with university faculty.

Q: How has your teaching changed through the years, or how do you feel you have progressed as a teacher?

A: When we first begin teaching, we sometimes feel like we’re standing at the bottom of a learning spiral. The challenge is to climb to the top and reach the level of “teacher who knows everything.” We believe we can see the top and vow that we will change the world. On our journey we are knocked down a few steps with a dose of reality—inevitable setbacks, “add-ons,” personal-life struggles, or a child with more emotional than educational needs. It turns out that the setbacks are not negative experiences but opportunities for growth and reevaluation. Stopping the growth process will lead to staleness. The lesson is that growth and progress are in the journey, not the destination.

—Merilee Terry and Melinda Hafen, Elementary

A: I have found the need to continually reflect upon my teaching methods and approaches in order to better meet my students’ needs and my own. Daily I have designed lessons with different teaching styles to reach different learners. After 10 years of teaching, I obtained a master’s degree in geology to learn more about my subject area. My depth of knowledge and scientific skills greatly increased. I have used this experience to create lessons with the inquiry approach that develop higher learning skills for my students. Things change, and we must change too. My lessons now include more ways to teach vocabulary because of the increase in the number of Latino students. Also, because of advances in technology, I have tried to incorporate more of it into my classes. Being critical of my teaching has helped me grow and become more effective as a teacher.

—Ty Robinson, High School

A: My teaching has changed, but my sense of purpose hasn’t. I work in a multiage setting with three of the most fabulous, creative, energetic teachers I know. We push each other in our sense of purpose to educate, to bring forth. And with that I have become a better, wiser teacher. I have learned to be open to new ideas and new ways of reaching children.

—Brenda Beyal, Elementary

A: As I look back over the six years that I have taught kindergarten, I can clearly see that the element of progression is consistently involved.
I began teaching with a sense of purpose to “make a difference.” Teaching is about making a difference to enhance lives—including your own. Teaching is a part of the interactive relationship between teacher and student, and it includes taking the time to know about and care for the individual student.

—Lynn Watanabe, Kindergarten

A: When I first began working as a university instructor, I was excited but insecure in my role. I thought I had to know everything. To cover up my inadequacies I remained distant and aloof from students. I also was rigid in my expectations, assuming students “needed to know” what I felt was important. I now find it a joy to learn along with my students. I am thankful for how they teach me.

When I was interviewed to work at BYU, Elder Angel Abrea asked me how people learn. I fumbled for a response based on educational psychology, but he kindly reminded me that all learning occurs through the Spirit. Since that time I have tried to remember the spiritual dimensions of learning, to acknowledge the hand of God, and to seek insights from prophetic sources on how to effectively teach.

—Tim Smith, University

Q: How do you meet the individual needs of each child in your class?

A: A few years ago I taught a unit about Native Americans. During the lesson a young Native American boy raised his hand and told the class he was half Lakota and half Navajo. Another child raised her hand and said she was part Mexican and part Navajo. Several others shared their ethnic heritage. The class was amazed at the diversity.

Later, as I walked down the hall, a little blonde-haired, blue-eyed boy yelled, “Mrs. Beyal! Mrs. Beyal!”

I stopped and waited for him to catch up with me. I asked, “What is it, Mark? Are you okay?”

Then he said, “Do you know that I’m half cowboy?”

I smiled and told him how wonderful I thought that was. Lesson learned. All children want to be known and validated and thus be accepted as part of the integral fabric of the classroom community. This was shown to me by Mark, who in that classroom had a taste of what I think many Native American children feel in their schools, especially if they are in an urban setting. Seldom is their heritage validated. Many times they are the only “brown” one in the class, and so they stuff their sense of self away and wait for someone to genuinely want to know them. To meet individual needs is to “know” your students.

—Brenda Beyal, Elementary

Part of meeting these needs requires knowing who the children are and meeting and supporting individual needs through practices in instruction, assessment, and interaction that are appropriate to their experiences and contexts.

—Lynn Watanabe, Kindergarten

A: Being an early childhood educator, I see the importance of considering the individual child. I have come to realize that developmentally appropriate practice applies to all of us. None of us is the same, and therefore the facets of development, experience, and context must be considered on an individual basis. This idea can seem very daunting for teachers and parents.

Part of meeting these needs requires knowing who the children are and meeting and supporting individual needs through practices in instruction, assessment, and interaction that are appropriate to their experiences and contexts.

—Lynn Watanabe, Kindergarten

Part of meeting these needs requires knowing who the children are.
A: There is no substitute for asking questions in one-on-one moments—often informally before class starts, during breaks, and so on.

—Tim Smith, University

A: Besides helping students become proficient readers, writers, and computer operators, we consider it our mission to provide a safe classroom environment where students can experiment with cooperation, self-discipline, responsibility, respect, physical and emotional fitness, creativity, goal setting, communication, and service to others. We believe in educating the whole child. Ultimately it is our goal to develop lifelong learners. We want our students to feel a passion toward learning. We want them to believe that they can change the world.

—Merilee Terry and Melinda Hafen, Elementary

Q: How are you energized by your job? What brings you back to school each day?
A: Teaching demands that I be a learner. I constantly learn, and I find energy in that learning and sharing process.

—Tim Smith, University

A: I really enjoy science and learning more about it. Seeing the fire light up in a student who is learning about science or any other subject is probably my greatest reward as a teacher. I also enjoy the friendships that I have established with students and with my fellow teachers. Teachers are very giving, and they care passionately about the success and future of their students. Teachers are the most dedicated people I know.

—Ty Robinson, High School

A: Coming to school each day is easy. Coming and teaching with a sense of purpose each day is tough, and for those particularly hard days I have tucked away in a drawer a note that was given to me by a parent over 10 years ago. I take it out on occasion—at times when I am having a particularly hard time with a parent or even when I’m feeling ineffective or frustrated. I read the salutation: “Dear Respected Madam.” This is one of the most gracious openings to a note I have ever received. The note comes from parents who had recently emigrated from India. They were asking for help for their child with a small matter. The words still send a surge of renewal and recommitment within me for my chosen profession: teaching, educating, bringing forth. There are parents and children who do need me. Imagine that! I make my way back from my depression and slowly begin again.

—Brenda Beyal, Elementary

Q: Many teachers say they feel they have a “sense of mission.” Do you feel this way?
A: Teachers fuel the fires felt by future generations. After having taught a few years, I was reunited with my third-grade teacher at a professional association meeting. It was then that I came to realize that she had instilled in me a lifelong love for learning. What immense power this woman had! Suddenly I was overwhelmed by the fact that I too had that same magic—that same “sense of mission.” I am honored to be part of the profession that launches all other professions. That night I knew without a doubt that teachers can make a difference.

—Merilee Terry, Elementary

Q: Have you mentored/been mentored by another teacher? What did you learn?
A: Teacher collaboration is essential for success. In our team-teaching relationship, the more we reflect upon the importance of the role teacher collaboration plays in improving student success, the clearer the following nautical analogy becomes. There are three distinct teacher types in our schools: speedboats, barges, and icebergs.

Speedboats are those teachers who never seem to touch the ground. They constantly want to try new strategies to be on the “cutting edge” for the betterment of their students. They are usually the last ones to leave the building each night. The speedboat’s energy and enthusiasm never seems to be exhausted.

Barges, on the other hand, are teachers who are solid professionals. They don’t succumb to fads. They are willing to serve on educational committees. A tradition of excellence is important to their teaching philosophies. Barges work hard during the day and are devoted to their students. Although willing to put in extra time when necessary, they are usually ready to journey home with complete lesson plans prepared for the next day’s class.

By Way of Analogy
“You can count the seeds in an apple, but you cannot count the apples in a seed.” You cannot count the potential of a child, but you can provide conditions needed for growth.

—Tim Smith

Teaching is a way of life. Enjoy your students, get to know them, and try to be effective daily in reaching them.

—Ty Robinson
And then there are icebergs, who tend to exist as obstacles to both speedboats and barges. Their view toward any new research-proven teaching strategy is negative.

After more than 27 combined years of experience, my colleague and I believe we are speedboats whose engines are replacements from barges, installed after our speedboat engines exploded from overuse. Whether mentoring or being mentored by other teachers, it is necessary to recognize the differences and intentions of other teachers to better understand your own qualities.

—Merilee Terry and Melinda Hafen, Elementary

Q: Do you have any teaching tips for other teachers?

A: To new teachers, I would say, “What a wonderful, scary, exhilarating, confusing, demanding profession you have chosen. Wonderful because you spend it with children. Scary because you have to teach them to become literate, capable human beings. Exhilarating because your creative juices have a place to flourish. Confusing because students come with baggage and with very little room for instruction, practice, and evaluation. And, finally, demanding because it takes hard work, perseverance, and commitment. To help with your journey, I offer the following:

1. Be present in your classroom. Be intellectually, emotionally, socially, and spiritually present in your room.
2. Search out colleagues who will nourish you and your profession. Continue learning, especially through reading.
3. Focus primarily on student learning and not on teaching.
4. Live a rich life. Children need teachers who experience, explore, and discover. Take vacations, learn to knit, hike. Live!
5. Seek guidance from above—pray, be teachable, and live your life in such a way that the conduits between you and the Lord are open.

—Brenda Beyal, Elementary

A: Get involved in professional organizations that mentor you and provide assistance in helping you become an effective educator. Continue to take classes that will allow you to stay current within your teaching field. When the opportunity arrives, teach others. Have a positive attitude about the teaching profession. Don’t treat it as a typical job. Teaching is a way of life. Enjoy your students, get to know them, and try to be effective daily in reaching them. Most of all, have fun as an educator. If you don’t enjoy teaching, your students won’t enjoy learning.

—Tyler Robinson, High School
EMERITUS
Parley Newman
Parley Newman knew that an LDS mission would bring blessings, but he did not necessarily expect the ones he received. While serving in the Northern States Mission, he decided on a life career when he served with E. LeRoi Jones, a branch president in Iowa City who was working on his doctorate in speech pathology. After returning from his mission, Newman enrolled at Utah State University and earned his bachelor’s and master’s degrees in speech pathology under the guidance of his Iowa friend, Professor Jones. Newman then returned to Iowa for his doctoral program. When Jones died unexpectedly, Newman was asked to replace him.

In 1960 Newman was selected as associate secretary of the American Speech and Hearing Association (ASHA) in Washington, D.C. While serving in this position he gave testimony before Congress, acted as a liaison to federal agencies, produced the ASHA publication, and administered the accreditation process for university programs. He was appointed to the President’s Committee on Employment of the Handicapped by President Kennedy and reappointed by President Johnson.

But teaching was always Newman’s first love, and after considering several offers he accepted a teaching position at BYU. He served as chair of the Speech Department as it went through several name changes and relocations in various colleges. He received the ASBYU Master Teacher Award. Additionally, he coauthored a text used by speech programs and published several articles in the areas of both stuttering and voice and articulation disorders.

When he retired in 1989, he became a full-time caregiver for his wife, Jeanette Wilkinson, who died in 1991. They are the parents of seven children. He later married Colleen Christensen, who died in 2005. Dr. Newman states, “It was a great honor and blessing to teach at BYU and be associated with people who are trying to live the gospel of Jesus Christ.” Newman served as a BYU bishop and member of a BYU stake presidency.

ALUMNI
Helen Walser Wells
Class of 1958
Helen Wells has been an international citizen since receiving her degree in elementary education with a minor in music. She and her husband, Robert, lived in Paraguay, Argentina, and Ecuador when Robert worked with Citibank. Later, Church callings sent them first to Mexico, where Robert served as mission president, and then to several countries in South America as Robert served as a regional representative and later as a General Authority. In 1998 they served as president and matron in the Santiago Chile Temple. Helen feels that her experiences at the College of Education prepared her for her many roles in life. She advises, “Enjoy each moment. Remember above all who you are and what is expected of you; then be that shining light you are meant to be.” The Wells are the parents of seven children.

Jannine Campbell Bowcut
Class of 1976
“Everything I learned in my education career at BYU still provides a vital background for my teaching today. I am amazed at the strong footings it provided for continued growth,” remarks Jannine Bowcut. She explains, “Even with the ever-swinging
Pendulum of educational philosophies, the things I learned in the College of Education are the things I still build on.” Jannine interrupted her schooling at BYU to serve a mission in Minnesota and Wisconsin, where she met her future husband, Brent. They met again at BYU, married, and became the parents of three children. Jeannine began her elementary teaching career in 1983 in Evanston, Wyoming, and will begin her 25th year of teaching this fall. She adds, “My BYU foundation continues to support my continued growth. What a blessing!”

Thomas D. Busby
Class of 1978, 1988

Tom Busby’s degrees are in history, art, and educational leadership. He taught in Moab, Utah, where he added a math teaching endorsement. He also taught at Orem High and later at Canyon View Junior High, eventually becoming assistant principal. Next he was appointed director of personnel for Alpine School District. He went to Educators Mutual for a time as executive vice president. He returned to teaching, first at the Alpine Life and Learning Center, then at Canyon View Junior High, where he has taught math and art for the past two years. He states, “The course I took in classroom management was very useful in helping me establish a good foundation for a positive learning environment for students.” Tom and his wife, Sharon, have four children.

Paul Jones Sager
Class of 1964

Paul Sager graduated from BYU in elementary education. Although he has been given the opportunity to be an administrator, he chose to stay in the classroom, where he has remained for 33 years. At Washington State University he received a master’s degree in education with an emphasis in children’s literature. He taught in Minnesota and California and also taught in Washington State for 20 years, acting as an elementary school librarian for seven of those years. He says, “From the College of Education I learned important teaching techniques, including the use of children’s literature and curriculum planning.” In describing his personal successes, Sager notes, “I took away an enthusiasm for and a love of teaching and a desire to reach the hard-to-reach student. Instilling a love of reading was one of the most important teaching successes I had.” Paul and his wife, Linda, are the parents of four children.

For more alumni spotlights, visit http://education.byu.edu/news.

Friends of Education

Christine Kearl
Utah Deputy for Education

When I reflect on my favorite teachers, I think of Mrs. Schauh, my first-grade teacher. She didn’t just teach me to read, she taught me to like myself. She gave me confidence and encouragement to always do my best. I decided to become a teacher during the third grade. Mrs. Burton was my teacher, and I believed she walked on water. She was a beautiful lady who didn’t just teach me but also inspired me, humored me, tamed me, and enchanted me.

Teachers all over the world share the bond of a unique profession. They possess the awesome responsibility and distinct privilege of standing before students not only as educators but as caregivers, counselors, and protectors.

For all the teachers who are out there on the front lines, be encouraged. You are where you belong. I encourage you to persevere for the students who look to you that first day of every school year with their wide eyes and insecure grins.

Remember, teaching is not for us. Teaching is for them. Your smile could be just what your students need today.

Now, as the education deputy for Utah’s governor, the greatest teacher I have is Governor Huntsman. It is truly an honor and pleasure to be taught by our state’s governor. He is a man of many talents, and I learn daily from his knowledge and example. I can honestly say I have been taught by the best.

Christine Kearl has spent her life as a career educator. Prior to her appointment she was a classroom teacher, assistant high school principal, elementary principal, middle school principal, district superintendent, and deputy state superintendent. Kearl graduated from Utah State University with a BS and MS and is expecting to complete her doctorate this year.
CURRENT RESEARCH BRIEFS

Instructional Psychology Professors Offer Guidelines for Improving Research

Stephen Yanchar and David Williams of the Department of Instructional Psychology and Technology are both comfortable using traditional research strategies of statistical analysis and data collection, yet they urge educators to be reflective in their research as well.

“That’s what we do” is a phrase Yanchar hears a lot in academies, and it is a phrase that troubles him. He explains, “My concern is that in a strenuous effort to try to improve the world, we tend to forget about the important background assumptions [we have].” Recently Yanchar, along with David Williams, published an article titled “Reconsidering the Compatibility Thesis and Eclecticism: Five Proposed Guidelines for Method Use.” Published in Educational Researcher, the article discusses the effects of bias, assumption, and scholarly context on research. It offers guidelines for approaching research in a more forthcoming, open-minded way that acknowledges the limitations and restraints of the process itself.

Here are the five proposed guidelines for method use:

1. **Contextual sensitivity**—How well does the method fit research questions and overall purposes?
2. **Creativity**—Would innovations in theory and inquiry produce more useful results?
3. **Conceptual awareness**—Are we aware how assumptions and values inform questions and methods?
4. **Coherence**—Do theories, questions, and methods fit strategically to a larger theoretical purpose?
5. **Critical reflection**—Has there been a review of assumptions and methodology, as well as productive dialogue to facilitate valuable research?

Yanchar described how to implement the guidelines: “A researcher needs to ask, ‘Why have I picked these methods in the past?’ When you start asking yourself challenging questions, you realize you haven’t always thought about why you pick the methods you do.”

David Williams emphasized the importance of thinking critically about one’s background assumptions. “We all have hidden assumptions we make when we choose to use a particular technique.” He said one of the purposes of critical reflection is to help researchers understand the theoretical background of the research methods. “Part of this critical attitude is to be clear in your own mind without pretending to the rest of the world that your assumptions don’t matter.”

Both Yanchar and Williams see their guidelines as a way for researchers to be more honest and open about the true implications of their work. “If you are more open about your assumptions,” said Williams, “people who read your work will recognize that you are a real person making decisions based on your own assumptions that have led to your results.”

Communication Disorders Faculty Study Specific Language Impairment

Specific Language Impairment (SLI) is a prevalent disability in America. In fact, research suggests that 7 percent of kindergartners demonstrate SLI. Children with SLI have normal hearing and normal nonverbal intelligence. Their difficulty with language cannot be attributed to deprivation or neglect, nor do they have psychiatric diagnoses. Children with SLI simply do not learn language normally, and their language problems inhibit their ability to communicate and to perform in school.

Research demonstrates that children with SLI are at risk for social difficulties including withdrawal, isolation, loneliness, and difficulty making friends. It has often been assumed that any social difficulties experienced by children with SLI could be attributed solely to their problems using language. New research originating in the McKay School of Education suggests that this may not be true. Martin Fujiki and Bonnie Brinton, professors in the Department of Communication Disorders, have collaborated with Matthew Spackman of the Department of Psychology to provide new insight into the social competence of children with SLI.

Fujiki, Brinton, and Spackman, along with a team of graduate and undergraduate students, have shown that many children with SLI have problems beyond verbal language; they also have difficulty understanding emotion conveyed by facial expression, tone of voice, and even music. For example, the research team showed pictures of faces expressing happiness, anger, sadness, fear, disgust, and surprise to children between eight and 10 years old with SLI and to typically developing children. The children with SLI identified happiness, anger, sadness, and fear as well as the typical children, but they were much less accurate at identifying disgust and surprise, often confusing them with sadness, anger, or fear. “Traditionally, children with SLI are thought to have deficits limited to learning language,” Fujiki says. “The fact that they had difficulty on a basic task such as reading the emotion expressed on faces was unexpected.”

In their most recent study, Fujiki, Brinton, and Spackman probed tasks that require handling emotion in complex social situations. They presented children with SLI and typically developing children with scenarios in which a child needs to hide his emotion in order to maintain a relationship. Typical children gradually learn that although they may feel sad or disappointed, they should hide negative emotions to preserve a relationship. Children with SLI lag behind their typical peers in recognizing this need to hide emotion.

Fujiki, Brinton, and Spackman continue to probe the relationship between language impairment and emotional competence in children with SLI. They hope to implement intervention programs that facilitate both development of language and understanding of emotions and relationships.
McKay School faculty and students have received various honors and awards since the spring issue of McKay Today Magazine. A few of these are highlighted below.

| Mary Lou Fulton was awarded an honorary education doctorate during the April 2007 commencement exercises. Her commitment to education has been a motivating force in her life since childhood. She and her husband, Ira, have been extensively involved with and supportive of BYU for many years. |
| Benjamin Cluff Jr., the first to hold the title of president of Brigham Young University, was an academic innovator during his 12-year administration. His legacy includes a tradition of inviting renowned scholars to make presentations to the university faculty and students. The David O. McKay School of Education celebrates this tradition through sponsoring the Benjamin Cluff Jr. Lecture and Awards each March. Dr. Garth L. Mangum from the University of Utah was the featured speaker for 2007. His presentation was titled “Education: The Bridge Out of Poverty.” Immediately following the lecture, three BYU teacher educators were honored for distinguished work in their fields. The 2007 recipients of the Benjamin Cluff Jr. Excellence in Education Awards were Joyce Nelson, Department of English; John Gardner, Department of Biology; and Nancy Livingston, Center for the Improvement of Teacher Education and Schooling (CITES). |
| The McKay School of Education and the BYU–Public School Partnership participate in sponsoring the Central Utah Science and Engineering Fair each March. This regional fair provides over 100,000 students—grades five through 12—with the opportunity to exhibit projects they have designed and completed with mentoring and equipment offered by BYU scientists. This year 12 students were chosen to advance to the Intel International Science and Engineering Fair. Nine of them earned international awards. Two were also honored among 40 national finalists in the 2007 Discovery Channel Young Scientist Challenge. |
| The counseling program in the Department of Counseling Psychology and Special Education was ranked seventh in the 2007 Academic Analytics Faculty Productivity Index for counseling programs. The Index, partially funded by State University of New York at Stony Brook, compared the 2005 numbers for publications, research grants, honors, awards, and journal article citations at 354 large and small research universities throughout the United States. The Index was published online in the January edition of The Chronicle of Higher Education. |
| The 2007 Instructional Leadership in the 21st Century Conference was held in Salt Lake City last March, sponsored by the BYU–Public School Partnership and CITES. Dedicated to creating effective schools and classrooms, the conference featured nationally known speakers, including Pat Wolfe, Elliot Eisner, and Ian Jukes, who presented on educational issues ranging from brain research and technology to reading and assessment. More than 1,500 teachers, administrators, and teacher-education faculty attended the three-day event. |
| Alumna Katie Anderson was recently nominated for the Presidential Teaching Award for Excellence in Mathematics and Science Teaching. Anderson emerged as one of Utah’s three 2007 finalists who competed for the national award. Anderson teaches sixth-grade students at Sharon Elementary in Orem, Utah. |
| Damon Bahr, an associate professor of teacher education, has been an active member of the Association of Mathematics Teacher Educators (AMTE) for several years. He has served on three past AMTE committees and received an award for sponsoring one of the first state affiliates of AMTE, the Utah Association of Mathematics Teacher Educators. In 2007 Bahr was asked to chair a new AMTE committee dedicated to supporting new mathematics educators and PhD students as they adjust to professional life. |
| The McKay School of Education was honored to have Dr. Carol Westby as a visiting faculty member during the 2006–07 year. Dr. Westby is an acclaimed speech-language pathologist who began writing grants more than 20 years ago at the University of New Mexico. Grant writing has broadened her expertise to include early childhood education, |
literacy, and cultural issues in education. Dr. Westby contributed to many of the McKay School’s literacy programs during her stay.

| MacLeans Geo-Jaja, a professor of economics and education in the Department of Educational Leadership and Foundations, was recently appointed by the World Council of Comparative Education Society as an editor of a planned publication on their upcoming conference theme Politics and Economics. Dr. Geo-Jaja has also received an appointment from the Nigerian government to serve as a member of the National Think Tank’s Foreign Policy Committee.

| Dr. Michael Tunnel, professor of children’s literature in the Department of Teacher Education, was elected to the 2009 Newbery Award Committee. The Association of Library Services to Children elects eight committee members and appoints seven others to serve on the Newbery Award Committee for a period of one year. Committee members review children’s books published during the previous year and select a winner for the prestigious Newbery Award.

| Richard Heaps, who works at the BYU Counseling Center and in the Department of Counseling Psychology and Special Education, was honored with the Utah Psychological Association (UPA) Distinguished Service Award this year. This is the third UPA Distinguished Service Award Dr. Heaps has received.

| Steven Baugh, director of CITES and associate professor in the McKay School of Education, was one of 30 university and school district educators in the nation designated as an AED Scholar for his continuing contributions to the Agenda for Education in a Democracy. Baugh was recognized for his ongoing work to develop leaders committed to implementing the four-part mission defining the agenda: stewardship, access to knowledge, nurturing pedagogy, and enculturation for democracy.

| Derek Griner, a doctoral student from the Department of Counseling Psychology and Special Education, was one of 30 university and school district educators in the nation designated as an AED Scholar for his continuing contributions to the Agenda for Education in a Democracy. Baugh was recognized for his ongoing work to develop leaders committed to implementing the four-part mission defining the agenda: stewardship, access to knowledge, nurturing pedagogy, and enculturation for democracy.

| Over 40,000 alumni of the David O. McKay School of Education receive McKay Today Magazine. In a recent survey the majority of readers said this publication is how they receive most of their current information about the McKay School.

YOU’RE INVITED

The Brigham Young University New Horizons Orchestra

The New Horizons Orchestra serves both as a practicum opportunity for BYU music education students and as a laboratory for identifying and studying ways music can affect family life. The orchestra is open to any adult over age 40, with a special invitation to senior citizens. It is an “entry point” into string instrument education for those who have never played and a refresher course for those with prior but limited experience. The orchestra will welcome new members in September 2007 as it begins its fifth year. Interested McKay alumni should contact the BYU School of Music at 801-422-2317.

Benjamin Cluff Jr. Lecture

The David O. McKay School of Education honors educator Benjamin Cluff Jr. each year by sponsoring a lecture and awards ceremony bearing his name. This year’s lecture will be presented at BYU’s new Hinckley Center on March 20, 2008, at 11 a.m. Alumni are invited.

Literacy Conference

The MSE Alumni Board, in connection with the Center for the Improvement of Teacher Education and Schooling (CITES), is sponsoring the conference The Literacy Promise: Opening Doors for the Adolescent Learner on March 5–7, 2008, at the Salt Palace in Salt Lake City. For more information go to http://education.byu.edu/alumni or http://education.byu.edu/cites.
As a friend and I were walking past the Smoot Administration Building on our way toward the Marriott Center for a Tuesday morning devotional, Elder Jeffrey R. Holland, then president of the university, hurriedly came out.

No one was within 50 yards of my friend and me—and now President Holland. He merged onto the sidewalk fewer than 10 feet in front of us but began to increase the distance between us. He was clearly more anxious to get to the devotional on time than we were. In my youthful irreverence—and thinking I would be clever—I muttered to my friend, intentionally loud enough for Elder Holland to hear, “You’d think he’d at least slow down to say hello to a couple of his students.” . . .

It was then that this master teacher taught me a lesson I have kept with me my entire life. Without the slightest pause in his step he simply stated, loud enough for me to hear and profound enough for me to learn from and to remember: “I have much to do. But if you will step up with me, we’ll walk together.”

I have thought often of this exchange and from it learned a number of lessons.

- The most obvious is discretion. What kind of a goofball says something like this to the president of the university? . . .
- Additionally I learned that when a leader speaks, even seemingly insignificant exchanges in passing can have a lasting influence. I have spent 25 years considering and learning from this brief exchange.
- Elder Holland taught me forgiveness. When the natural man might have responded with an equally inconsiderate retort, he chose instead to say something to uplift.
- He taught me that he was engaged in doing good works when he said, “I have much to do.”
- He invited me to participate with him.
- While reaching out to me, he wasn’t distracted from the bigger picture concerning what he was about and what he was called to do.
- Elder Holland invited me to lengthen my stride and to improve my own actions when he said, “Step up with me.”
- He didn’t tell me what to do but instead led with example: “Come join me, and we’ll travel together.”

This embarrassing five-second exchange represents only an infinitesimally small fraction of what I have gained by attending BYU. I owe a debt to this university—greater than I have the capacity to repay.
Karl G. Maeser is credited with being the spiritual architect of the Brigham Young Academy and Brigham Young University. Dr. A. LeGrand Richards, chair of the Department of Educational Leadership and Foundations, grew to love Karl Maeser after learning about him through studying the history of grading. One of the results was increased admiration for Maeser and his philosophies of education, often shared as maxims as he visited with students. Dr. Richards was instrumental in preserving three of four of these maxims written by Maeser on crude chalkboards in 1900 at an elementary school in Provo, Utah. Dr. Richards also obtained permission to transfer ownership of the boards to Brigham Young University, where they are currently housed in the L. Tom Perry Special Collections in the Harold B. Lee Library. Pictured is the saying “This life is one great object lesson to practice on the principles of immortality and eternal life.”