Celebrate Teaching
A recent change of leadership in the McKay School of Education mirrors this cycle. Who are these administrators who have and will give so much of themselves to serve the McKay School? What qualities make them stand out as leaders? Read answers to these questions from their peers and associates.

VISIONARY IS A TERM that describes Richard Young. He came to the McKay School in 1998 and soon thereafter began serving as associate dean—a responsibility that continued until 2003, when he was appointed dean. Educated at the University of Utah, he has studied educational psychology and research, behavior analysis, and special education.

Dean Young oversaw the implementation of several new programs, including a McKay School alumni society and alumni magazine, the BYU ARTS Partnership, the Benjamin Cluff Jr. Lecture and education awards, the Nancy Peery Marriott Awards, two new doctoral programs, the Mentored Research Conference, and several unit restructurings.

Mary Anne Prater is an amazing leader. She intuitively knows how to bring out the best in those who work with her. She helps others to have confidence in themselves and to see the good that they can do. She is an excellent problem solver and collaborates with others to understand problems and find solutions. Her warmth and understanding, as well as her vision for what can be, have set her apart as an exceptional top-notch leader.

Since coming to Brigham Young University 12 years ago, Mary Anne Prater has served as a faculty member and chair in the Department of Counseling Psychology and Special Education. In addition to outstanding teaching, mentoring, and leadership, she has published extensively, including seven books and more than 60 scholarly articles. She is also active in her profession on a national level, currently serving as vice president of the Teacher Education Division of the Council for Exceptional Children.

Mary Anne earned both a bachelor’s and a master’s degree from the University of Utah and a doctorate in special education, instructional technology, and educational administration from Utah State University. She expanded her education as a postgraduate fellow at the University of Kentucky in Lexington. She has served as a faculty member at Southern Illinois University Carbondale and as a faculty member and associate dean at the University of Hawaii at Manoa. She began her tenure as dean of the David O. McKay School of Education on July 1, 2013.

M. Mary Anne Prater
DEAN
JULY 1, 2013–

Mary Anne is friendly and approachable, even in situations that are stressful or controversial. She carefully evaluates the information and situational factors that can affect the potential outcomes. She is careful and wise in her decisions.

Betty Ashbaker
Department of Counseling Psychology and Special Education
Message from the Dean

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

As the new dean of the David O. McKay School of Education, I am thrilled to introduce myself and this issue of McKay Today. I came to BYU in 2001 after working at the University of Hawaii at Manoa for 11 years and Southern Illinois University Carbondale for three years. My area of expertise is special education, and I have taught students with mild or moderate disabilities in Jordan School District in Utah. I am honored to become the 13th McKay School dean. Many outstanding professionals have preceded me in this role.

The McKay School remains vibrant, and we have much to celebrate. Faculty and staff in the school remain committed to preparing teachers, administrators, and support personnel to have lasting positive influence on young lives. Always at the forefront of our minds are the children and adolescents who benefit from strong teachers and leaders. This McKay Today issue is dedicated to celebrating teachers, the lifeblood of our country’s educational system.

Although effective teaching methods are critical for student achievement, I always think of this comment by Sidney Hook: “Everyone who remembers his own educational experience remembers teachers, not methods and techniques. The teacher is the kingpin of the educational situation.” I have often challenged new teachers to think about a teacher who made a positive difference in their lives, identify what was unique about that teacher, and then strive to become the same. Teaching can be a difficult job, yet I know of no other profession that shapes and molds the future of a society.

I invite you, as alumni and friends of the McKay School, to read this issue about celebrating teachers. While doing so, spend some time reflecting on one of your favorite teachers and, if possible, thank that teacher for helping you become the person you are today.

Sincerely,

Mary Anne Prater

Mary Anne Prater
A Principal’s Perspective

by DREW DANIELS

A braham Lincoln is credited with saying, “All that I am, or hope to be, I owe to my angel mother.” I agree with President Lincoln but also believe that if there was a quotation honoring angel-teachers, it would also be well known. I am a principal because of the influence of wonderful teachers. I have warm memories in third grade of Mr. Wilson, in sixth grade of Mr. Losser, in ninth grade of Mr. Oakey, and in high school of Mrs. Gottfredson. I have no doubt my life has been made better because of these and other wonderful teachers.

Before becoming a principal I had teaching experiences that helped me appreciate the skills needed to teach different ages. At the beginning of my teaching career, though I taught fifth grade, I was asked to cover a first-grade classroom for one day. The lesson objective was to learn the first steps of telling time. The first-grade students were making clocks out of paper plates, construction paper, and a brass fastener. Easy, right? I underestimated and underappreciated the skill it takes to get 25 six-year-old youngsters to follow simple directions. The cliché “herding cats” comes to my mind. I was so happy to return to my class of 10-year-olds. Since that day I have had a special reverence for early-grade teachers.

As a principal I revere teachers of all grade levels. I am inspired each day by the great work that takes place in classrooms at my school. It is a privilege to observe teachers skilled in content knowledge and methods who keep young minds motivated and engaged.

I also reverence teachers’ love for their students. James Comer from the Yale Child Study Center said, “No significant learning occurs without a significant relationship.” For the past 20 years I have observed teachers and been inspired by their gentleness, kindness, and concern. I see the times they stay at school when they really should be at home in bed. I notice the hugs they give and get, as well as the time they spend on the playground making sure kids are safe and happy.

Teachers often give more than what job descriptions require. For example, one teacher was given a necklace as a gift from a student. The child couldn’t find one with the letter of the teacher’s last name, so he bought her one “with a T for teacher,” he told her proudly. The T was actually a cross. It was not part of this teacher’s religious practice to wear a cross. However, she wore it each day to show her appreciation for the student’s thoughtful gesture.

A sixth-grade teacher spends hours and hours using tough love and lots of kindness with students after they have made bad behavior choices. She talks, consoles, counsels, and listens to their complaints but does not validate false or unfounded statements. She is tough but caring and will do anything to change a child for the better.

A different teacher at my school is renowned and admired for his efforts to follow students’ progress over the years. He remembers birthdays and makes contact with former students to nudge and encourage. His efforts are so impressive that former students make special trips to announce mission calls or to hand deliver wedding announcements.

I watch many teachers make home visits at the beginning of the school year. This helps them understand and support the family dynamic. I also see teachers work with immigrant families that have language barriers. Sometimes students and parents have financial concerns. My staff members gather clothing, make sure students have been fed, and even find furniture to donate to students’ families. Last year I watched a teacher support an at-risk third grader by asking an interpreter to call the student’s home to help the mother understand the school situation. She worried over which peer might be able to help the child during class. She made sure the student had friends to play with at recess. In short, the teacher gave needed love and support for the child to succeed despite difficulties.

Part of my school’s mission statement says, “We teach skills that enable students to succeed in an ever-changing world.” We focus constantly on academic growth. But I also believe that maintaining caring relationships and teaching social skills help students have a strong foundation to build a bright future. Effective teachers are critical for our society to stay stable and strong. I salute and celebrate teachers. I know I continue to be influenced and inspired by the commitment teachers have for making a difference in individuals and in society as a whole.
A Parent’s Perspective

BY KATIE VAN DYKE

As I walk into my young daughter’s school for the annual book fair, I am a little uncertain where to turn. This is a school I’m not as familiar with as I am with my other children’s schools. This daughter—my youngest child, of seven—has special needs, so she rides a bus to a school that is much farther away than our neighborhood schools.

I hesitate at the doorway for a moment, but my daughter pulls me along to the media center, where the book fair is being held. She is vibrating with excitement. The teachers and educators in this school have highlighted this event all week, and she has talked of little else since Monday.

We walk into the media center, where she is greeted by the specialist. “You made it!” she says to my daughter, who lights up when she sees her. “A princess book for a princess,” the aide states, causing my daughter to giggle. The aide laughs right along with her.

As we walk out of the media center, and before I can even think about which way to turn, my daughter pulls me to her classroom door. She sees her teacher through the window, and as we enter we are greeted by the teacher with enthusiasm. My daughter spots her speech specialist and begins to jump up and down. They engage in a quick but animated conversation.

My daughter begins to complain in the back seat, wondering why it is taking me so long to get out of the car. I turn to reassure her, and as I look at her I am reminded again of how much I need her support of the teachers in her life. As I help her hop out of the car and watch as she bounds into the house, I continue to think about all the ordinary moments. Though unrecognized, these moments pile up one upon the other to create a solid, predictable, and comforting experience, helping to create the foundation of a solid start in elementary school. I am not as involved at the junior high, but this doesn’t make the contributions of the teachers and educators there any less significant. The moments I celebrate in junior high are the ordinary moments. Though unrecognized, these moments pile up one upon the other to create a solid, predictable, and comforting experience.

But there is more than just the light that reflects upon accomplishment. One of my sons struggled throughout high school. He refused to apply himself, and as a result I often felt discouraged about his lack of growth and progress. But he had a guidance counselor who was so encouraging, helpful, and supportive. During our many meetings together, this counselor would affirm my son’s abilities to carry out what was expected of him, and when my son did graduate from high school, I credited this counselor for much of his success. A few years later I was meeting with this same guidance counselor about another child when he asked me about my older son. By this time that son was flourishing, and when I reported this to the counselor, he smiled and said, “I’m not surprised. I always saw it in him. It just takes some encouragement.”

These educators, who showed patience teaching difficult math concepts, who planted seeds of excitement about science and art, who showed patience teaching difficult math concepts, who planted seeds of excitement about science and art, have become focused and specific. Here at the elementary school, specialized teachers help my children reach high school age. The reasons for this may be unexpected, but in trying to facilitate my children with a solid start in elementary school and a strong finish in high school, I am not as involved as I was in my son’s education. This identity formed by all the ordinary moments of education fashions a sturdy axis on which that mirrored disco ball can spin and shine.

As we drive home I consider this image of my daughter reflecting light infused into her by dedicated educators. I smile as we pass our neighborhood schools, and I realize my six other children reflect this same light. The first school we drive by is the high school. By the time my children reach high school age their interests have become focused and specific. Here at the high school, specialized teachers help my children’s unique talents shine. For my own family this includes choir teachers, photography teachers, drama teachers, language teachers, honors and AP teachers, and coaches. These educators are themselves so talented in their individual areas that they could use these skills in other ways, but they have chosen to become teachers and use their talents to help children. The halls of the high school sparkle with trophies and ribbons and medallions and plaques—all bearing lists of names highlighting students’ accomplishments. But none of this would have been possible without dedicated educators devoting countless hours of both paid and unpaid time to our community’s children—to my children.

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I celebrate teachers because I have been inspired by many, because I am one, and because I have the blessing and responsibility to prepare future teachers who will touch the lives of numerous children. In each case I feel there are countless reasons teachers are worth celebrating.

Throughout my educational journey many influential teachers have inspired me. Henry Brooks Adams said, “A teacher affects eternity: he can never tell where his influence stops.” Mr. Bird, my third-grade teacher, was a good example. He simply said, “I love those boots, Janet. I emulate his example that I continue to strive to emulate.

One day that will forever be burned in my memory was the day that I decided to wear the most ridiculous looking cowboy boots imaginable. My mom warned me that I was making a huge fashion blunder, but was sure that my new hot pink shorts and those boots would be a hit. The look on the faces of my third-grade friends quickly showed that my mom was right. Mr. Bird, recognizing the surfacing social disaster, stepped in and made all the difference. He said, “I'm doing an observation.” I quickly wrote, “My name is Mrs. Losser. Who are you?” and passed the note back to him.

He wrote that his name was James and then continued to investigate the situation by asking, “What are you doing?” I quickly wrote back, “I’m doing an observation.” This time when I got the note back, he had circled the word observation and placed a question mark next to it. I responded by writing, “Watching someone.”

At this point he stood up, walked over to where I was sitting, and whispered in my ear, “Do you know my mom?” I laughed quietly and told him, “I am not watching you. I am watching your teacher. I hear she is amazing, so I came to see it for myself.”

He whispered back, “Oh, she’s amazing all right! You should see her play basketball.”

As a teacher educator I get to be a part of the heart of teaching as I see the joy of teaching and learning through the eyes of beginning teachers, many of whom have waited their entire lives to be in the classroom. I love to watch the smiles on their faces when they receive a note from one of their students telling them they are the student’s favorite, most beautiful teacher. I love the look of pride and accomplishment in their eyes when they see the look in the eyes of a student who finally understands a concept. This truly gives me cause to celebrate teachers—and teachers deserve to be celebrated!

I am grateful to have been the recipient of teachers who took their profession seriously, to be a teacher who takes her profession seriously, and to work with teacher candidates who will take their profession seriously. Together we celebrate teaching!
MY favorite TEACHER

Almost all of us can name our favorite teacher—someone who made an indelible, lasting impression on us. The impression may have come through the subject or content, but it was more likely the teacher’s methods, manner, and personality that have remained with us. The influence of a teacher involves attention, kindness, and caring. We may remember how the teacher made us feel about ourselves or how he or she helped us grow and brought something good, creative, and noble out of us. Many people become teachers because of the examples of their own teachers—and the pattern continues.

Text and photography submitted by McKay School Alumni

“People don’t care what you know until they know you care.”
—Attributed to Theodore Roosevelt

My favorite teacher taught me that every thing has a name. We were told to learn names, and we shouldn’t have to substitute the name with the term thing. This created in me a quest to do just that. It has enhanced a lifetime of learning the names and titles of things to almost eliminate that word from my vocabulary. It has strengthened my vocabulary and, I suspect, my conversational clarity.

Sarah T. Smith, Class of 2003

My favorite teacher was Mark Graham. He taught me that teachers still learn and make mistakes and change their minds.

Amy Ollerton
Class of 2010

I loved Kristine Hansen, my writing teacher. She did several things to teach me the art of writing. First, she enjoyed my stories, even if they were poorly written. Second, her suggestions (and I felt like they were truly only suggestions) were aimed at preserving my voice instead of replacing mine with hers. Third, I finally learned some basic grammar! She did it through the humorous mistakes of others. I think English majors frequently find funny grammar errors, and sometimes they even share them, but unless you know the rules you don’t understand the humor. Well, she shared the humor! She had a stack of articles with funny grammar errors and taught us from those examples.

But my favorite teacher has been my dad. Professionally he’s an accountant. He’s a wonderful father who is a fantastic teacher in that he has mentored me much longer, in more depth, and about more important topics than most of my other teachers have. He’s taught me about the gospel, about hard work and lifelong learning, about provident living, and about developing Christlike attributes through his own experiences in becoming a disciple of the Lord. He continues to teach me by spending time talking with me. He lives two thousand miles away but continues to be one of my favorite, most trusted, and valued teachers.

Loraine Adams
Class of 1976

Amy Ollerton
Class of 2010

Christy Haggard
Class of 2011
My favorite teacher, Mrs. Beverly Smith, taught me that it was okay to get my hands dirty “because they will wash.” I think of it often and am always willing to dig in and do the dirty work.

... Elle Decker ... Class of 1984

My sixth-grade teacher, Ms. Prudhomme, was my favorite teacher and probably the biggest influence in my desire to become a teacher. She was seriously a real-life version of Ms. Frizzle from The Magic School Bus. Everything she taught was exciting and fun, but we weren’t just playing games all day. When we read books aloud, we read them with a passion that made the experience more exciting than a movie. When we studied ancient civilizations, we became the citizens of our respective civilizations and created the world they would have lived in. Everything we did was based around projects, discussions, drama, and creativity rather than just on textbooks or teaching for a standardized test. We wanted to learn. She also included a broad spectrum of topics rather than just the basics, incorporating things like yoga, music, German, and Spanish.

... Robin Shaw ... Class of 2010

My favorite teacher was Paul Kerry because he cultivated critical thinking. I had him for both the History of Western Warfare and Jews and the Holocaust. I was challenged, supported, and invited to think for myself.

... Josh Baker ... Class of 2003/2005

I can honestly say that I had more than one favorite teacher. I was blessed growing up to have marvelous teachers each year. It would be hard for me to pick just one due to the fact that I learned so much with each one. I guess you could say I was a teacher’s pet. I got to know my teachers and loved each of them. I hope that every student can have as great an experience as I did growing up.

My favorite teacher was Roland Butler, who taught junior high math. I have to admit, when I first went into his class he scared me. He seemed to have a no-nonsense attitude about him, and I thought for sure any student who did not meet his expectations would never hear the end of it. However, it did not take very long for me to feel safe in his very well defined environment. Yes, he did have high expectations for his students, but everything he expected of his students he gave back to them. His instruction was clear, and he made sure we understood concepts before he moved on to something new. He provided multiple opportunities for students to respond and used student questions or answers as opportunities to praise and teach, even if the comments were a bit off. Students felt comfortable exposing their need for help. Most important, he was kind, and I felt he was genuinely concerned about the individual well-being of his students, including my well-being. From his instruction and support I felt confident in my ability to do math (especially as a young girl in the 1970s). I felt motivated to learn and to try. I knew I was valued and appreciated as an individual.

My favorite teacher was Mr. Sundlie. We all loved our fifth-grade teacher, who showed respect to everyone. He provided us with experiences and interactions that prepared us for further education and success in life. He taught me to believe in myself. From my relationship with him I gained confidence in my own abilities as well as knowledge that helped fuel all the success I have experienced as a student and in life.

... Aaron Ichimura ... Class of 2001/2008

My first-grade teacher, Mrs. Ferris, was one of my favorite teachers. I can’t recall a single lesson or what she taught me, but she went above and beyond to make me feel special. I loved her so much that I remember sitting and thinking of a way to remember her name for my entire life because I wanted to grow up to be a teacher just like her.

... Karen Wideman ... Class of 1977

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One of my favorite teachers was Dale Urry in the sixth grade. He let us do many fun things, such as making tiki heads, jewelry, etc. We worked hard and played hard together. I felt like our class was a family. Mr. Urry pushed us to learn things while making them fun. We had contests to practice our math facts. He arranged for us to go and help younger students in math.

Perhaps the best thing about him was how open he was with us. He treated us like adults. He gave us choices. We felt more mature just by being in his class.

--- Lee Ann Brocious ---
Class of 1985

My favorite teacher was Jim Holcomb, my history teacher in high school, because he taught me about the world via current events. Besides encouraging us, he graded us on reading the newspaper and then presenting and discussing the events. He helped us to understand how these events tied into history, culture, and government. He taught me not only that dates and places are important but also why and how those events shape the world and events today.

--- Kirstin Ballentine Fellars ---
Class of 1996

I have been a high school photography teacher for 34 years—all because of my high school photography teacher, Mr. H. Warren King. He encouraged me to become a teacher and got me my first teaching job. I received a talent scholarship from BYU because of the portfolio I developed in high school. Mr. King was later acknowledged by National Scholastic as the best photo teacher in the nation.

He taught us to see—not just visually, but with our hearts.

--- Jo Leigh Porter ---
Class of 1977

My favorite teacher had us plant a tree on Arbor Day. We observed Memorial Day by learning a poem to recite in the little cemetery with the patriotic company of veterans, parents, and others. “In Flanders fields the poppies blow / Between the crosses, row on row.” We were awakened to the world around us at every turn. My world opened up tremendously, and to this day I remember her lessons on life. She had a lasting influence on my 35-year career in the classroom.

--- Elizabeth (Liz) Santori ---
Class of 1976

My favorite teacher was my mother. She was an extraordinary teacher who spent most of her career running a preschool from home so she could be with her children. She also taught several elementary grades. When she got older she taught resource at a junior high school until she retired. Her specialty was reading, and she taught many three-year-old children how to read.

She was unusual in that she knew how to be a friend to her students while remaining in charge as a teacher.

Her students loved her because they knew she cared about them individually. In spite of her advanced years and health concerns, she continues to teach me many things.

--- Liz Danger ---
Class of 2004

I had wonderful teachers at BYU in the late 1950s, but the one I remember best is the one who remembered me—Robert K. Thomas. I learned from him that if you love your students and treat them with dignity and respect, they will work harder to learn from you and remember your lessons longer.

As I applied this concept, my teaching career blossomed into 45 years of rich and rewarding experiences and relationships.

--- George J. Downing ---
Class of 1960/1966

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--- Elizabeth (Liz) Santori ---
Class of 1976

My favorite teacher was my mother. She was an extraordinary teacher who spent most of her career running a preschool from home so she could be with her children. She also taught several elementary grades. When she got older she taught resource at a junior high school until she retired. Her specialty was reading, and she taught many three-year-old children how to read.

She was unusual in that she knew how to be a friend to her students while remaining in charge as a teacher.

Her students loved her because they knew she cared about them individually. In spite of her advanced years and health concerns, she continues to teach me many things.

--- Liz Danger ---
Class of 2004

I had wonderful teachers at BYU in the late 1950s, but the one I remember best is the one who remembered me—Robert K. Thomas. I learned from him that if you love your students and treat them with dignity and respect, they will work harder to learn from you and remember your lessons longer.

As I applied this concept, my teaching career blossomed into 45 years of rich and rewarding experiences and relationships.

--- George J. Downing ---
Class of 1960/1966

For even more favorite teacher stories, please visit education.byu.edu/news/magazine/favorite/teacher.
Before writing developed, oral tradition was the means of handing down information from one generation to another. The same oral experiences used centuries ago are still used today. Through stories, poems, rituals, and songs, generations are instructed, informed, entertained, and inspired. People remember the messages because of rhymes, alliteration, or memorization.

Throughout history people have learned through simple drawings or complex art. The drawings on ancient cave walls, the Egyptian hieroglyphs, the Native American petroglyphs etched on rock, or the sculptures, paintings, and stained-glass windows of the medieval cathedrals communicated ideas or events without using words. Today we share picture books with children before they can read, and we use pictographs or ideograms to communicate and clarify concepts, ideas, and meaning, especially for children with special needs.

In ancient Egypt, Samaria, China, and other early cultures, pictorial symbols evolved into an alphabet. Many writing systems were borrowed, adapted, and incorporated by other cultures, and writing spread around the world.

writing has been done on rock, clay, bones, metal, wax-covered writing boards, sheets or strips of tree bark, thick palm-like leaves, papyrus, hides such as goatskin (parchment) or calfskin (vellum), and paper. Beginning with the printing press and including modern digital printers, we write for the masses daily.

We no longer write on slates and only occasionally use blackboards and typewriters but use computers, iPods, iPhones, interactive whiteboards, and other electronic devices.
AMERICAN SCHOOLS

The first American public school opened in the 17th century in Boston. In the South, the planter class hired tutors for their children or sent them to private schools, including schools in England. Public education was emphasized after the Revolution. Teachers did not have any particular knowledge except in the subject they were teaching. By 1820 Boston had the first high school in the nation.

The Normal School was established to provide a laboratory for prospective teachers in which teaching skills were taught and practiced. Normal schools’ long-term purpose was to educate a nation and create a critically thinking populace. As Daniel Webster stated, “Make them intelligent, and they will be vigilant; give them the means of detecting the wrong, and they will apply the remedy.” In these schools, teaching as a profession was advocated.

EARLY SCHOOLING

In many cultures, schooling has taken place in the home, and schooling outside the home has been for the few, not the masses. Following are some examples.

In China, there were private schools, and education was for the rich and noble. Graduates of those schools went on to hold government jobs. The purpose of education was to produce a cultivated and morally enlightened workforce.

Most of the education in Europe in the Middle Ages was founded on religious principles, and the primary purpose was training the clergy. Free schools evolved and taught basic literacy skills, and later private schools returned. From the 16th to the 18th centuries, education became significantly more widespread.

TEACHING TRADITIONS

As the Hindu scriptures were studied, student and teacher were considered co-travelers in search of the truth. There was no final answer, but there were many questions, and teacher and student reasoned together.

The Romans had primary and private schools in which the director would select the curriculum for the school. The boys went to school while the girls learned at home. The purpose was to produce good citizens schooled in the arts.

In Sparta, both boys and girls attended school, but the emphasis was on developing a perfect body, living a simplified life, and providing the state with a well-prepared army.

The Jews had a commandment to read, learn, teach, and write the Torah; thus literacy and study were required of everyone.

In China, there were private schools, and education was for the rich and noble. Graduates of those schools went on to hold government jobs. The purpose of education was to produce a cultivated and morally enlightened workforce.

In the 18th century, there was no single method for teacher certification; it was irregular and diverse. At the turn of the century, experts and professionals worked toward establishing the profession of education and creating preparation programs and an educational language. The emphasis was on longer periods of formal training in pedagogy rather than on just passing subject-matter examinations.
FRIEND OF EDUCATION

ALBERT KENYON WAGNER

In 1962 Albert Kenyon Wagner became the first teacher-trainer and director of an LDS Church school in Mexico City named Benemérito de las Américas. Kenyon and his family started a journey that would change their lives and influence thousands of people throughout Mexico and the world. “My parents never considered this assignment a sacrifice,” Kenyon’s son recalled, “rather a blessing.” In 1964 Kenyon welcomed the first group of students who had come from all parts of Mexico to live as boarding students on the partially constructed campus. Most of these young pioneers in the Church had come from broken families and extreme poverty. For many of them Kenyon was more than a teacher and director; he was a “wise and kind father.”

Kenyon was known as a builder of souls who helped students become spiritually and temporally self-reliant. “He taught us leadership skills, helped us know and love the doctrines of the gospel, and [maintained] high expectations,” one alumnus recalled. Kenyon believed that teachers have the responsibility to help their students reach their maximum potential as children of God. He therefore stressed the importance of agency and the critical role of teachers in helping these young students learn to use it wisely.

Out of this school have come bishops, stake presidents, temple presidents, mission presidents, General Authorities, and other auxiliary leaders, as well as mothers, fathers, teachers, doctors, lawyers, and businessmen—many of whom trace the roots of their success back to the influence of this great and humble leader. In January 2013 Church leaders announced the transition of the school into the second-largest MTC in the world. On the final day of the school’s operation, alumni and faculty gathered to recognize Kenyon’s influence on their own lives and on the lives of thousands.
Excellence in Teaching
Ellie Young, a faculty member in the Department of Counseling Psychology and Special Education, was honored by the BYU Faculty Women’s Association with an Excellence in Teaching Award. Young specializes in working with secondary students who are at risk for behavioral, social, and emotional problems.

Students Present at NASP
Eight McKay School students from the programs in school and counseling psychology shared their research at the annual conference of the National Association of School Psychologists (NASP). The conference was the first opportunity for most of the students to present their own research and share their passions in a professional venue. Students included Victoria Hatton, Erin Klein, Jeff Gomm, Stephanie Davis, Susan Hardman, Catie Bergeson, Thomas Kramer, and Benjamin Bailey.

Local Principal Honored
Principal Mike Larsen received the annual Excellence in Educational Leadership Award from the University Council for Educational Administration (UCEA), a national consortium dedicated to improving educational leadership. This award recognizes school administrators for significant contributions to administrator preparation. Larsen was nominated through BYU’s Department of Educational Leadership and Foundations for his outstanding work in mentoring candidates in the Leadership Preparation Program.

Student Scholarships
Bobbi Sue Padro and Scott Trinh, two MTE students preparing to become school psychologists, were awarded Utah Association of School Psychology (UASP) Minority Scholarships. They were selected based on experience, interests, professional goals, accomplishments, and scholarship.

Distinguished Alumnus
David Wiley, a professor in the Department of Instructional Psychology and Technology, was named Marshall University’s Distinguished Alumnus for 2013. The award recognizes an alum for outstanding achievements on a national level. The honor was presented at the 2013 Marshall University Alumni Association Awards Banquet.

Growing Legacy
Mary Anne Prater has added vice president of the Teacher Education Division (TED) of the national Council for Exceptional Children (CIE) to her teacher education involvement. This position involves a four-year commitment to the leadership of TED.

Research Grant
Bryant Jensen from the Department of Teacher Education received a grant from the Measures of Effective Teaching (M.E.T.) Easy Career Research Program to create a new classroom observation tool to capture cultural dimensions of social interactions. The goal of the observation tool is to help improve learning opportunities for racial/ethnic minority students.

Service Awards
Three McKay School administrative staff members were recognized with service awards at the BYU 2013 Annual University Conference. Jay Oliver received an award for his 10 years of work in Education Student Services. Aaron Popham was honored for 10 years of service that included extensive work in assessment and accreditation. And Al Merkley received a service award for his 20 years of work, including service as assistant dean.

Maeser Research Award
Tim Smith, chair of the Department of Counseling Psychology and Special Education, received the 2013 BYU Karl G. Maeser Research and Creative Arts Award. He has been recognized internationally for his work on the impact of cultural factors on processes and outcomes of counseling and psychotherapy and on issues of spirituality and mental health.

Wesley P. Lloyd Award
School psychology professor Melissa Heath was awarded the 2013 BYU Wesley P. Lloyd Award for Distinction in Graduate Education. During her time at BYU she has published over 50 peer-reviewed manuscripts in scholarly journals. She has involved her graduate students as coauthors for a high percentage of these publications and as coauthors at national conferences.

President’s Appreciation Award
Bonnie Bennett, the department secretary for Educational Leadership and Foundations, received the university’s President’s Appreciation Award. This award recognizes staff and administrative personnel for exceptional service, creativity, and competence.
A TRIBUTE TO

EULA MONROE

BY CARRIE CUTLER

A SURROGATE GRANDMOTHER

Dr. Monroe’s influence extends far beyond ensuring knowledge of course material. Classroom walls cannot contain her interest in and concern for each student. With motherly fondness she worries less about study habits and more about individual well-being. While I was at BYU, Dr. Monroe, who is a Southern Baptist, sensed the stress of two young parents and babysat our energetic young son while we attended the temple. After I left BYU, Dr. Monroe encouraged me to pursue a doctorate at the University of Houston, even going so far as to contact a colleague there to provide an introduction for me. In the intervening years, Dr. Monroe mentored me through my initial national conferences as her copresenter, always helping me stretch my professional capacities. Her kindness to me extended to my children, who expect a bear hug when we visit from faraway Texas. Time and distance have not dimmed the influence of my children’s dear “Grandma Eula.”

MY SPIRITUAL SISTER

Dr. Monroe’s devotion to the Lord Jesus Christ inspires her students. The Light of Christ shines in her eyes and infuses her teaching. My heart has leapt many times when, with her lifting Southern drawl, she has witnessed her faith in the Savior. We have laughed together, mourned together, questioned together, discovered together, prayed together, and reveled together in the joys of education. Our lives have become intertwined through her ceaseless love. Of course, I am not alone; she carries a similar Christlike affection for all who enter her classroom. Throughout five decades of teaching she has imparted “not the gospel of God only, but also [her] own soul.”

MY MOTHER” IN EDUCATION

The word mentor inaccurately describes Dr. Monroe’s influence on students. Truly a mother to educational infants, Dr. Monroe senses the nascent potential in each learner. Sometimes gently, sometimes sternly, but always lovingly, Dr. Monroe shapes and molds unaltered abilities in the students she sincerely loves. Her nurturing influence in my life began nearly 15 years ago when she saw potential in a young graduate student. Her patient guidance transformed a research paper into my first published journal article. Dr. Monroe served as my master’s degree advisor, continually editing my thesis over and over (and over) until it satisfied us both. She charted a course for my professional career by arranging for me to assist her in teaching undergraduate math methods courses. She instilled the confidence I needed to teach college. She gave me a vision for myself—one I might not have dared to dream without her belief in my ability.

For the past half century Eula Ewing Monroe has nurtured thousands of students without losing sight of the individual learner. For Dr. Monroe education is more than a profession; it is her passion. The apostle Paul observed that though we “were to have countless tutors,” the most effective teachers knit lives together. Dr. Monroe’s love for her students fuses minds and souls with hers as family. Throughout my 15 years of rich association with her, Dr. Monroe has been a mother, grandmother, and sister.

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EULA MONROE

Carrie Cutler (’99) is a mother of seven who has a passion for early childhood education and math that she currently shares with Houston-area teachers.

FALL 2013
To help fund scholarships for students in need at the McKay School of Education, please contact Bryan Carpenter at 801-422-7833 or bryan_carpenter@byu.edu.

You can celebrate teachers by supporting education students.

Dear Jean Fugal,

I cannot adequately express my thanks for this scholarship. It is helping me reach a lifelong dream. I want to serve as an example and be a guide in young lives. I want to make a difference, even if it is for only one child. Every child deserves the opportunity to grow and achieve. I am so excited to begin this journey of learning, teaching, and helping children.

Thank you.

Vanessa Seamons
Elementary Education Major

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