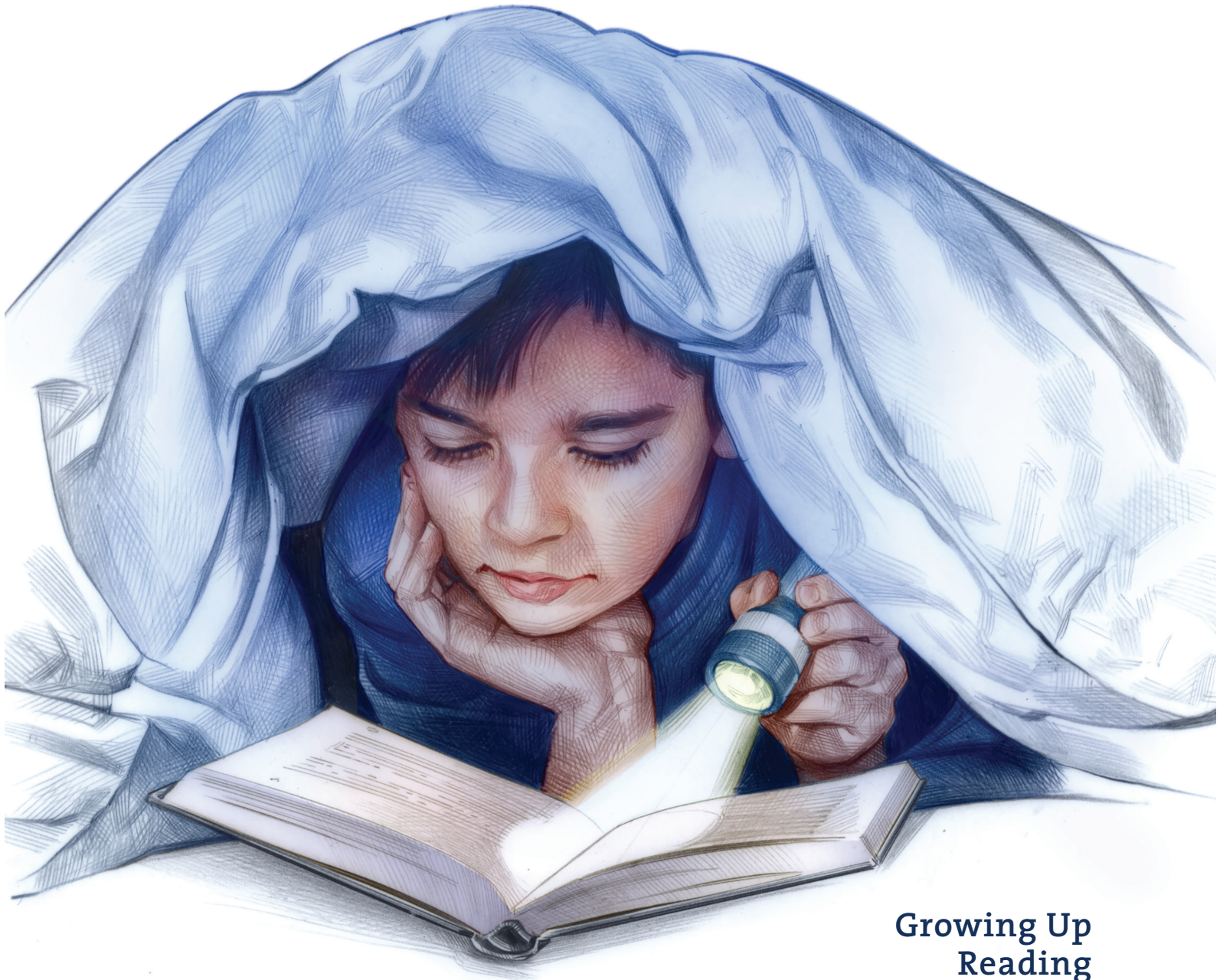


m WINTER 2016

MCKAY TODAY MAGAZINE



Growing Up Reading

DAVID O. MCKAY SCHOOL OF EDUCATION | BRIGHAM YOUNG UNIVERSITY



MCKAY TODAY MAGAZINE | WINTER 2016

Message from the Dean



*There is no app to replace your lap!
Read to your child every day.* — Kim Bonnell

I have always enjoyed reading! As a child I would mark my family's juvenile books the way I saw books labeled in the library, and I would place cards inside so the neighborhood children could check them out. About 20 years later I found myself resuming the role of children's librarian as I worked part-time in the Salt Lake Public Library's juvenile collection. I had returned to my love of children's literature, and I was captivated again.

After becoming a university professor in special education, my love for children's literature expanded in new directions. Years earlier I had heard this quotation: "Find something for which you have passion; then find a way to get paid for doing it." This quotation motivated me to return to my passion for children's literature, and I found a way to make such literature part of my research agenda. Knowing that children and youth can learn about their world from fictional as well as factual books, I wanted to identify the best fiction for teaching about disabilities. This motivation generated a series of investigations that I have shared over many years with colleagues, particularly Tina Dyches and Melissa Heath, both professors in the McKay School of Education.

So I am particularly pleased to introduce this issue of *McKay Today* that features children's literature. All of us can remember a book that we have read or had read to us that touched our hearts, minds, and spirits. May we always seek after the best books, both for ourselves and for the children and youth in our families, schools, and churches.

Mary Anne Prater

01/14/16

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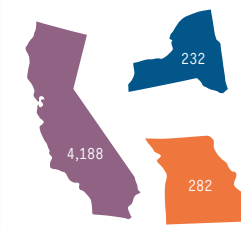
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GROWING UP READING

ILLUSTRATIONS BY BRUCE MORSER



nce upon a time . . .” The phrase evokes warm memories and anticipation of an adventure about to begin. Favorite stories and characters remain with us throughout our lives. We see themes and variations from our childhood books in works we read as adults. Children’s literature can be a foundation for a life filled with reading.

Enriching the lives of young and old through children’s literature is the work of several faculty members of the McKay School of Education. This group includes language arts experts, reading specialists, authors, bibliotherapists, special education researchers, and others who analyze children’s books for various purposes.

Whether you are a professional, a parent, a grandparent, or anyone else who loves children, you can bring particular meaning and joy into your relationships by sharing books. The suggestions from our faculty tend to focus on the classroom, but all can be easily applied to one-on-one and small, informal group reading experiences as well.

C. S. Lewis, author of *The Chronicles of Narnia*, one of the best-loved series of books in all children's literature, observed, "No book is really worth reading at the age of ten which is not equally—and often far more—worth reading at the age of fifty and beyond." He concluded, "Some day you will be old enough to start reading fairy tales again." Teachers, parents, and other lovers of children and children's literature worldwide are discovering the truth of this statement. The books we read with children can immeasurably enrich their lives and our own.

READING WITH YOUNG CHILDREN

Terrell Young was raised on books. He can't remember a time when he didn't love a good story. His personal experiences and research agree that the best way to develop a love for books and reading is to read to children when they are young—sharing the excitement, pleasure, and enthusiasm of a captivating story.

Reading together regularly is a parent-child bonding experience, with opportunities to interact over exciting imaginative adventures. Books open up new worlds to children, who learn they can return to a favorite world or to limitless additional worlds at any time.

In addition, early reading experiences are vital to a child's mental development and growth. Young notes that kindergarten teachers can tell if a child has been read to before entering school. Two of the indicators are a longer attention span and a wider vocabulary. Reading together also develops a child's communication skills in listening, speaking, and thinking.

At home or at school, the child must be engaged in the reading experience. Young quoted a comment by Linda Gambrell—author of "Creating Classroom Cultures That Foster Reading Motivation"—expressing teachers' priorities: "I have long been convinced that the central and most important goal of reading instruction is to foster the love of reading."

"So," said Young, "the teacher's most important job is to teach children to love reading and then teach them how to read."

MAKING CONNECTIONS

Effective teachers connect through their personal enthusiasm. They are well read (in children's literature and otherwise) and are thus able to suggest a variety of genres to meet students' needs and interests. Young remembers a time when he didn't particularly like graphic novels because the illustrations seemed to interfere with the text, but he realized this format might be just what one of his students would need. So he spent some time reading a number of graphic novels and getting accustomed to the layout. By doing so he gained an appreciation of this genre that he could convey to his students. The love, interest, and enthusiasm a teacher displays when discussing books can transfer to students—even those who are not innately fascinated readers.

Love of reading requires a good student-book connection. When asked how a teacher can find the right book for a particular student, Young admitted, "It takes time." He explained, "It takes time talking to students about their likes and interests." Students learn that books will take them to places they may never go, whether it's into space,

Some day
YOU WILL BE
Cold Enough
TO START READING
Fairy Tales
AGAIN.



COURTESY TERRELL YOUNG

under oceans, through jungles, or into kingdoms of the world—real or imagined. The teacher must find out where the student wants to go and what he or she wants to know.

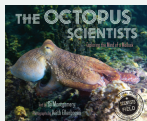
"There is a bond of trust that is built up between the teacher and the child when the teacher recognizes what appeals to the student," Young continued. "Thus informed, a match can be found that will resonate with the child. Being able to supply a variety of topics to students is one way to make good student-book matches. Once the book is provided, time needs to be set aside to read so that interest develops and expands.

As an elementary teacher, Young would always check the big book award winners in January to see which books received Caldecott, Newbery, and other prestigious recognition. These were among the books he most wanted to include in his classroom library. He also has a personal interest in books that help children explore, understand, and recognize different forms of poetry.

Books read in or outside of the classroom can connect with school topics, making them easier and more interesting to study. Young expressed the frustration experienced by many students who say they don't like science but enjoy reading about science. As a professor, Young particularly enjoys researching and writing about ways teachers can use literature to teach subjects such as science, math, and history. Most textbooks supply the facts and cover a lot of material in a short space. Providing more information and background through children's literature makes subject matter more real and more meaningful, whether it's science or history. Fiction brings people to life as we read their stories and learn how events changed them. For example, when we read stories of people who experienced the



BOOK RECOMMENDATIONS FROM TERRELL YOUNG



The Octopus Scientists
by Sy Montgomery
The author is a combination of Emily Dickinson and Indiana Jones.



Circus Mirandus
by Cassie Beasley
Even a little bit of magic is magic.



Winter Bees and Other Poems of the Cold
by Joyce Sidman
illustrated by Rick Allen
Poetry, lovely illustrations, plus information about the animal or insect.



TERRELL A. YOUNG

Terrell Young has received many honors and recognitions, which include receiving the International Reading Association's Outstanding Teacher Educator in Reading Award and being inducted into the Washington Organization for Reading Development Hall of Fame.

Young's professional service includes national and international boards, such as the United States Board on Books for Young People and the board of directors of the International Reading Association.

He has served as president of the Children's Literature Assembly and the IRA Children's Literature and Reading Special Interest Group. He participates on numerous editorial review boards and is coeditor of the Utah Journal of Literacy. He is also on the award committee of the Aesop Prize for the American Folklore Society. Along with numerous articles and book chapters, he has coauthored several books, the latest of which are *Creating Lifelong Readers Through Independent Reading and Matching Books and Readers: Helping English Learners in Grades K-6*.

Holocaust, we develop an empathy for real individuals who have experienced the horror and consequences of war.

Many of life's tough lessons can be taught gently by presenting them to children through books. Several McKay School faculty members use books to teach adaptive and coping skills to elementary school children. The Book in a Bag program was started by associate dean Lynnette Erickson. Professors Michelle Marchant, Melissa Heath, and Ellie Young have worked with students to develop lesson plans to go along with books for classroom use. Topics covered include making decisions, inviting others to join in, showing appreciation, and dealing with peer pressure. The stories and lessons are being aligned with the Common Core. Lesson plans include a pre-reading activity and follow-up discussion ideas. The plans suggest short video clips and inspirational posters to allow teachers to customize lesson plans to their classroom needs.

BUILDING UNDERSTANDING AND APPRECIATION

As understanding and appreciating diversity has become an important topic trend in children's literature, the work of Mary Anne Prater and Tina Dyches has been valuable. They have focused research, writing, and professional service on ways that individuals with disabilities are represented in books written for children and adolescents and on the effects these books can have on readers' attitudes and behavior.

In the past, most characters with disabilities had physical or sensory disabilities and many were inappropriately characterized, according to Prater. Two classic examples include Captain Hook's missing hand and Tiny Tim's use of leg braces and a crutch. Today a much wider range of disabilities is acknowledged, and they are more accurately portrayed. Prater has created a database of books that include characters with disabilities. It is run through an IRIS Center web page at Vanderbilt University and used for research and practice related to special

education. Prater and Dyches have published multiple articles on the portrayal of disabilities in books targeted to child and young adult audiences.

Bibliotherapy can help children who have a family member or friend with a disability. Dyches uses books with siblings of children with disabilities in monthly sibling workshops to help children learn how to deal with troubling issues by identifying with story characters who have similar concerns and are able to deal with them satisfactorily but realistically.

As these faculty members have found in their professional work in the McKay School, shared children's literature can create bonds, open new worlds, enrich school learning, promote social skills, and build understanding and appreciation for individuals with diverse needs and challenges. In the meantime, young children gain essential cognitive and communicative skills and older children gain fluency and comprehension skills that can be the basis of their future academic learning.

As involved adults, we participate in memorable adventures, form meaningful relationships, and discover new values and insights during these precious shared moments. After so many years of seeking and learning, we are perhaps ready to find the meaning in those cherished childhood stories and fairy tales.

MANY OF LIFE'S
Tough lessons
CAN BE TAUGHT BY
GENTLY PRESENTING THEM TO
CHILDREN *through* BOOKS.

MIKE HENDERSON

MATURING GENRES: TEEN *to* New Adult BOOKS

The innovative and creative things that are happening in the field of literature, in the creative art that is literature, are happening in children's and young adult books," said Rachel Wadham, juvenile collections librarian in the Harold B. Lee Library.

"One of the things I really love about it is just the immense creativity of the authors," Wadham said. "They are the ones pushing the boundaries, they are the ones inventing new genres and new formats, and they are the ones pushing the envelope with themes and ideas."

DEVELOPING CATEGORIES

What was once a small niche for beginning readers has expanded into a very popular market full of exciting reads. Picture books have been available for young children since the 1600s, but in the past few decades children's literature has quickly become a big field and a big business, according to Wadham.

As late as the 1980s, books were broadly divided into the categories of adult or children's literature, but in the 1990s "young adult books" became its own labeled category. In the past few years the "new adult" category has emerged for readers ages 16 to 23—many of whom have disposable income and can be tempted to spend it on a good book. Wadham noted that today the majority of books for non-adult audiences target ages 12 to 21, and the protagonists in books are age 11 or older.

BYU's library includes close to 100,000 titles in the children's literature area, with strong representation in all categories. Because the library is used primarily for academic purposes, Wadham seldom buys more than one copy of a book but offers a wide variety to library patrons.

SHIFTING GENRES

The popular genres have changed over time too. In the 1960s and '70s the most popular genre was science fiction and fantasy, ranging from dense, high fantasy to less intense encounters, Wadham explained. But in the 1980s and '90s, realistic fiction

became more viable as the MTV generation expressed its interest in portraying everyday life.

"The thing that changed all that was, of course, *Harry Potter*," said Wadham. "It was huge." Starting when the first volume was published in 1997, the wizard books reshaped the field of children's literature. They revived the public's interest in reading science fiction and fantasy and thus rekindled the publishers' interest in producing it. The later books in the *Harry Potter* series had more mature content aligned with the age of the maturing initial readers. "They were essentially young adult books," she said. This expanded the young adult field as readers looked for similar material, which quickly followed.

Wadham said that because of *Harry Potter* there are now more books in the historical fantasy genre. Some are set in a medieval time context with kings and queens but not on our earth. Sometimes magic is involved and sometimes merely an imaginary setting. More paranormal fantasy is being written, with vampires, werewolves, and ghosts. Also more fantastical worlds and works are being based on fairy tales and superheroes. Graphic novels, which have a strong superhero heritage, are becoming very popular.

Wadham said that right now darkness is also a big topic. She believes there is a place for tough themes in young adult literature because they help youth to deal with some tough societal issues. But keep it age appropriate, she cautioned.

Wadham and other members of the BYU community who work with children's literature offer an online publication, *Children's Book and Media Review* (byucbmr.com), with descriptions and recommendations to help parents, BYU students, and classroom teachers select books and other media that will be ideal for their purposes.

Listen for Wadham on the radio show *Worlds Awaiting*. She will host the upcoming weekly show on literacy to be broadcast by BYU Radio. She will be talking with scholars and authors and will offer discussions of topics in children's literacy.

Children's literature, young adult books, and now new adult books offer an infinite variety of possibilities in this boundary-pushing field. Keep reading so you don't miss out!



BOOK RECOMMENDATIONS FROM RACHEL WADHAM



Newt's Emerald
by Garth Nix

A light regency romance (a la Jane Austen) for middle grade and young adult readers from one of my all-time favorite authors, Garth Nix. I don't think you can get much better than that!



Castle Hangnail
by Ursula Vernon

Just delightful, with an amazingly imaginative setting and unique characters that younger and middle-grade readers will love.



Winnie: The True Story of the Bear Who Inspired Winnie-the-Pooh
by Sally M. Walker

We all know Winnie-the-Pooh, but many may not know the tender and endearing story behind the story.

MICHAEL O. TUNNELL on WRITING Children's Books



Like many avid readers, since childhood I harbored the wish to create my own stories. I tried my first novel during my middle twenties. (It was rejected by 20 or 30 publishers.) Then, instead of creating stories, I channeled my writing efforts into professional educational books and journal articles.

In the early 1990s I found my way back to writing stories. Because I teach children's literature courses, people sometimes ask if my teaching helps me to be a better writer—after all, I teach what makes some books “better” than others and I have critiqued books for review journals. I discovered that critiquing someone else's work is an entirely different process than creating my own stories. Perhaps I was simply too close to my own work. I had a lot to learn about the creative process.

Historical themes seem to have worked their way into many of my books. Both history and fantasy reveal the unchanging qualities of being human. Whether in ancient Egypt, 11th-century Britain, or 19th-century America, humans faced the same sorts of personal trials and joys. History has the power to connect us to the entire human family.

I enjoy trying my hand at the various genres and formats of literature. The economy required by the picture book format makes that sort of writing a challenge.

Writing novels requires sustained imaginative output, unlike writing picture or informational books. Creating and developing believable characters who are doing things worth reading about for 100 pages or more is a difficult yet extremely fulfilling business.

So far the result of my creative literary endeavors has been five picture books, three nonfiction pieces, and four novels. Those are the published works for young readers. I still have a number of manuscripts that reside in a desk drawer that may well end their lives there. But who knows? And, of course, there may yet be some new projects that surface.

Michael O. Tunnell, a professor of children's literature in BYU's David O. McKay School of Education, is the author of 12 books for children. He has served twice on the Newbery Award selection committee. Currently he is chair of the Department of Teacher Education.



TUNNELL'S TWELVE TITLES

- | | |
|---|----------------------------------|
| 1. <i>Candy Bomber</i> | 7. <i>Mailing May</i> |
| 2. <i>The Children of Topaz</i> | 8. <i>Moon Without Magic</i> |
| 3. <i>Beauty and the Beastly Children</i> | 9. <i>School Spirits</i> |
| 4. <i>Brothers in Valor</i> | 10. <i>The Joke's on George</i> |
| 5. <i>Chinook!</i> | 11. <i>The Prydain Companion</i> |
| 6. <i>Halloween Pie</i> | 12. <i>Wishing Moon</i> |

SCHOOL SPIRITS

I do take some things from my teaching to my writing. For example, I teach my students that authors must repress the urge to tell all the historical facts their research has revealed. To weave historical facts deftly into the narrative is a true art form; otherwise the story is overpowered. That knowledge helped me when I wrote *School Spirits*, a ghost story set in the 1950s of my childhood. Still I found the job difficult—even exasperating.

I spent plenty of time researching the setting—a small American/Canadian town in 1958. I used the town in which I grew up in Alberta, Canada, as the model for Waskasoo City in the book, so I read pictorial histories of the place in order to refresh my memory. At one point I even had to learn some particulars about locks and keys, circa 1900. Eventually I had to

THE CHILDREN OF TOPAZ

I was privileged to run onto the story of Lillian “Anne” Yamauchi Hori and her third-grade class interned during World War II in the Japanese-American relocation camp in Topaz, Utah. Their class diary, an integral part of *The Children of Topaz*, helps us see and feel the effects of war hysteria and prejudice on a personal level.

CANDY BOMBER

Candy Bomber is a nonfiction book about the Berlin Airlift and the role of Colonel Gail Halvorsen, who dropped candy to the children using small parachutes. Interviewing Gail was a supreme honor and pleasure. He opened his photo library to me, allowing me to scan some 400 photos, many of which I used in the book.



BRADLEY SLADE

find a locksmith, who explained at some length what I needed to know. And I had my characters eating Oreo cookies, but I couldn't remember eating them in the '50s. Just to be sure, I contacted Nabisco. Oreos hit the scene in 1912!

MAILING MAY

I especially like to write about “little people” in history rather than the famous ones: for example, little May Pierstorff in *Mailing May*. Parcel post was brand-new in 1914, and May's parents saw this as a way to send their five-year-old daughter to visit her grandmother. For 53 cents they mailed her! To me this is a marvelous story of ordinary people using creative means to solve a difficult problem.

WISHING MOON and MOON WITHOUT MAGIC

One of my most fulfilling writing experiences has been creating the fantasy novels *Wishing Moon* and *Moon Without Magic*, both set in the days of the 1,001 Arabian nights. I spent time traveling in Egypt, Jordan, Israel, and Bahrain, soaking in the sights and sounds of the Middle East. These images made their way into my books. I had to do a great deal of research about the history, geography, and customs of the ninth-century Arab world to write this fantasy story of an orphan girl who gets away with Aladdin's lamp.

MARK PHILBRICK

Interested in More?

You're never too old to learn more about children's literature. The McKay School offers several extensive tools and resources, from conferences to apps, so you can maximize the benefit of children's books wherever you are.

- **Building with Books** This BYU site recommends books for social and emotional learning. education.byu.edu/sociallearning
- **Book in a Bag** This website has lesson plans created by the McKay School to correlate with children's books. guides.lib.byu.edu/bookinabag
- **Worlds Awaiting** The upcoming weekly show on literacy will be broadcast by BYU Radio and hosted by Rachel Wadham. She will be talking with scholars and authors from BYU and elsewhere.
- **Kid's Book Finder** This app provides a list of books, authors, and descriptions of books collected by BYU professors Mike Tunnell and Jim Jacobs. Look for it in your device's app store!



WAYS TEACHERS can ENCOURAGE READING

suggested by TERRELL YOUNG

- **Read the first chapter of a book.** Encourage students to continue reading the book to see what happens.
- **Talk about four or five books.** Display them in the class library and watch them become hot commodities.
- **Discuss a book with a specific topic.** Students can ask 10 questions about that topic. The teacher can tell them if the answer is found in the book but not give the answer. The students must read the book to find the answers.
- **Prepare a colorful book display** in the classroom like the ones in bookstores. Feature books that are on one subject, by the same author, award-winning, fiction, nonfiction, or poetry or provide a variety of topics.
- Encourage students to **get a library card** and use it.
- **Feed a student's interest in a particular topic** or book by supplying additional books, suggesting websites (including YouTube), and engaging in discussions about the topic.

SIMPLE ideas to HELP CHILDREN ENJOY READING

- **Look for clues in the pictures.** "What does this picture tell you?"
- **Discuss the different characters.** "Do you like this character? Why? Why not?"
- **Talk about the plot.** "What do you think will happen next?"
- **Ask questions as you read.** "Why did that character do that?"

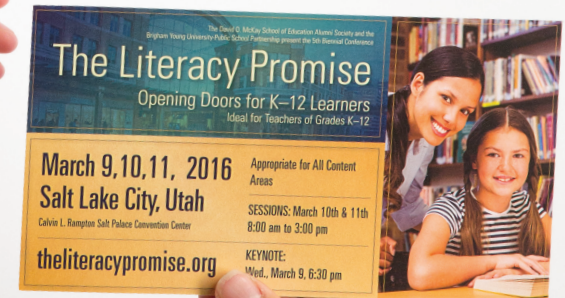


You're Invited

The David O. McKay School of Education is proud to be involved in sponsoring these resourceful conferences:

Join us in Provo for the **29th BYU Symposium on Books for Young Readers**. July 14-15, 2016, at the Provo City Library. More info and details at bfyr.byu.edu.

And join us in Salt Lake City for **The Literacy Promise: Opening Doors for K-12 Learners**. March 9-11, 2016, at the Salt Palace. More info and details at theliteracypromise.org.

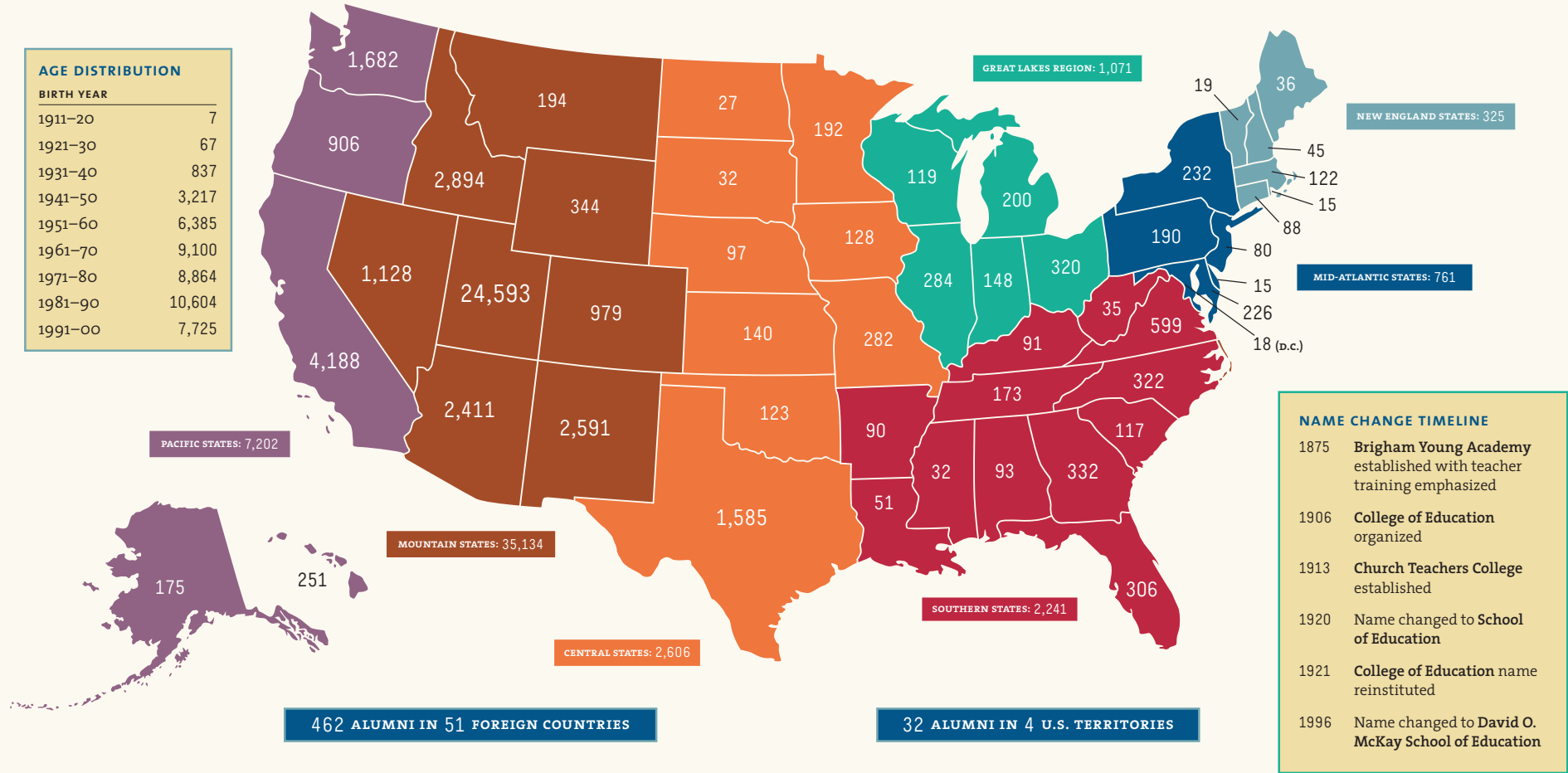


McKay School of Education/College of Education
Where are they now?

TOTAL LIVING ALUMNI: 49,834

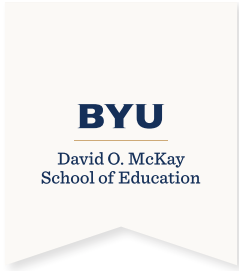
AGE DISTRIBUTION

BIRTH YEAR	
1911-20	7
1921-30	67
1931-40	837
1941-50	3,217
1951-60	6,385
1961-70	9,100
1971-80	8,864
1981-90	10,604
1991-00	7,725



NAME CHANGE TIMELINE

- 1875 Brigham Young Academy established with teacher training emphasized
- 1906 College of Education organized
- 1913 Church Teachers College established
- 1920 Name changed to School of Education
- 1921 College of Education name reinstated
- 1996 Name changed to David O. McKay School of Education



Our Mission

We strive to model the attributes of Jesus Christ, the Master Teacher, as we prepare professionals who educate with an eternal perspective.

The David O. McKay School of Education mission statement, written under the direction of Dean Mary Anne Prater, is a pronouncement of the school's focus, culture, and goals. As faculty, staff, and students go about daily tasks and routines, the prominently displayed statement reminds them to maintain high standards, be an influence for good, and keep an eternal perspective.

Theme for 2015-16

Caring for others, seeing and reaching beyond our own wants and comforts, cultivating kindness and gentility . . . are of the essence of civility, a virtue to be admired, a virtue to be acquired.

—PRESIDENT GORDON B. HINCKLEY

Each year a new theme is displayed by the mission statement, ideas pertaining to the theme. As they focus on a common giving faculty and staff the opportunity to discuss and share attribute, they are united in purpose and direction.

“ACT WELL THY PART”

An experience that occurred during young David O. McKay's mission to Scotland left an impression that impacted his entire life. At a time when he was homesick and discouraged, he and his companion went to see Stirling Castle. On their way back to their apartment they passed a building with an inscription carved in stone. The quotation, thought to be from Shakespeare, read, "What-E'er Thou Art, Act Well Thy Part." President McKay recorded his feelings in his journal:

BRADLEY SLADE

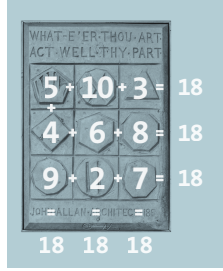
I said to myself, or the Spirit within me whispered, "You are a member of The Church of Jesus Christ of Latter-day Saints. More than that, you are a representative of the Lord Jesus Christ. You accepted the responsibility as a representative of the Church." Then I thought [about] what we had done that morning. We had been sightseeing. We had gained historical instruction and information, it is true, and I was thrilled with it. . . . However, that was not missionary work. . . . I accepted the message given to me on that stone, and from that moment we tried to do our part as missionaries in Scotland.

The stone's message had a profound impact on then Elder McKay. Each individual is important no matter how small or how large his part. When one neglects his duties, the equation changes and the outcome is different. This experience not only changed David O. McKay's perspective as a missionary but also reminded him throughout his life to act in each responsibility the best that he was able.

According to the Church History Museum, the building that contained the stone was torn down and the stone was lost. Years later missionaries recognized the inscribed stone, which had been incorporated into a stone fence in the area. Knowing of its meaning and importance to President McKay, the Scottish Mission presidency acquired it and placed it on the mission home grounds, where it remained until 1970. After President McKay's death, the stone was sent to Salt Lake City and included among his artifacts. It has been displayed in various locations but has been in the Church History Museum since 1984. A replica of the stone is on display on the grounds of the Scotland/Ireland Mission Home.



John Allan, the 19th-century Scottish architect of that building, was known for his unusual designs. Many times he included carved inscriptions on his buildings. This particular design is known as the magic square. There is an arrangement of numbers in a square grid; each number appears once, and the sum in any direction is the same.



This particular square had different symbols and shapes representing numbers, such as a hand symbolizing five or a triangle representing three. The symbols were incised within the nine squares, and each row added up to 18. The square would lose its "magic" if any of the numbers were changed. Each one was vital to the whole and irreplaceable.

HONORING Benjamin Cluff's LEGACY



In 1892 Benjamin Cluff Jr. was appointed third principal of Brigham Young Academy. When the school was renamed Brigham Young University in 1903, Cluff became the first president. He not only solidified the university's financial security but also established a firm academic foundation that others have built upon. In addition, his administration initiated intercollegiate athletics and school traditions that continue today. Since 2003 the David O. McKay School of Education has celebrated Cluff's legacy by sponsoring lectures by distinguished scholars as he did in his day. Awards are presented in Cluff's name to BYU–Public School Partnership participants. The McKay School is proud to honor Cluff's memory through this yearly event.

BENJAMIN CLUFF LECTURE 2015

Alan J. Daly, professor and chair of the Department of Education Studies at the University of California, San Diego, spent several weeks preparing for his address by studying Benjamin Cluff's diaries online through the L. Tom Perry Special Collections at the Harold B. Lee Library. He focused his reading on the years 1886 to 1903 because Cluff had been traveling throughout the United States and then had returned to implement new ideas at Brigham Young University.

Daly said:

There are several things that come out if you take the time to read these diaries. If I were in his family, I would take great pride in this man, who was a really incredible individual and a visionary in many ways, particularly as related to education.

Daly learned Cluff was particularly concerned with nurturing communities:



In the text he discusses his work in school and writes, "[The Faculty] soon worked in complete harmony with me for the common good." This idea about working together for something bigger than themselves is a recurring theme, and it seems this is the way Mr. Cluff lived his life.

After reading the Cluff diaries, the following quote spoke to me, which I think is really important for the work we do together in education: "We are like dwarfs sitting on the shoulders of giants. We see more, and things that are more dis-

tant, than they did, not because our sight is superior or because we are taller than they, but because they raise us up, and by their great stature add to ours." In this room we all stand on the shoulders of giants when we do our work. We connect to those who have come before us and recognize the excellence that already exists within our own communities, in our own families, and in our schools. Building on our history and reaching for a greater tomorrow is what we all are about and strive for every day. From my read, it is certainly what Benjamin Cluff was about.

We are greater when we stand together. An ancient African proverb captures this idea well: "If you want to go fast, go alone. If you want to go far, go together." And in the work of educating all, we need to go far. We don't need to go as fast as we have done. We need to be thoughtful, mindful, connected—

CLUFF JOURNAL PHOTOS BY BRADLEY SLADE

COURTESY ALAN DALY

ARCHIVAL PHOTOS COURTESY L. TOM PERRY SPECIAL COLLECTIONS, HAROLD B. LEE LIBRARY, BYU



to embrace our humanity. Celebrate our relationships with one another every day, own who we are and where we come from—it is that journey that holds the greatest promise for us all.

In my work I am about relationships and the deep power that lies within our connectivity and the social side of change. My research on social networks is focused on how knowledge moves and connects people, and in education all of our work is social work. One of the reasons I feel so privileged to be here at BYU in the McKay School today is because all of you live at the intersection of scholarship and practice in many of the same ways Benjamin Cluff did so many years ago.

The promise of education is the development of youth and families, the empowering of communities, and the ability to embrace different perspectives. Our differences do not define us but rather strengthen us

as people. To meet the promise and potential of education, we must be connected and we must be bold.

For me, Margaret Mead captured it best: "Never underestimate the power of a small group of committed citizens to change the world.

Indeed, it has never been done otherwise." I believe deeply and have been reminded of that throughout my visit to BYU, that we are that small group of committed citizens, and I have no doubt that we will change the world for the better.





Mentored Research Conference

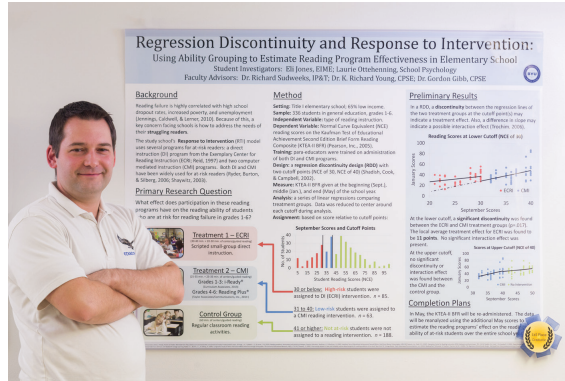
McKay School undergraduate and graduate students have an opportunity to engage in research, to be mentored by a faculty member, and to present their findings in a professional setting at the annual McKay School Mentored Research Conference. At this conference, held at the end of winter semester, each student-faculty team displays a poster outlining their research in succinct ways that can be quickly and easily understood. As attendees show interest, the researchers are able to present and explain their information orally and to answer questions.

A faculty member may invite a student or group of students to work on a research project, or the student(s) may ask to join in a professor's research.

Eli Jones, winner of the graduate award in 2015, had two mentors for his project: Richard Sudweeks and Richard Young. Jones asked Sudweeks to chair his dissertation committee, and Sudweeks became his mentor. "He was a logical choice because I doubt there is anyone in the McKay School with more knowledge of statistical methods than he," said Jones.

Because of Jones' background in K-12 education and his interest in struggling readers, he asked Richard Young to act as an additional mentor. Young taught him how to run a well-designed research project. "He also helped me remember that the purpose of educational research is to make us as educators better able to teach, support, build, and inspire students," Jones recalled.

"My mentors taught me how to work in a meticulous and deliberate way, ensuring that my research was appro-



priately designed and cleanly executed. They were a huge resource for me, and I couldn't have succeeded without them. They helped me successfully navigate where educational research meets the real world," Jones explained.

Preparing a research poster for the conference helped Jones synthesize his research in ways that made it easy to understand. He added, "You'll learn valuable lessons about how to improve your research. Presenting at the conference really was a confidence booster in my ability to talk about research in a professional setting." He recommends the Mentoring Research Conference to all students.

Participation in the conference has increased every year since its inception in 2006. Last year 127 students, 44 MSE faculty, and 26 additional faculty presented. Research topics included adapt-

ing speech, developing second-language learning models in different languages, preventing suicide, counseling, understanding and applying instructional design, dealing with problem behavior, teaching collaboration, evaluating, and recruiting and retaining teachers.

The public is invited to attend the next McKay School Mentored Research Conference, which will be held April 5, 2016, in the Wilkinson Center Ballroom.

The title of **Eli Jones' presentation** was "Regression Discontinuity and Response to Intervention: Using Ability Assignment to Estimate Treatment Effect."

The title of **Caroline Howard's presentation** was "A College Writing Experience for High School Students on the Margins."

BRADLEY SLACK

CREATIVE STILL/LIVINGPROJECT



Conference by the Numbers

127
STUDENTS
PARTICIPATED

44
MSE FACULTY
PARTICIPATED

75
POSTERS
PRESENTED

23
FACULTY FROM
OTHER COLLEGES
PARTICIPATED

3
FACULTY FROM
OTHER UNIVERSITIES
PARTICIPATED

18
FACULTY FROM
OTHER DEPARTMENTS
PARTICIPATED

2014-15 Winners



GRADUATE AWARD	STUDENT	MENTOR	MENTOR'S DEPARTMENT
First Place	Eli Jones	Richard Sudweeks Richard Young	Instructional Psychology & Technology Counseling Psychology & Special Education
Second Place	Laurie Ottenhenning	Gordon Gibb	Counseling Psychology & Special Education
Third Place	Ala'a Alsharhan	Richard Sudweeks	Instructional Psychology & Technology
Honorable Mention	Madelane Dixon	Martin Fujiki	Communication Disorders
Honorable Mention	Mary McEwan	Richard Sudweeks	Instructional Psychology & Technology
UNDERGRADUATE AWARD	STUDENT	MENTOR	MENTOR'S DEPARTMENT
First Place	Caroline Howard	Dawan Coombs	English
Second Place	Paul Baker	Timothy Smith	Counseling Psychology & Special Education
Third Place	Maille Coombs	Martin Fujiki	Communication Disorders
Honorable Mention	Matt Karlsven	David Williams	Instructional Psychology & Technology
Honorable Mention	Kaitlyn Frandsen	Ryan Kellems	Counseling Psychology & Special Education

Alumni Happenings

McKay Today helps connect you to your former classmates and teachers. To read more, visit education.byu.edu/news/category/alumni.

EMERITUS

GARETH WILLIAM SEASTRAND

Gareth William Seastrand, former BYU lab school teacher and Alpine School District educator, has a rich pioneer heritage. Like his ancestors, he isn't afraid of hard work and challenges. At age 91 he maintains a positive outlook, a great sense of humor, and continual involvement in writing, reading, gardening, and serving. In "retirement" he has sold real estate, served on the Orem City Council, chaired Orem's bicentennial celebration, traveled, and been instrumental in establishing the Orem Heritage Museum. He has served as a bishop, stake presidency member, and temple worker. This summer he was released as stake patriarch, having served in that position for more than 42 years.

Seastrand was born and reared in American Fork, Utah. After high school he joined the U.S. Navy as a member of the World War II generation, serving in Japan in air-sea rescue as part of a medical unit. With the G.I. Bill and medical experience, he returned home intending to pursue dentistry, but after teaching a church class he decided on education.

Teaching positions were difficult to find following the war, but with his degree from BYU, Seastrand was hired to teach sixth grade in Lyman, Wyoming, although his major had been teaching secondary science. During his two years of elementary teaching in Wyoming, he returned to BYU each summer and earned his elementary teaching certificate. Relocating to Utah, he then taught in Provo for a year before he was invited to be the fifth-grade teacher in BYU's laboratory school on what was then Lower Campus (the Provo City Library today). While at the lab school he earned his master's degree.

Seastrand's career shifted again when he accepted a teaching principalship at a two-room school in Cedar Valley. He taught the upper grades and served as principal and secretary. He also instituted a lunchroom and library at the school.

Moving on to larger schools, Seastrand taught and served as principal in several schools in the Alpine School District, later becoming a supervisor of teachers and eventually director of elementary education in the district office—serving for a total of 30 years as an Alpine educator. He established school libraries and influenced development in many areas, including

remedial reading, handwriting, individualized learning, and team teaching.

As an educator, Seastrand taught and lived by the ideal that teachers must truly care for their students and concentrate on helping individuals reach their potential no matter where they might be in the learning process. He said a child who is comfortable and wants to go to school will learn.

Seastrand's advice for life is to keep things in perspective. Character, attitude, and covenants are what we take with us. Gareth and his wife, Dorothy, are the parents of six children. Three of them are educators, including their son Gary, who is the director of CITES in the McKay School.

ALUMNI

LISA HIGBEE

Class of 1995, 1997

Lisa received her undergraduate and master's degrees in speech-language pathology with a minor in music. She taught in the Jordan School District in Utah for eight years before relocating to New York City. She now works as a speech-language pathologist in the New York City public schools. She also directs choirs of young adults, writing and producing their shows. "I love the excitement of the performing arts world in New York City, and I wanted to be a part of it," Lisa said. She has studied in numerous studios, including the Will Bryan Voice Studio and the New York Vocal Studio, and she performs in various venues in the city. Working with schools, church, or community outreach, she improves the lives of others as she shares her talents and knowledge of language, music, movement, and American Sign Language.



DOUG LIVINGSTON

Class of 2007, 2009



Doug graduated in engineering. In his professional work he was frustrated as he sought to hire engineers with the necessary knowledge and skills. Determined to remedy this situation, he returned to BYU to earn a degree in technology education in 2007 and a master's degree in technology in 2009. He focused on identifying what students need to know for engineering

schools and workplaces. "Teaching isn't as lucrative a career as engineering, but I find it to be more rewarding," Livingston said. He taught high school until he was offered a position as education specialist in the Utah State Office of Education/Technology and Engineering Education. Currently he focuses on developing technological literacy, helping students statewide to concentrate not only on how things are built but also on why they are built and how they impact society.

JAN ZOLLINGER

Class of 1976

Jan earned a degree in special education with certification emphasis in exceptional child/visual impairments. During her first year at BYU she volunteered to read to a blind student in her

sociology class who didn't have a Braille text. When he asked her if she had ever thought about teaching the blind, she reevaluated her choices and changed her major. Learning Braille was very difficult for her, but incorporating music and movement as she studied made it easier. She later earned a master's degree from Lesley University in curriculum and instruction with a specialization in integrated teaching through the arts. "Teaching and Braille are my passions," Jan said. She was named the Braille Institute's 2014 Teacher of the Year for her work at the Idaho School for the Deaf and Blind, where she has taught for 39 years.



JOHN M. DUNN *An MSE Alum, a BYU Catholic, and a University President*

John M. Dunn, president of Western Michigan University, earned an EdD in physical education from Brigham Young University in 1972. He is known internationally for his research and writing on the long-term health of people with disabilities.

Dunn has positive memories of BYU and Utah, including the accomplishment of placing third in the Deseret News Marathon. As a long-distance runner he appreciated the healthy living style promoted on campus. Despite the odds of being a BYU Catholic, he met and married Linda, a fellow BYU Catholic student, before leaving Provo.

A LIFE OF TEACHING, ADMINISTRATION, AND SERVICE

Dunn taught at the University of Connecticut, then moved to Oregon State University, where he taught in and became chair of the Department of Exercise and Sport Science. He founded and directed the Special Physical and Motor Fitness Clinic, which still operates today. A turning point occurred in his career when he became associate provost, moving from teaching to administration.

Dunn also served on the Corvallis, Oregon, school board for 13 years, broadening his perspective as he became aware of the issues and concerns of parents and community members. He recalled, "I came to a deeper understanding of human nature. I saw the need of individuals to be heard and the importance of administrators to provide an opportunity for them to be heard."

From 1995 to 2002 he served as dean of the College of Health at the University of Utah before moving to Southern Illinois University, where he served as provost and vice chancellor before becoming interim chancellor. He was appointed president of WMU in 2007. Under his leadership the 24,000 students

have had new opportunities opened to them, including affiliations with a law school and a medical school. Dunn is active in state and community efforts that promote economic development, serving on boards and engaging in efforts that focus on quality-of-life issues.

VIEWS ON EDUCATION

Dunn described his 40 years in education as an interesting, intriguing ride. Along the way he has encountered many memorable teachers, including legendary BYU physical education professor Leona Holbrook. "She was extremely well read," he recalled. "She had a great ability to teach and encouraged her students to think in a larger context than the world at present."

Another favorite professor was Dunn's uncle, admired as being meticulous and always prepared. This uncle was a good listener who could grasp a student's question and rephrase it so that everyone understood it, then give a clear, clean answer.

Dunn said, "The public doesn't realize or appreciate how much time a teacher puts in—all the extras, the preparation, and the thoughtful lesson plans full of information. Like an attorney they ask, 'How do I get students to stay on topic, what happens when they are off topic, how do I re-route the conversation?' It's hard work, but worth it."



School News

McKay School faculty and students have received various honors and awards. A few of these are highlighted below. For more school news, please visit education.byu.edu/news.

Reorganized EPP Leadership

Aaron Popham, former assessment and accreditation director of the McKay School of Education, was named the first director of BYU's Educator Preparation Program in August 2015. Terri Summers, former administrator in curriculum and staff development for the Jordan School District, has been named associate director and will begin January 4.

The EPP is responsible for coordinating educator preparation among seven BYU colleges. Together these units prepare teachers and administrators in 27 majors, 23 minors, and three graduate programs.

"Aaron is uniquely qualified for this inaugural position. He has valuable relationships with key state and national organizations," said Brad Neiger, associate academic vice president of undergraduate studies.

An educator for 25 years, Summers has served as a teacher, principal, and administrator. "Terri is well prepared to step into the position and quickly contribute to the success of the EPP," Aaron Popham said.

The colleges with programs in the EPP include Family, Home, and Social Sciences; Fine Arts and Communications; the Fulton College of Engineering and Technology; Humanities; Life Sciences; the McKay School of Education; and Physical and Mathematical Sciences.



New Chair of Communication Disorders Department

Martin Fujiki has replaced Christopher Dromey as the chair of the Department of Communication Disorders. Dromey has returned to teaching.

Fujiki will oversee the day-to-day operations as well as the long-term efforts and achievements of the department. He will continue conducting research in his specialty, the social competence of children with language difficulties.

By Study, By Faith

When the BYU Faculty Women's Association (FWA) was selecting its annual service project, its president, Counseling Psychology and Special Education professor Barbara Smith, searched for a way to serve and inspire students.



Smith's idea evolved into a new web series: By Study, By Faith. The project is produced by the BYU Theatre and Media Arts Department in association with the FWA. The creators hope the series inspires young women to pursue their educational goals despite challenges that may occur.

Textbook Shift

Research from a trio of BYU professors has examined the effectiveness of open textbooks, which are free, versus traditional textbooks, which are not.

Over the span of multiple studies, the researchers found that 85 percent of both students and instructors believed open textbooks were as good as or better than traditional textbooks. The results also show that students learn the same amount or more from open textbooks when compared with traditional textbooks. Open textbooks are available



digitally, are legally licensed in a way that allows for customization, and enable free sharing with others.

"In an introductory class like college algebra, the textbook is not there to entertain. It is there to teach a topic," said Lane Fischer, one of the BYU researchers who worked on the study. "And algebra has not changed a lot in the past 50 years, so you do not need the latest, most expensive book to teach it well."

Along with Fischer, David Wiley, John Hilton III, and recently graduated PhD student T. Jared Robinson were the other researchers involved in the studies.



Worthen Finger Paints with Preschoolers

BYU president Kevin J. Worthen, McKay School dean Mary Anne Prater, and Teacher Education department chair Michael Tunnell finger painted with preschoolers from the BYU Child and Family Studies Laboratory as part of the Week of the Young Child.

"It is important to teach children while they are very young," President

Worthen said. "Teaching teachers to know how to work with young children is an important part of BYU's mission. Having a program in which our students are actually teaching kids makes it much more meaningful for our students. Then they will be prepared as they go out and teach in the community."

Teachers Honored at Homecoming

The McKay School and the BYU-Public School Partnership were honored by the College Football Playoff Foundation in their Extra Yard for Teachers promotion. Many local teachers were given tickets to the Homecoming football game. The foundation partnered with DonorsChoose.org to provide funding for several area school projects.

Ten teachers from the following school districts were honored on the football field at halftime.

ALPINE: Randy Ockey, 4th grade, Highland Elementary; Kay Beck, life skills special needs, Cedar Ridge Elementary

JORDAN: Susan Taylor, 4th grade, Blackridge Elementary; Todd Monson, science, Oquirrh Hills Middle

NEBO: Gregg Crockett, 6th grade, Spanish Oaks Elementary; Cory Mendenhall, choir, Maple Mountain High

PROVO: Christy Yardley, 6th grade, Rock Canyon Elementary; Desiree Olsen, kindergarten, Sunset View Elementary

WASATCH COUNTY: Patty Heisterman, preschool, Midway Elementary; LaNay King, history, Rocky Mountain Middle



ASHA Honors Professors

Professors David McPherson and Martin Fujiki received the American Speech-Language-Hearing Association's (ASHA) highest honors in November.

According to ASHA, McPherson was honored for his scholarly contributions and humanitarian efforts involving audiology. He coauthored a pivotal paper that led to the recognition of auditory neuropathy and helped establish graduate programs in speech-language pathology and audiology in Syria. He was lauded for his humanitarian work in Vietnam, Russia, and Poland.

Fujiki was noted for his substantial contributions to the study of child language impairment. His work transformed assessment and intervention methods for children and highlighted the importance of social outcomes for those experiencing language difficulties. He is an attentive teacher and has been the associate editor of a top speech journal. He collaborates on research with his wife, Bonnie Brinton, a professor in the same department.

AECT Awards to IP&T

The Department of Instructional Psychology and Technology had a strong showing at the Association for Educational Communications and Technology (AECT) conference this year.

The Distinguished Service Award was given to Andrew Gibbons for his service as an officer and his work with committees and competitions. He also received the Educational Technology Research



and Development Award for “significant and sustained contributions in the area of instructional design conceptual frameworks.”

Benjamin Cluff Jr. Awards

Each year the David O. McKay School honors the legacy of Benjamin Cluff Jr. by presenting awards to participants in the BYU–Public School Partnership. In 2015 three individuals received awards.

- Joy Campbell (Excellence in Educator Preparation) serves as the McKay School liaison to the Jordan School District. “She is a master at helping those new to the profession understand the impact that they have on young peo-



ple in their classroom,” said Teri Timpson, a school administrator in Jordan School District.

- Stefinee Pinnegar (Excellence in Educational Research) is an associate professor in the McKay School of Education. “I think one of the things that sets Stefinee’s work apart is she is always looking for the opportunity to help other faculty members and students who are interested in teacher education,” said Lynnette Erickson, associate dean at the McKay School of Education.



- Pam Su’a (Excellence in Public School Support) is the curriculum consultant in the Jordan School District. “Students and teachers alike notice and remark to

me what an incredible woman she is because she really does believe in those core values, and those core values are then translated to our young people,” said Patrice Johnson, superintendent of the Jordan School District.



Seven New Faculty Members

The McKay School welcomed seven new faculty members this year. All have joined as assistant professors.



Eric Bybee



Alaska Black Huitts



Kathryn MacKay



Ryan Nixon

TEACHER EDUCATION



Christian Sabey
COUNSELING
PSYCHOLOGY
AND SPECIAL
EDUCATION



Donald Baum
EDUCATION
LEADERSHIP
AND
FOUNDATIONS



Royce Kimmons
INSTRUCTIONAL PSYCHOLOGY
AND TECHNOLOGY

Conference on Religious and Spiritual Psychology

When Allen Bergin first published his innovative research recognizing the importance of religious and spiritual concerns in psychotherapy, he received more than 1,000 responses and requests for reprints—an incredibly high demand for a pre-Internet publication. Thirty-five years later, a division of the American Psychological Association (APA) is devoted exclusively to religious and spiritual issues in the field of psychology.

Psychology tends to avoid the topics of religion and spirituality, which is what makes Division 36 of the APA so uncommon. It is the only APA division to focus on religion and spirituality, and, for the first time ever, their annual midyear conference came to Utah, a state well known for religion.

Bergin, an emeritus BYU professor, spoke at the conference. He influenced and mentored the work and lives of many



in attendance at the conference, including conference director P. Scott Richards, professor of counseling psychology in the McKay School. The conference featured a range of research investigating roles of religion and spirituality in psychology.

Richards, with McKay School professor G. E. Kawika Allen, recently received a generous grant awarded by the John Templeton Foundation. The grant is enabling them to investigate worldwide psychotherapies oriented toward spiritual practices and concerns.

The David O. McKay School of Education Alumni Society

OUR GOAL: TO KEEP MCKAY ALUMNI INFORMED, INVOLVED, AND ENGAGED

WE NEED YOUR Stories, Memories, and Ideas

ALUMNI SPOTLIGHTS AND ARTICLES

We are looking for stories of McKay alumni to share on our website and in our magazine. What have you been doing since graduation? What is/was your career path? How have you applied what you learned at the McKay School?

MEMORIES

It may be a class that you remember, a roommate, a particular date, a forum or devotional, a fashion at the time, or a favorite professor. Share the fun, serious, or memorable days at BYU on the McKay Alumni website: search for “Decades.”

SHARING

Do you have some great teaching ideas, successful bulletin boards, technology tips, or creative corners that have been effective, stimulating, and helpful? Pass them on and find new ideas to incorporate into your classroom. What is your opinion or experience with classroom pets? Are you for or against them? Why?

Send your interesting and intriguing items to
mckayalumni@byu.edu.

McKay School Events *Winter Semester*

<i>Power of Teaching Lectures</i>	<i>January 28 and February 18</i>
<i>Dinner with a Principal</i>	<i>February 25</i>
<i>Literary Promise Conference</i>	<i>March 9–11</i>
<i>Benjamin Cluff Jr. Lecture</i>	<i>March 24</i>



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