06  Martin B. Hickman

26  The Legacy of American Heritage 100

12  Digging Up the Old Tabernacle
Dear alumni and friends,

I am now nearing the completion of my first year as dean of the College of Family, Home, and Social Sciences at Brigham Young University. During the last 11 months, I had the opportunity to become much more deeply acquainted with the college I graduated from more than 20 years ago.

- I sat in on several classes in all of our nine schools and departments.
- I met and visited with many of our faculty to learn about their scholarly ambitions and to become acquainted with their research.
- I tried to read widely from among the various articles and books published by our faculty.
- I visited many of our alumni and friends of the college who give so generously of their means and talents to help strengthen BYU.
- I attended lectures and events where students, faculty, and alumni were introduced to the latest in their fields.
- And of course, in between the more stimulating activities, I completed many of the busy day-to-day tasks associated with being dean of a large college.

Through these experiences and observations, I can say with even greater conviction that the College of Family, Home, and Social Sciences is doing well! I am pleased be a part of a great organization and wish you had a few days to join me in my work so you could share in the invigorating, creative work ongoing in the college. Since it is unlikely that you can join me, I send along this summer 2012 issue of the college magazine, Connections, to give you just a little taste of what I get to observe every day.

You will read about some of the excellent research that is ongoing in the college and the opportunity that many of our students have to participate in that research. Everything from the influence of culture on explanations for events occurring in a fishing village in India, to the best steps to take to help your teen become an independent adult will be presented, and more. You will be introduced to some of the recent books published by our faculty. Martin Hickman, the first dean of the college, will come to life as we take time to remember the contributions of those who helped prepare the way for our current opportunities. You will have the opportunity to reminisce about your experience in American Heritage and learn about the many new and exciting innovations that now accompany this important and essential general education course. You will also get a chance to meet some of our loyal alumni to see where they are today and how they are using their BYU degrees to make a difference in the world.

I hope as you look at the current work of the college, you will feel just as proud as I do to be associated with this great institution and fine college. We hope to continue our work and to become even better teachers and scholars so that our eager students will have the best education possible. Thanks for taking time to reconnect!

Best,

Ben Ogles, Ph.D.
Dean, College of Family, Home, and Social Sciences
950 SWKT
Brigham Young University
Provo, UT 84602
(801) 422-2083
fhssdean@byu.edu

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ASK AN EXPERT

SendinG A ChilD To CoLLege CAN BE A RELIEF BUT CAN ALSO CREATE NEW CHALLENGES FOR PARENTS AND KIDS ALIKE. TOuGH MOST COLLege STUDENTS HAVE REACHED THE “ADULT” AGE OF 18, MANY PARENTS CAN FIND IT DIFFICULT TO GUIDE THEIR STUDENT AS THEY CONTINUE TO GROW AND DEVELOP WHILE STILL GIVING THE STUDENT THE SPACE HE OR SHE NEEDS TO MAKE CHOICES ON THEIR OWN. SCHOOL OF FaMILy LIfe ASSOCIATE PROFESSOR LARRY NELSON HAS STUDIED THE RELATIONSHIP BETWEEN PARENTS AND EMERGING ADULTS, THOSE 18 TO 29 YEARS OLD, AND OFFERS HIS ADVICE ON HOW TO PARENT THROUGH THE COLLEGE YEARS.

WHo SAYS WHaT’S NECESSARY?

When a student leaves for college, parents still want warm and support, but they start granting much more autonomy, and they create control in the form of high expectations.

Our research shows that a positive relationship between parents and children is one of the defining characteristics of young people who are really doing well in their transition to adulthood. A relationship is central. Again, that comes via warmth, support, love, concern, and communication. To let their children know they care, I tell parents to check in with their students, which is different than checking up on their students. Ask them how they are doing, not where they were the night before. Parental attempts to control their children are the biggest threat to the relationship. Parents may do this by making their support conditional, such as when a parent says, “I will only help pay for your education if you major in what I say,” or by using guilt to make their children feel bad if they don’t do what the parents want. Parents may also do this by frequently giving unsolicited advice or by doing everything for their children. This is often called helicopter parenting. Emerging adults simply will not respond to force and coercion, so the result of parental attempts to control their children will be harmful to the relationship.

How does the parent-child relationship change when a student first leaves for college?

Throughout the entire lifespan there’s a balance of three important things when it comes to parenting: warmth and support, control, and autonomy granting – giving children freedom to make decisions on their own. All three matter, but they are shown differently at different ages, and the rate of how much emphasis is given to an aspect changes.

CS

What are the major differences between how a parent views their student and a student views himself or herself?

LN

Seventy percent of emerging adults, 18- to 29-year-olds, don’t consider themselves to be an adult, and the majority of parents feel the same way about their children. Parents and emerging adults also agree that being more mature, making decisions, and accepting consequences for actions are all signs of being an adult. However, parents also feel that complying with social norms is an important part of becoming an adult. Young people don’t feel that is as important.

How can parents help their students make decisions?

CS

Most importantly, parents should not decide for your child, (a) ask your child where he or she is in the decision making process, (b) if asked, provide additional points the child might consider in the decision-making process, and (c) express support and confidence in the child’s ability to make the right decision. When your child does make a decision, congratulate them on it. Do not state things like, “That isn’t what I would have done,” or, if things don’t go well, “I told you so.” In general, reciprocate your child’s willingness to talk with you by listening more than talking.

How can parents tell if their student is making progress?

LN

Parents are often worried that their children are having too much fun rather than making progress toward adult roles. Parents need to realize that as long as the “fun” has a purpose, it can be a very positive aspect of emerging adulthood. We need to remember that this is a fun period of life. Parents should simply encourage their children to, as I like to say, “Play with a purpose.” This is a time period for young people to have fun. Join a club, do an internship or a study abroad, but their play needs to have a purpose. They should be engaged in things that will help them pick a major, build a resume, or prepare them for a future career. If it doesn’t, they won’t be growing toward adulthood, which is what creates problems for the parent-child relationship. A wise parent will recognize whether or not their child is making progress, and if they are, they should support those endeavors.

CS

What is an example of not balancing autonomy, support, and expectations?

LN

As far as financial support goes, the students who do the worst are those who are just given money for everything, including housing, books, and recreation. That’s a ton of support and very little expectation.

How can parents balance autonomy, support, and expectations?

LN

Parents who tell their student, “We expect you to contribute to your college education either financially or by maintaining a scholarship.” However we’ll help with books and housing as long as you’re making progress toward graduation.” Notice these parents place the expectation on “progress” rather than specific requirements such as a 4.0 GPA, a certain number of credits, or pursuing a parent-chosen major. This example demonstrates that balance of giving support with expectations.

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Rushing to classes and finishing homework, it is easy for students to see the college experience as a series of syllabi, studying, and grades. Many students often graduate without ever knowing the administrators, secretaries, and other staff members who organize and lead a university. The College of Family, Home, and Social Sciences has had many leaders guide it into being the prominent college it is today. In honor of these men and women, this is the first in a series that gives a glimpse into the lives of some of these leaders.
“I DO NOT THINK IT WOULD HAVE BEEN WORTH IT AT ANY PLACE EXCEPT AT BYU BECAUSE I THINK BYU IS MORE THAN A JOB. BYU’S A CAUSE... I COULDN’T ENVISION MYSELF ANY PLACE BUT BYU.”

MARTIN HICKMAN: CREATING A FOUNDATION

During his first year of college at Utah State University, Hickman described his efforts as a student as “pretty dismal.” His high school years had not been challenging academically, and he found he struggled as a college student. Despite these challenges, G. Homer Durham, a political science professor, took an interest in Martin, much to Hickman’s surprise. “He encouraged me in every possible way and, in subtle but unmistakable ways, led me to believe that he not only liked me as a person but saw that I had untapped abilities,” Hickman said in his memoirs. “In all of this, he set an example for me which I did not immediately respond to, but which in my later life became a tremendously important force in shaping my destiny and my professional goals.”

The journey for Hickman from a student who didn’t particularly enjoy studying to the first dean of the College of Family, Home, and Social Sciences was full of challenges, successes, and mentors cheering him on. Many current faculty members remember being hired by Hickman and being mentored by him just as Durham mentored Hickman. Others unknowingly enjoy the fruit of Hickman’s long years of service. “Martin was dean for 17 years,” former Dean David F. Sorey said. “Having served for a decade, I don’t know how he did it!”

YOUTH, READING, AND CHALLENGES

Born May 16, 1926 to Othello and Mary Helen Hickman, Hickman grew up in Logan, Utah with his two sisters and one brother. When he was four-years-old, he was diagnosed with spinal meningitis, an inflammation within the lining of the brain and spinal cord. At the time there wasn’t a lot of medical help available for the disease, so Hickman endured about two weeks of intense illness. Left in a weak condition, Hickman remembered learning to walk again and ended up losing his hearing in his right ear. In his memoirs Hickman recalled, “During the period of that illness, the only food which seemed attractive was Campbell’s vegetable soup. I must have had Campbell’s vegetable soup for meal after meal for two to three weeks, but I don’t think I have had more than one or two bowls of Campbell’s vegetable soup since that time. One can get too much of a good thing, I suppose.”

The struggle with health conditions didn’t stop for the young boy. Hickman also struggled with asthma attacks that would often come in the middle of the night, and his father would have to give him a shot of adrenaline. “In those periods of my boyhood when I was so susceptible to every childhood disease, which was then magnified by my asthma, there were moments of deep despair,” Hickman said.

Though these were difficult years, the time the former dean spent resting wasn’t used in vain. Allison Warner, Hickman’s oldest daughter, recalled, “That’s where he learned to read. He was a voracious reader. He read everything from Aristotle to Louis L’Amore.”

FOXHOLES AND HEROES

When the draft came for World War II, Hickman had recently graduated from high school and watched as his friends went off to war. Due to his deaf ear and asthma attacks, he was classified as unqualified for military service. Not satisfied, Hickman volunteered to be reclassified and was soon inducted into the military, serving almost two years in France. Though the former dean didn’t talk about his war experiences much, Anne Pipe, Hickman’s youngest daughter, recalled, “He was in a foxhole from October to February with no shower.”

According to Hickman, “It was during this period that I swore to myself that I would never voluntarily be dirty again. After a winter in the foxholes, I have had an aversion to being cold.”

LIFELONG LEARNING

After returning from his mission, Hickman attended the University of Utah where he determined to improve in the world of academia. Lois Midgley, a retired political science professor, recalled looking up to Hickman as Midgley started his academic career. “The university for them wasn’t fun and games. It was getting an education and moving on with life,” Midgley said. “For me, since I was interested in getting started in the university, getting to know people like Martin Hickman was a good experience, and I’ve always been appreciative to him and loyal to him.”

By this time G. Homer Durham was an academic vice president at the University of Utah and continued to mentor Hickman. One day Durham approached Hickman about taking the Foreign Service exam. Durham was trying to get the test offered in Utah and needed enough students willing to participate. Hickman agreed to help even though he wasn’t interested in the Foreign Service at the time. Ironically, he ended up being the only student in Utah who passed the exam. Pipe recalled her father saying that most of the information he knew on the test came from all of the books he had read throughout his life. He had studied at school. After receiving his bachelor’s, master’s and doctorate degrees, Hickman decided to join the Foreign Service and ended up working in Germany and Hong Kong for seven years with many of his children born along the way.

ACADEMIC CAREER

Hickman’s academic career began at the University of Southern California where he taught international relations for six years after leaving the Foreign Service. He was offered a job at BYU in 1967 in the political science department and a year after accepting it, was asked to be acting dean of the College of Social Sciences. Twelve years later he was asked to be dean of the new College of Family, Home, and Social Sciences. Many commended Hickman on his ability to integrate the two colleges into one. Of the integration, Ruth Blauch, one of Hickman’s associate deans, said, “He worked tirelessly to assure all faculty that they and their programs belonged. A critical example of his effort in the melding process was evident when discussions arose regarding the name of the new college. Under his leadership each of the units were recognized as home, family, and social science were all included.”

Midgley added that Hickman “reached out to the faculty and staff in both colleges in an effort to achieve integration and unity of purpose.” Hickman also focused on promoting scholarship and was
instrumental in the creation of the Women’s Research Institute and the Family Studies Center. “He was heavily involved in recruiting first-class scholars to BYU,” Midgley explained. “He was moving the university from essentially an undergraduate teaching role where there was some scholarship being done to what we have now where there is considerable first-rate scholarship being done.”

Earl F. Fry, a political science professor, said Hickman was also practical in his efforts. “His experience as both an accomplished scholar but also as a former Foreign Service Officer helped bridge the gap between the ‘ivory tower’ and the day-to-day world in which we live,” Fry explained. “In other words, he believed that faculty members should be devoted to teaching and research and constantly improving their scholarship, but at the same time insisting that their efforts should make a tangible contribution to the betterment of human society.”

Among the many projects he worked on, Hickman focused on the development of Washington Seminar, American Heritage and the David M. Kennedy Center for International Studies. Noel Reynolds, a retired political science professor, said Hickman helped the Kennedy Center to become a major force on campus. “He shared a vision with others who saw the world-wide influence of the Church and its mission program as a promising foundation for significant BYU contributions in the international arena,” Reynolds said. In an interview included in the Kennedy Center’s magazine Bridges, Stan Taylor, a former director of the center, said that Hickman was the primary academic supporter of the center. “The academic programs of the center would never have developed as well as they did had he not given total support and provided enthusiastic and positive direction to the center.”

A GOOD ARGUMENT

Reynolds said that part of what made Hickman a good administrator was his way with people. “He made friends easily,” Reynolds said. “People enjoyed being his friend.”

“As a good friend, he was known as a very good friend,” Midgley recalled. “He remembered names. He enjoyed teaching, and his students loved him. The same skills that made him approachable with faculty, especially prickly faculty, made him a favorite with students.”

Midgley said those who knew him best could get into fierce arguments with Hickman, sometimes even shouting matches. “The closer you were to him the easier it was to say, ‘I think you’re dead wrong,’ and he would say, ‘I would say the same things which seem to me so ironic or so outstanding that nobody would take me seriously, but people would still take me seriously,’” Hickman said.

Hickman tried to be fair in his distribution of resources throughout the vast college and in dealing with other university administrators. He saw himself as a facilitator between faculty and university administration. He sought to establish a good relationship with all of the units outside of the college, so that when a problem did come up he would have a good relationship to work with. “You cannot simply show the face of the lamb to the inside and the face of the wolf to the outside to be effective,” Hickman said. “To be effective you’ve got to interface with all of those other units of the university that impact on what the faculty do.”

Just as any leader, Hickman faced complaints and requests he couldn’t fulfill, but he tried to always treat faculty with respect. “He was the epitome of integrity,” Warner said. “He never complained about a job. Not as a hero, not as a man to be admired and talked of, not as a man who should be toasted at public dinners and spoken of with conventional absurdity as a perfect divine, but as a good man without guile, believing humbly in the religion which he has striven to teach, and guided by the precepts which he has striven to learn.”

A BALANCING ACT

Hickman recalled that the hardest thing for him to get used to when he became dean was people taking him more seriously than he takes himself. “I would say things which seem to me so ironic or so outstanding that nobody would take me seriously, but people would still take me seriously,” Hickman said.

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February 15, 2012

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LDS saints first settled in the Provo area in 1849, and as more and more settlers came to Provo in the 1800’s, the First Presidency of The Church of Jesus Christ of Latter-day Saints came down to Provo to plot out a town. According to a history recorded by N. La Verl Christensen from 1967-1968 for a Utah Stake high council assignment, a plot of ground for the meetinghouse was initially dedicated five blocks west of the current site on August 16, 1852, by George A. Smith. However, upon the advice of Brigham Young, then president of the LDS Church, work on that site was discontinued. Four years later, President Young recommended the meetinghouse be constructed on the current site.

Work on the building went slowly as the settlers were the main work force on the building. The building was financed by the donation of cash, time, and materials, and many of the workmen were paid with donated foodstuffs. Christensen recorded, “Times were hard and money was scarce. Recruiting work crews wasn’t always easy. Men had to toil hard in this new land to carve out an existence for themselves and their families. This was their first responsibility.” Despite the challenges Christensen noted, “Builders of the tabernacle in Provo came from widely diverse backgrounds, but they were drawn together in a common cause that fired them with spiritual devotion and the perseverance necessary to achieve their objectives.”

Christensen shares the story of one worker who sacrificed to help build the meetinghouse: “John Watkins, one of the experienced builders who donated freely of his time and talents on the project, at one time had no food in his house. Exhausted from hunger, he fainted while at work on the building. Meanwhile, a friend came to his home that same day with a bushel of wheat.” The friend told Margaret, Watkins’ wife, “I had a presentment you were without food!” A tearful Margaret admitted she was right. The women quickly ground the wheat and had bread when John returned.”

Eleven years after the dedication of the site, the completed meetinghouse, seating from 1,100 to 1,500 people, was dedicated Saturday, August 24, 1867. Following a Presbyterian floor plan, the building was a three-story structure with the basement probably compartmentalized for classrooms, an auditorium at ground level, a balcony on the third level and a vestry in the back. Talbot explained that the reason the building had a Presbyterian floor plan was that Brigham Young “wanted the youth of Zion to be reminded of the religious heritage of their mothers and fathers, many of whom were Presbyterians before they joined the Church.”

The building was used for a variety of church meetings, including stake and ward
meetings, stake quarterly conferences, and stake monthly priesthood meetings. It was also used for community events such as concerts, lectures, patriotic gatherings, and political meetings. The funeral of Isaac Higbee, the first stake president in Provo, was held in the building February 1874 and on September 26, 1888, a memorial service was held in the building after the assassination of United States president James A. Garfield.

Archaeologists have found evidence of the many meetings held in the basement of the building, including buttons, marbles, hairpieces, dolls, and coins that fell beneath the floor. The workers have also found evidence of electricity being installed in the building.

"Provo was one of the first cities to get electricity in the West," Talbot said. "We think that this building may have been one of the first ones that they hooked up."

As the population of Provo and the surrounding area continued to grow, church leaders decided to construct another tabernacle next to the old meetinghouse. That building, completed in 1885, replaced the old meetinghouse in many of its functions. However, the two buildings stood side by side for more than thirty years, during which the old tabernacle was used for youth group meetings and recitation. At one point the pews were removed and a floor was installed for basketball and dances.

By 1918 the building had become run-down, so it was decided to demolish the building. Remnants of the building were carried off, and some of the stones from the steps and foundation could probably be found in the older homes of Provo today. The bell that hung in the building’s bell tower was donated to BYU and hung in the tower of the education building. The bell became known as the old “Y” bell and may be the bell currently hung at the southwest corner of the Marriott Center.

Archaeologists have found evidence of the building after the assassination of United States president James A. Garfield.

"When the tabernacle burned and the foundation popped out," said archaeology graduate student, Scott Ure. "Usually Utah is not a very great place for ground penetrating radar, the soil is not very conducive to it. But in this case, it’s kind of hard to miss."

Once they found the foundation they decided to begin excavation on the site, so they could capture some information about the old meetinghouse before it was demolished for further progress.

"There was a lot of library research done on finding out information on the old meetinghouse," said Ure. "Historians researched where everything might be located and different structures within the site, mostly from documents kept from the time period."

Uncovering a 150-year-old building from several feet of soil is bit more complicated than a dig in the sandbox. "There are a lot of different ways that archaeologists can do this," noted Ure. "We actually brought in heavy equipment, backhoes, and tractors. We were standing there watching as they moved several feet of deposits, and they left about a foot or so of the soil right above the floor."

In other archaeological projects, archaeologists may dig by hand. In this case, however, they

old meetinghouse date.jpg

"This building was the heart of Provo and, in a sense, of Utah County for decades. This is where all the religious, all the social activities, and many of the civic activities happened," said Richard Talbot, director of BYU’s Office of Public Archaeology.

TIMELINE

1852

First site dedicated

1863

New site dedicated, work started

1867

Provo Meetinghouse dedicated

1874

Funeral of Isaac Higbee

1875

A structure to hold a baptismal font constructed on the site

1881

Memorial service for President James A. Garfield

1885

Construction started on new tabernacle

1889

Dedication of new tabernacle

1918

Old Meetinghouse severely damaged by fire

2010

Provo Tabernacle announced

2011

Restoration and conversion to LDS temple announced

2012

Old Meetinghouse excavated

connections summer 2012

14

The College of Family, Home, and Social Sciences

15

old meetinghouse date.jpg

old meetinghouse.jpg

old meetinghouse.jpg
The team uncovered about one to three two-meter grids per day. Of organizing such a large project, Stauffer said: “We’d get to the site in the morning and discuss what we’re going to do for the day. Because we had a base of graduate students that were there all the time, and we had volunteers that would fluctuate throughout the day, we had to organize that. Usually, after about five or ten minutes, we actually go down there and start digging.”

With an archeological site on the street corner of downtown Provo, the dig was bound to get some attention. “It was so cool to bring people to the site, because usually we’re fighting tooth and nail to get people excited about what we’re doing,” said graduate student Lindsay Johansson. “Everyone just drove by and stopped and came to the fence and talked to us. I think that, in general, people are excited about archaeology. I think that people could relate to the pioneer and genealogy aspect.”

The site is not only a tribute to the early Utah Valley pioneers, but an acknowledgment of their sacrifices. “I’m interested in the cost investment in this building—how big all the bricks were and the kind of work that the pioneers had to do to build this,” said Johansson. “I think that struck the core for a lot of people: how hard they worked for this.”

Because the meetinghouse was built before the railroad came to Utah, all of the materials were found and made near Provo: stones were quarried, nails made, and wood carved. The local connection is important, because, as Stauffer said, “it’s our heritage.” It’s amazing what these early saints did.”

According to Richards, sharing the wonder of heritage and history is one of the great joys of archeology. “Archeologists are often in another country or in the middle of a field fifty miles away and people can’t come see what we’re doing. But it was so much fun being able to have the public there,” said Richards. “I think it was a huge benefit for us and them both, because we were able to explain to them and they can see what we’re doing.”

The bittersweet aspect of archeology lies in the fact that, once again, things are covered up. “We took tons of notes, lots of photographs of everything, and then, we had to leave,” said Stauffer.

Scott followed up with: “Once you’re done, it’s gone. It is really, in and of itself, the reason why we do it: to recover what we can before it’s lost. In this case, we got some really unique insight into just the kind of people who were using that building. As members of the Church, we place a lot of emphasis on being connected with our ancestors and connecting with people from the past so we can learn about ourselves, really.”

Though the site is now buried to make way for the new Provo temple structure, its legacy is uncovered and immortalized. “We can learn about where we’ve come from and the sacrifices that people made,” said Ure. “For me, personally, that’s what makes archeology so unique. It’s almost like genealogy, but it has a scientific spin.”

For more information, visit http://www.ldschurchtemples.com/provocitycenter

“ARCHAEOLOGISTS ARE OFTEN IN ANOTHER COUNTRY OR IN THE MIDDLE OF A FIELD FIFTY MILES AWAY AND PEOPLE CAN’T COME SEE WHAT WE’RE DOING – BUT IT WAS FUN BEING ABLE TO HAVE THE PUBLIC THERE...WE WERE ABLE TO EXPLAIN TO THEM AND THEY COULD SEE WHAT WE WERE DOING.”

determined that it was okay to uncover the site with large machinery because they had about two or three feet of soil above the actual foundation. “At that point, we go in by hand,” said Ure. “We’re really systematic in how we excavate and document.”

Ure noted that the motto is: you use the biggest tool for the job. “As you’re digging, if you start to hit things that need more attention, you switch to a smaller tool. Sometimes, you get down to dental picks, just depending on what you’re digging. It’s a process,” said Ure.

“The structure was almost completely demolished,” said Talbot. “Only the lower foundation walls and basement subfloor area were not destroyed; the basement then filled in with debris and dirt, and the ground above it leveled off, leaving no visible trace of the building.”

The site was uncovered in primarily two sedimentary levels: “The upper layer is full of plaster and nails and structure materials from when they demolished the old meetinghouse, and then the lower layer is right on the prepared floor. We would shovel out the upper stuff and screen it,” said graduate student Sarah Stauffer. “‘Screening’ dirt indicated sifting dirt through a large screen for artifacts, which are then bagged for organization and protection. The floor is typically where all artifacts are located. On the old meetinghouse floor, they found hundreds of items: little toys, coins (which probably came with the pioneers across the plains), lace bobbins, marbles, buttons, and pins.

Katie Richards, another graduate student who worked on the project, noted: “It’s really important not just to know that things came from the tabernacle, but to have an even tighter content of what area of the tabernacle.

We grid everything out in two-meter by two-meter grids, and we actually have a laser level that goes across that tells us how deep we are below a set data point, and so all of our artifacts are provenanced very carefully.”

“The team uncovered about one to three two-meter grids per day. Of organizing such a large project, Stauffer said: “We’d get to the site in the morning and discuss what we’re going to do for the day. Because we had a base of graduate students that were there all the time, and we had volunteers that would fluctuate throughout the day, we had to organize that. Usually, after about five or ten minutes, we actually go down there and start digging.”

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Our lives are made of relationships, and one of the most important relationships is with our significant other. Despite their importance, it is often difficult to talk about our relationships and how we would like to improve them. The RELATE Questionnaire, an online survey developed by the RELATE Institute at BYU, provides a way to analyze potential strengths, weaknesses, and problem areas in a relationship.

**The Science Behind Successful Marriage**

By Christina Sanders

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**Family of Origin**

Family of origin refers to the quality of the emotional climate in the participant's childhood home; particularly, the participant's relationship with their parents and the quality of their parents' marriage. Researchers have found that the higher the levels of positive family background, the higher the levels of emotional readiness, kindness, and flexibility. People whose parents are divorced are more likely to have poorer relationships and to not place as much importance on marriage. However, resolving negative feelings toward divorced parents can help adults improve their relationships. Busby explained, "It's not so important to tell you in your family of origin, but how you interpret adult relationships based on what happened to you. Bad things happen to all of us. Some people end up feeling relationships are dangerous. Others learn to trust and have the ability to come to terms with the bad experiences.”

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**Violent**

Another issue Busby has found to be important is whether people have relationally oriented values. Those who tend to be more focused on the relationship and less on personal success make better partners. A person's beliefs about marriage, relationships, and gender roles all potentially affect the outcome of a relationship.

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**Personality**

In the questionnaire couples are asked about their own and their partner's level of kindness, sociability, calmness, organization, flexibility, maturity, happiness, self-esteem, and religiosity. Based on results couples can discuss how similar personality traits can benefit their relationship and how to adjust to large differences in certain areas. Both kindness and flexibility have been shown to be important for effective communication and positive conflict resolution. "Kindness and flexibility are the two most important personality traits you can possess," Busby said. In particular Busby said one of the most important factors in a relationship is the wife's view of her husband's kindness. Females tend to take more responsibility for a relationship and are most likely the ones who will decide whether to get a divorce or not. If the wife's view of her own kindness is significantly higher than her view of her husband's kindness, that may be the beginning of an issue that needs to be addressed. Couples also have more success when they have the same commitment level to their religion. In fact, couples who have different commitment levels to the same religion are often more distressed in their relationship than those who belong to different religions.

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**Communication**

Elements of communication that are important include showing empathy and love, sending clear messages, showing respect, and soothing each other. Skills such as listening, communicating respectfully, and knowing how to deal with a conflict without escalating or avoiding the situation are important too. Busby explained conflict tends to send people into preserving patterns that aren't necessarily helpful for resolving the situation.

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**A Closer Look at Conflict**

There are many ways to handle conflict, and often couples have different conflict styles. However, that doesn't necessarily mean the couple will be unable to solve a conflict. On the other hand, some pairings of conflict styles can present a red flag for a relationship.

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**Confidentiality**

The RELATE Questionnaire the RELATE Institute provides a full color report available for download, and technical support while taking the questionnaire. To take the questionnaire or learn more, visit www.relate-institute.org. The survey is $20 per person.

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**Healthy Marriage Checklist**

- **Do you have a healthy view of your parents’ marriage?**
- **Have you overcome any negative feelings toward your parents or the idea of marriage?**
- **Do you consider your relationships something you value more than personal success?**
- **How would you rate your level of kindness/flexibility?**
- **Do you and your spouse have a healthy conflict style?**
- **Do you listen and show respect to your spouse?**
- **Do you feel stable in your relationship?**
ECONOMIC DEVELOPMENT IN UGANDA

BY CHRISTINA SANDERS

Uganda, the pearl of Africa with savannah plateaus, mountains, and lakes, is a land-locked country in East Africa. Life moves at a slower pace there, and outside the cities, towns consist of traditional dirt paths and huts. For decades the country faced economic instability, making it one of the poorest countries in the world. However, with abundant natural resources and new economic policies, Uganda has started to show signs of economic growth. Inflation, which was at 240 percent in 1987, was reduced to 5.1 percent in 2003. Much of the economic growth has been aided with foreign investment, but the economic growth has not been accompanied by a decrease in poverty. According to the Overseas Development Institute, the country’s gross domestic product (GDP) grew an average of 2.5 percent between 2000 and 2002, but poverty levels increased by 3.8 percent during that time.

Unfortunately, the disconnect between economic development and those living in poverty is common throughout the developing world. Dan Nielson, an associate political science professor and director of the Political Economy and Development Lab (PEDL) at BYU, said a lot of the time donors will give the government of a developing country money for an economic development project, but then there will be no idea if the project works.

“It’s called the broken-feedback loop,” Nielson said. “A lot of aid could be having no effect or even a negative effect.”

Over the summer Nielson and several BYU students who are part of PEDL went to Uganda to conduct a field experiment for the United Nations Children’s Fund to see how economic development could be improved. The main concept they tested was crowd sourcing — gathering information from a lot of people rather than a single expert. Wikipedia, science, and consumer markets rely on the same concept. For example, someone can go to the grocery store and find the item they want because hundreds of others have gone to the store for the same thing, so the storeowner stocks his or her shelves based on what a lot of people have asked for rather than on the opinion of a single “grocery store expert.”

The experiment Nielson and the students ran tested a system developed by UNICEF called U-report that allows people to send text messages about development conditions in their neighborhoods and villages. A similar system was developed by a software company called Unahub, or “witness” in English, after a disputed presidential election in Kenya in 2007. The company created a website that allowed people to send in emails and text messages with eyewitness reports of violence. The website then plotted the reports on Google Maps.

The system worked well in Kenya, but UNICEF wanted to know how to get people to use U-report when there wasn’t a crisis situation. Nielson and the BYU students tried two different treatments in different areas of Uganda to see how they could motivate the most people to be involved with U-report in a cost-effective manner.

The first experiment tested the most effective manner to get people to sign up for U-report. The group found radio ads that generated the most responses were encouraging people to sign up because it is a good thing to do and because they would be entered in a lottery to win a solar charger.

The second experiment tested what motivates people to answer the polls sent out by U-report. In particular the students tried giving direct feedback to the participants, such as texting back a “thank you” or asking for more information.

The direct-feedback method proved to be an effective way to get participants to respond. “The people knew there was someone actually reading what they sent in,” Nielson explained. “It doubled the amount of messages we got and also increased the number of people who responded.”

While answering text messages and implementing the experiment for UNICEF, the students were also able to design and implement their own experiment in Uganda. Brian Reed, a junior studying political science, worked with Ryan Bakov and Alex Egbert on an experiment testing the efficiency of NGOs.

Reed asked NGOs how much it would cost for the NGO to complete a project based on the amount of information he gave them about the PEDL. Based on preliminary results, both telling the NGOs that PEDL is funded by wealthy donors and that PEDL would be looking at other organizations for estimates increased the NGOs’ price estimates. Reed said the results showed many NGOs are opportunistic when asked to complete a project. In other words, they ask for more money than usual for administrative costs to make more money for themselves instead of using funds for the development project.

“I learned there needs to be more accountability in foreign aid. It’s not enough to just give countries money,” Reed said. “We need to hold them accountable to test the methods we use in giving foreign aid. That’s what we were doing over there, evaluating these methods, and sometimes results were unexpected.”

Traditionally political science uses quantitative analysis to test theories, but by using field experiments Reed said they were able to analyze data and contribute to economic development by implementing a project and then seeing if the project was effective or not.

“I think there’s a lot of potential in the method we used,” Reed said.

Madeleine Gleave, a junior majoring in political science and economics, described what it was like working in Uganda. “It was nothing like I expected. Everything takes three times as long as you think it will. People there work at a slower pace.” One thing Gleave had to adjust to was not having a central location to go to find stores or internet cafes, and when she went out to the rural villages there was no running water or electricity, the roads were dirt paths, and the people lived in huts. “That’s their life, and they have great relationships with each other, and they’re very happy,” Gleave said of the Ugandan people.

The experience was like an internship, study abroad, and field study all rolled into one, Gleave explained. On top of learning practical skills such as doing research, she gained a better understanding of the developing world.

“I learned that people have a lot in common even if they live in very different circumstances,” Gleave said.

Peter Carroll, a senior majoring in political science, also noticed differences in Uganda but said, “It’s important to get out and see that the comforts we have are not a common experience. It’s an exception. We talk about this group called the poor, but they’re people first. I think it’s dangerous when we classify people in developing countries in ways that make them seem less human. They’re more similar to us than different.”

POLITICAL ECONOMY AND DEVELOPMENT LAB

PEDL was established in 2008 to increase understanding of the relationship between politics and economics, with a special focus on global development. It is funded by Richard and Judy Finch and housed in the Political Science Department at BYU. PEDL sponsors the BYU portion of AidData, a database that collects and aggregates all the data available on foreign aid, including aid given by governments, the U.N., and NGOs. UNICEF first approached Development Gateway, a partner of AidData, for help with the U-report experiment.
CHANGING PERCEPTIONS & CREATING POSSIBILITIES: INTERNING IN ROMANIA

BY CHRISTINA SANDERS

130,000 CHILDREN

As dictator of Romania, Nicolae Ceauşescu had a vision to create a super state. He believed the unborn child to be the property of the state and in 1966 outlawed abortion and birth control. Families with less than four children were expected to pay a higher tax, and with the new measures in place, the country’s population started to rise. However, with the country in economic turmoil, many families were unable either economically or psychologically to take care of so many children, especially if they had special needs. Left with no other option, families left their children in overcrowded institutions with underpaid and overburdened staff. The children’s physical needs were marginally met, but their emotional needs were almost completely ignored.

BEGINNINGS AT BYU

Chelsee Jensen, then a BYU student, decided to go to Romania on her own for two weeks before she established contacts with various facilities that treat young children. She later told John Segger, a BYU sociology professor who retired in 2001, about her experience and the opportunities for students to not only learn about child development, but to also make a difference for these children. Segger decided to develop an international, service-learning experience that sent students to Romania to work one-on-one with children in various orphanages and facilities. What started as a small program with 20 students going to Romania in 1999, expanded to a full internship under the School of Family Life.

While on the internship, students focus on providing social interaction for the children. Nelson said the interaction helps the kids develop more skills and become more “adept.” “We place students in a position where they have to learn to work with kids from different backgrounds,” Nelson explained. “As students become attached to the kids they want to learn more, so the more they help the kids better. The service creates learning activities, and the learning creates better service.”

MOTIVATED BY LOVE

A baby with piercing blue eyes and spastic movements was left with a note on the doorstep of a Romanian orphanage. Like many parents who had left their children at the orphanage, the child’s mother was too poor to take care of her son, Alex.

For eight years Alex followed the strict schedule of the orphanage. Waking up, going to school and eating at a certain time. It became evident very quickly that Alex had a form of cerebral palsy that affected his motor skills. Only able to move his head, kick his legs, and indirectly use his arms, Alex was confined to a wheelchair and spent most of his time in front of a television. Despite all of these challenges, he remained a happy boy who knew how to get positive attention. He loved picture books, cartoons, and kicking balloons with his legs. Since he was unable to control his vocal cords, he learned to use his eyes to communicate with the caregivers the things he needed or wanted.

Though Alex was limited physically, it was obvious to the students Alex had a bright mind. One intern suggested Alex could learn to read. That suggestion set Jarstad thinking of what he could do to help Alex develop. He printed off a sheet of paper with letters on one side and pictures of Alex’s favorite activities on the other. He then put a band around Alex’s head with a stick coming off of it. Alex could then use his head to indicate different letters or activities. Jarstad ran out of time to be able to do more for Alex during the internship, but his desire to help Alex led him to return to Romania four more times.

When he returned to BYU after the internship, Jarstad continued to think of ways he could help Alex. He secured a research grant so he could purchase a 32-message communicator for Alex, a device that allowed him to record 32 different messages that would sound when the icon for that message was touched. He also worked with the Utah Center for Assistive Technology to build another head pointer that would be more durable.

A year after his first trip Jarstad returned to Romania to help Alex learn how to use the new device. Working with Alex Van Noy, another student who had worked with Alex previously, Jarstad worked with Alex every day during the day and at night went home and brainstormed how to help Alex the next day. It was difficult for Alex to get used to the machine, and it was hard for Jarstad to tell if Alex was giving the wrong answer to a question or had simply been unable to hit the correct response on the machine. “It wasn’t a huge success the first time back, but it gave me some direction,” Jarstad said.

The next time Jarstad returned to Romania in 2008, the orphanage had a donated computer, which allowed Jarstad to set Alex up with Camera Mouse. Camera Mouse is a computer program that uses a webcam to allow people to control the mouse pointer on the computer screen by moving their head. The Camera Mouse allowed Alex to progress despite his limited mobility.

“That was a really big milestone for him because after that he could use the computer to communicate and express himself in other ways too,” Jarstad said. Alex figured out how to draw pictures with the program and ended up spending a lot of time drawing. Alex also was able to learn how to spell his name on the computer. He would hover the mouse over a letter, the computer would say the letter, and then if Alex stayed on the letter the Camera Mouse program would automatically click on...
The letter. After he had completed spelling his name, the computer would read it to him. “When he heard his name, he started grinning and laughing,” Jarstad said. “That was a super happy time for me because after all the effort we took to bring the technology to him, he took to it really well.”

Alex was even able to play computer games. “There’s this kind of game where you’re trying to kill them by just moving the cursor which is actually a crosshair on the game, and it tells you how many you get and how quickly,” Jarstad said. “It’s very positive for his self-esteem because he can see that he’s achieving goals.”

Jarstad credits many people besides himself for the success he had with Alex. “I can’t stress enough how lucky I was to have so many resources available to me,” Jarstad said. “My father, John Jarstad who is also a BYU alumnus and whose service experience makes mine seem like a drop in the bucket, supported me financially through this whole process. Betty Ashbrook and Tina Dyckes, professors from the David O. McKay School of Education, were great mentors for me. Teodora Racoveanu, a psychologist at the orphanage, has by far done more for this project than anyone else. She was my connection with Romania and the orphanage and sacrificed her already extremely busy schedule to help me implement things that would have seemed impossible.”

Now that he has moved on from the Romanian experience, Jarstad, who graduated in 2009, hopes others will be inspired to use their skills and education to help. “There are lots of people there that need help, and with the skills that they’ve gained from their education, they can do something to immensely impact someone else’s life.”

On top of helping Alex learn the new technology, Jarstad spent a lot of time bonding with Alex. “Spending time with Alex, I was able to form a really strong bond with him. A lot of the time we were just having fun. He’s just an amazing little boy with a funny sense of humor,” Jarstad said. “He’s all the way there inside. He’s like a normal little kid. He likes to play and watch cartoons. We would play fight, and I would fake box with him. He would make faces and really slowly back across the head, and he loved it if you would react to it. We would do arm wrestling. He loved that because he’s a boy, but also because it made him feel like he was less disabled. He always had a very positive and fun expressiveness about him.”

Jarstad said the biggest impact he saw from his work was the increase of Alex’s self-esteem and the change in the workers’ attitudes toward Alex in letting him make decisions more.

“We’re there with him, helping him make those decisions, but we’re not doing it for him. We’re just kind of guiding,” Jarstad said. “It made it possible for him to see that they’re important decisions.”

In the long run it has given him a way to be more confident, and part of that is he knows that he’s being given special attention,” Jarstad said, “It’s very positive for his self-esteem because he can see that he’s achieving goals.”

Jarstad credits many people besides himself for the success he had with Alex. “I can’t stress enough how lucky I was to have so many resources available to me,” Jarstad said. “My father, John Jarstad who is also a BYU alumnus and whose service experience makes mine seem like a drop in the bucket, supported me financially through this whole process. Betty Ashbrook and Tina Dyckes, professors from the David O. McKay School of Education, were great mentors for me. Teodora Racoveanu, a psychologist at the orphanage, has by far done more for this project than anyone else. She was my connection with Romania and the orphanage and sacrificed her already extremely busy schedule to help me implement things that would have seemed impossible.”

Now that he has moved on from the Romanian experience, Jarstad, who graduated in 2009, hopes others will be inspired to use their skills and education to help. “There are lots of people there that need help, and with the skills that they’ve gained from their education, they can do something to immensely impact someone else’s life.”

Looking back on the experience Jarstad said, “I think the thing it taught me the most was this circular nature of love and service. As I served Alex I started to love him more, and that love motivated me to do more for him. When there’s people in your life that you love it really doesn’t take a lot to drop everything and help them. Working with him was the most fulfilling thing I’ve ever done.”

In the 1990s, a group of human development professors in the School of Family Life collected data about parenting in China. Though it was cutting edge research then, fifteen years later family researchers in 2009, a group of professors at the School of Family Life thought it was time to take a fresh look at parenting in Asia, and the PACIFIC Project was born. With research being collected in four Pacific Asian countries—Japan, Malaysia, Thailand, and Chile—the PACIFIC Project (Parents and Children in Families and Cultures) focuses on “how family interactions and parenting behaviors affect preschool-aged children.” The research focuses specifically on the social and emotional development of preschoolers within these diverse Asian cultures.

“The primary focus of the project revolves around parenting and family factors associated with preschool children’s development as these factors tend to have significant influence in the early years of life,” said Rick Miller, director of the School of Family Life and PACIFIC Project researcher.

David Nelson, an associate professor in the school, is working on the project, noted, “This is a study that’s primarily focused on the social development of children. We’re looking at children’s aggressive behavior, their withdrawn and introverted behaviors, their prosocial behaviors, their social behavior. So, that’s been the long-term idea of the study.”

The PACIFIC Project is the first study that has looked at multiple Asian cultures with an interest in both child and culturally indigenous patterns of parenting and family life. The project will develop culturally diverse research because “Asian cultures are different within their own unique countries,” said Miller.

“We kind of paint ‘Asian parenting’ with this broad brush,” said Nelson, “saying that all Asian parents parent the same way. But it’s not true. We’re looking at different cultural practices—religiously, politically, and culturally.”

The project with SFL professors. “The primary focus of the project revolves around parenting and family factors associated with preschool children’s development as these factors tend to have significant influence in the early years of life,” said Rick Miller, director of the School of Family Life and PACIFIC Project researcher.

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Research is collected primarily through questionnaires, but one aspect of data collection that makes the project unique is that for each participating family there are two fifteen minute segments in which a mother and her preschool child are videotaped while they interact. Later, the videotapes are coded to document the nature of the observed behavior in both the child and the parent. Different parenting and marital factors, as well as the personality of children and parents, are considered in the prediction of many positive and negative social behaviors in the children. It is anticipated that more than 2,000 families will be involved in the overall study.

“In each of the countries we’re collaborating with a major university and professors at those major universities,” Miller noted. “So the project is a collaboration between BYU and four different universities in Asia.” Last year, researchers from the four Asian universities came to BYU for several days to plan the project with SFL professors.

Miller remarked that it is important for the School of Family Life to be involved in the PACIFIC Project research for two reasons. First, more than half of the members of the LDS Church now live outside of the United States, and “we have very little information about family life and parenting in other cultures. So, it’s important that we learn about these differences,” said Miller. Second, one of the strengths of BYU is the many faculty and students who speak a foreign language, and that ability plays to the strengths of the project.

One of the project’s strengths is that it includes both cultural and language diversity, and though the project is still in its early stages “focus work has been done in all four countries,” said Nelson. “We’ve been interviewing parents about what parenting is like in their cultures. We’ve found things that appear to be unique or culturally indigenous and also how parenting may be similar universally across cultures. We learned quite a few things from that part of the study.”

For example, within their research they have found that Japanese mothers are very involved in their children’s lives, especially at the preschool age. This was manifested in that Japanese mothers often sleep with their young children, hold their children’s hands while they sleep, and clean their ears. “As the mothers described the actions, they described them as these warm, intimate moments together. From a research angle you might say those practices are examples of parental warmth and those are good things for children,” said Nelson. “The focus group data also documents negative things within Asian cultures. For example, in some Asian cultures parents negatively contrast their kids with other children in ways designed to induce guilt, such as: ‘I wish you were like that other boy,’ or ‘I wish I was that child’s mother.’

“We’ve learned that there are some indigenous parenting practices in each of the cultures, and that has helped us to refine our measures and questionnaires,” said Nelson. “Over the next year we’ll be starting data collection in most of these cultures.”

As far as the project’s feasibility Nelson said, “It’s a very large, ambitious project. It’s not easy to collect data in one culture, let alone four. But we’ve been successful in the past—so we have no reason to believe it won’t work.”

Primary Investigators from BYU are Craig H. Hart, Richard B. Miller, David A. Nelson, Larry J. Nelson, Charissa S. L. Cheah from the University of Maryland-Baltimore County is an additional principal investigator, and participating institutions are Dalan University of Technology (China), HELP University College (Malaysia), Universiti Putra Malaya (Malaysia), Chiba University (Japan), Dalian University (China), and Maejo University (Thailand).

“This is a really major project,” Miller said. “It’s the largest multi-national study on parenting and family studies in Asia. It’s going to have a big impact.”
Few environments beckon for a mid-afternoon nap more effectively than 800 pairs of glazed-over eyes and a dimmed auditorium. That is, well, when your professor isn’t Kiss a pig. It’s true that BYU’s quintessential freshman course, American Heritage, may appear to have all the traits of a nearly unbearable class, so why is it that the course—which funnels through more than 6,500 students each year—is not only keeping students’ attention, but inspiring them?  

More than thirty years ago, BYU’s Board of Trustees mandated that an “American Heritage” class be required for all students, because they believed that university students needed a better understanding of the origins of the Constitution and its role in American life. American Heritage combines history, political science, and economics to help students better understand how political and social systems are designed and operate in the real world. The course begins in the ancient world and examines how different cultures have tried to balance liberty and order. Students intensively study the creation of the American republic in the 1780s and how the American political and economic systems responded to developments throughout the history of the nation. 

But the American Heritage program, beginning in the early 1980s, wasn’t simple to design. Dozens and dozens of conferences were held with various representatives from different social science departments at BYU, collaborating for their spot in the course. Frank Fox, retired professor of history at BYU and partnering father of the American Heritage program, said, “A bunch of conversations began in 1977, and they went on and on and on.” 

The collaboration was difficult; it was to be a merger of social science disciplines, which are, as Fox described, “all over the board.” With academics representing each of their respective disciplines, the meetings stood at a standstill. “Anyone who attended any of those meetings came away quite pessimistic,” said Fox. “It just couldn’t be done, we thought.” They met twice a month with Martin Hickman, then the dean of the college, of whom Fox said, “He kind of became the father of American Heritage, because he was a man who had a very deep and abiding faith that this [merger of disciplines] could be done. So we continued to meet. The months rolled by; pretty soon they...
were the years rolling by.”

After a particularly disheartening meeting, Fox recalls getting a phone call from Clayne Pope, then a professor of economics at BYU, who had an idea. What if they were to combine a specific set of social sciences and focus on one issue. And what might the issue be? “‘America,’ he said,” recalled Fox. “‘America would be the issue.’” He could work to focus on the evolution of political theory that came about with the founding of America, which also coincided with the uprising of market economy theory. Pope asserted that a history of the United States, its politics and economy could be their golden ticket. Fox was on board. Together, they began drafting how the course might be taught. Many people still call them the “founding fathers” of American Heritage.

Development

Both Pope and Fox admit that the course’s first couple of years were not huge successes. Pope noted, “It was pretty bad. We were teaching by all of us giving a lecture on our own thing, but none of us, as faculty members, knew how to integrate the three different subjects.”

Fox went as far as to say, “Often, it was just a disaster. We weren’t on the same wavelength, and unfortunately it was often the students who paid the price. There had to be a basic consensus among the people that were doing this, and if you didn’t, it came across to students in a required freshman course, for the right reasons.”

With these changes, American Heritage began to take shape. Pope and Fox started developing a text and making the lectures more organized and cohesive. Erica Germaine, the current American Heritage coordinator, said of Pope and Fox, “They took it under their wing to become the versatile teachers. There was lot of discussion on how to handle this course and how to structure it.”

Fox recalled watching Pope give a lecture on economic theory and sitting in back of lecture hall taking scrupulous notes, so that he could give the same lecture a few hours later. They had discussions with each other and worked to educate one another on their respective subjects.

“The main thing was that those discussions educated me a lot about those things we were teaching,” said Pope. “Because I am an economist, I only knew a little. But mainly I learned from other professors teaching me—same for Fox. Because I was an economist and he was a historian—we helped each other, and learned from each other.”

Fox noted, “In time, we became more comfortable. We read some books, went to seminars, talked about political issues and theory with political science professors and took notes. So, this was a learning experience for us every bit as much as it was for the students. They learned what we were learning too. Which is kind of an exciting thing, when the teacher is learning while the students are learning.”

But, combining disciplines was only one of the problems. Fox remembers, he and Fox went to Hickman and said, “Let us try to integrate this class and teach the whole thing, as a single professor.” Hickman said “yes, go ahead and do it.” It was very generous—he gave us a full-time assistant, Linda Jensen. We were lucky.”

Pope said, “We hired someone that was super time assistant, Linda Jensen. We were lucky,” Hickman said ‘yes, go ahead and do crazy, wild, unexpected things.”

Along with teaching the serious and focused on watching news broadcasts and incorporating them with daily lectures.

“Do you want to keep them awake, you want to keep them engaged, you want to keep them guessing, and you want to challenge them? How do you do that?” asked Fox. “You do crazy, wild, unexpected things.”

They worked out a traveling microphone technology that enabled them to walk around the room and down the aisles. Fox noted that sometimes he would sit on the floor, because there were kids sitting on the floor. He said, “I would go through the rows of seats like in a movie theater, ‘excuse me, excuse me,’ Anything at all to do the unexpected, to keep their attention.”

Next, they incorporated technology. They used microphones within the audience to help students ask questions. They decided to show movie clips, stage skits, and dress up. They hired Cindy Kern as a media specialist, who focused on watching news broadcasts and incorporating them with daily lectures.

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Along with teaching the serious and consequential material of the course, Fox and Pope were trying anything they could to engage their thousands of freshman students. “I think Frank did more of them than I did,” said Pope. “My argument is that Frank was quite a showman.”

Which, perhaps, Fox would agree with: “In some ways, you have to do theater to keep people’s attention,” he said.

Because it was a big group, they could do things that smaller classes couldn’t. “We used lots and lots of film clips,” said Pope. “It was hard and expensive back then, but now its easy because of technological advances.

“THE LEGACY OF AMERICAN HERITAGE 100

28 THE COLLEGE OF FAMILY, HOME, AND SOCIAL SCIENCES

CONNECTIONS SUMMER 2012 29
Technology changed things so much through time. Toward the end of the teaching I would look out into the audience of 800 students and 500 of them had computers.”

Cindy Kern recalled the beginnings of the film clip era in American Heritage and its evolution. “When I first got here we used three-quarter inch tapes—they were huge! There was one clip on each tape, and I would carry eight to class. Then we went to VHS, and then Hi8 tapes, and then digital. On my computer I can now tape up to 200-300 hours a day of news broadcasts. Right now I tape 30 hours a day of different shows. We have a huge system with thousands of clips, and I can use whatever I think would help a professor make a certain point. I’ve witnessed over twenty plus years of technology. I can’t wait for what comes next.”

To explain economic principles, Pope would buy goods from the BYU Bookstore and spread it out according to supply and demand, or he would pay someone to put on an MC Hammer show in the room. To explain a political principle they would pay someone to put on an MC Hammer show in the room, then church would turn on the music and throw around thousands of clips, and I can use whatever I think would help a professor make a certain point. I’ve witnessed over twenty plus years of technology. I can’t wait for what comes next.”

Fox. “We were very serious guys. We saw American Heritage as a waste of time and money or the doughnuts. ‘I’d come in with 15 doughnuts to give away and students would pay someone to put on an MC Hammer show in the room. To explain a political principle they would pay someone to put on an MC Hammer show in the room, then church would turn on the music and throw around thousands of clips, and I can use whatever I think would help a professor make a certain point. I’ve witnessed over twenty plus years of technology. I can’t wait for what comes next.’

Pope also hopes students will walk away with a sense of the story of his first kiss if the class reached a certain amount of money.

For more than twenty years, Fox and Pope’s significant contributions to American Heritage like kiss a pig and dance to the same question and that it’s important to us. We learn how to apply different answers into the life-long pursuit to recognize our nature and duty as citizens. Fox summed it up when he said, “A lot of students come to me and say ‘I understand how this applies to my life. Our goal in American Heritage is to help young people confront problems and issues that face us. We learn how to apply different answers to the same question and that it’s important to work civilly.”

Germaine noted that because American Heritage is important to people in all disciplines, TAs come from different academic backgrounds—mathematics, sciences, humanities, and social sciences. Nickerson said, “Though I’m a neuroscience major, I think it’s a great thing for people of all majors to learn about government and about basic things that make our world work.”

The average GPAs for our TAs is about a 3.8. Many of our TAs have gone on to be Fortune 500 company owners, professors at [Ivy League Universities] or here at BYU, doctors, lawyers, dentists.

Though Pope and Fox are retired, the enterprise. We would not have given up what we had to give up in terms of our other teaching and research if we didn’t really believe this was important. ‘Yeah, we were clowning around, but we weren’t doing it in a spirit of mindless levity—we were doing it for a deeply serious and committed purpose.”

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Another TA of American Heritage is Kya Turner, an exercise and wellness major who has worked in the program nearly three years, noted: “In labs we have discussions, and when the students first come in, often they don’t have opinions or they have very strong one-sided opinions. Our goal in American Heritage is to help young people confront problems and issues that face us. We learn how to apply different answers to the same question and that it’s important to work civilly.”

Germaine said, “Though I’m a neuroscience major, I think it’s a great thing for people of all majors to learn about government and about basic things that make our world work.” Nickerson noted that even as a freshman he was interested in American Heritage. “My professor was funny, I loved the video clips, and I really liked the readings. I had never actually read the Constitution in its entirety, and American Heritage was my first exposure to economics. There were a lot of interesting themes that I’d heard about, but never studied before American Heritage.”

Another TA of American Heritage is Kya Turner, an exercise and wellness major who just finished her fifth semester with the program. “I think the common thread that I’ve seen over the semesters is that students realize that they can get involved and actually have an impact, and that their responsibility to know what’s going on and get involved,” said Turner. “A lot of students come to me and say ‘I understand how this applies to my life. The principles that we’re learning in American Heritage really apply to everyday.’

Perhaps that’s what really keeps students’ attention: seeing the value of the course manifested in the world today. Though American Heritage is taught primarily to 18- and 19-year-old students, its message transcends into the life-long pursuit to recognize our nature and duty as citizens. Fox summed it up when he said: “When the ancient Greeks worked out the theory and practice of democracy, they realized that democratic freedom was both a precious and perilous thing. They thought of ways to protect its fragility, and in the end they failed to find a suitable answer. I see American Heritage as a modern-day counterpart of that quest. It seeks to utilize the power of education to help create citizens in the highest sense, individuals who behave in a manner to promote and enhance the democratic project.”
LASSOING IN THE TALES OF THE INTERMOUNTAIN WEST

“‘My family moved five times a year. We’d sleep out on the ground underneath rocks. I’d kick snow off my bed to get up in the morning.”

—Rosa Decker, RESIDENT OF THE INTERMOUNTAIN WEST

“Accept the challenge,” Lemuel Hardison Redd Jr. said. “It’s not only a chance to make the history of the Intermountain West known to the world, but also to grow as a person.

—Lemuel Hardison Redd Jr., chair of the Western History Endowed Chair, BYU

“Expanding the scholarship of the Intermountain West is very crucial to us. There are issues over water and the history of Mexican Americans in the West. Garcia’s work is important.”

—Brian Cannon, director of the center

“Exploring the Intermountain West

A hole-in-the-rock

Acceptance of Challenge

Charles and Annaley Redd, livestock ranchers from southeastern Utah interested in the Intermountain West, established the Lemuel Hardison Redd Jr. Chair of Western History in 1972.

The chair was named after Charles Redd’s father, Lemuel Hardison Redd Jr., who settled and developed communities in southeastern Utah.

“I would like somehow to get into the hearts and souls of young people the lessons of Western American history. Charles Redd said, ‘It is about a mile from the top down to the river, and it is almost straight down. The cliffs on each side are five hundred feet high, and there is just room enough for the wagons to go through. The opening is now called hole-in-the-rock.’

Elisabeth Decker described the journey down the narrow gorge, ‘It is about a mile down the river, and it is almost straight down. The cliffs on each side are five hundred feet high, and there is just room enough for the wagons to go through. The opening is now called hole-in-the-rock.’

Lemuel Hardison Redd Jr. was only 23 years old when he was asked to help blaze a trail from Parowan to Montezuma in San Juan County, Utah. He, his wife, and his 2-year-old daughter traveled south with 70 other families and spent six months cutting a trail through the southern Utah red rock down to the Colorado River. Platzi De Alton Lyman, another man who went on the journey, described the area in his journal, ‘The country here is almost entirely solid sand rock, high hills, and mountains cut all to pieces by deep gulches which are in many places altogether impassable. It is certainly the worst country I ever saw.’ The men spent 10-hour shifts chipping away at the rock with hammers and chisels, even setting off gunpowder, until there was an opening wide enough for the wagons to go through.

‘It was often August before Father could get into the bank to sign a note. During those months Mr. Camp had only the checks Father had written as evidence of the indebtedness—and this sometimes went as high as $60,000—a Dickens of a lot of money for those days. Mr. Camp explained his willingness to loan Redd so much money. “Over a long period of years, I loaned your father a great deal of money. I only wish that today our notes secured by ironclad mortgages were as sure of being repaid as your father’s unsecured ones.”

*Quotes from www.hirf.org

EXPANDING SCHOLARSHIP

The endowed chair provides a history professorship, or money and resources to a professor to work on a research project related to the West, for three years. “It’s a chance to expand one’s scholarship and participate in this scholarly world, and it’s a way to enhance the study of the West,” said history professor Ignacio Garcia, who currently holds the professorship.

Garcia’s research has focused mainly on the history of Mexican Americans in the West. His recently published book explores the discrimination Mexican Americans faced, including being excused from jury duty.

Garcia said his work is important to the history of the Church of Jesus Christ of Latter-day Saints that settled in the Utah area and the history of the United States as a whole.

The whole region, the climate, the issues that arise in the West very much help define people who live in the Intermountain West. Garcia said.

“Do not look at it and see desert,” she said. “They look at it and see desert. I look at it and see the tremendous life.”

INTERMOUNTAIN WEST

EXPANDING THE REDD CENTER

Over time other donors, including the descendants of John Topham and Susan Redd Butler, contributed to the fund, expanding the programs the Charles Redd Center supports.

The center offers research grants to students and professors around the country, hosts visiting scholar lectures, film screenings and seminars, developed a Western studies minor, and conducts and transcribes oral histories.

Brian Cannon, director of the center and history professor at BYU, said the purpose of the center is “to promote interest in and study of the Intermountain West.” The center’s research includes the study of the history, geography, sociology, anthropology, politics, economics, literature, art, folklore, range science, forestry, and popular culture of the Intermountain West.
The all-church tournament began in 1925 and included basketball, softball, volleyball, tennis, golf, horseshoes, and a dance festival. Young men would form local teams and compete against other teams in the region. Eventually, a winning team would be selected to go compete at the Deseret Gym in Salt Lake City. A sportsmanship trophy and first and second place trophies were given out. In order to play, players were required to attend church and obey church standards.

Though the Church of Jesus Christ of Latter-day Saints’ all-church tournament is found in a book called Festivals, All-Church Athletic Tournaments and Dance Festivals, that is available on the center’s website reddchair.byu.edu.

The all-church tournament spanned across the United States with teams from Arizona and California traveling to Salt Lake City for the event. “One thing I took away was how enthusiastic the people were. A man in his 90s from Blanding called up, and he could remember details from some of the games he had played,” Embry said. “I was surprised by the passion for the tournament and the sadness that they don’t do them anymore.”

The Church stopped holding the tournaments in 1971 because the Church was getting too large to support the program, and leaders started encouraging local tournaments and dance festivals instead.

For more information about the Lemuel Hardison Redd Jr. Chair or the programs it supports, visit reddchair.byu.edu.

ORAL HISTORY

An oral history is a primary document that records stories of historical events that most likely wouldn’t have been recorded any other way. As part of its mission to record the history of the West, the Charles Reed Center for Western Studies has completed many oral history projects and provides the transcripts of the completed interviews in the BYU Harold B. Lee Library for other scholars to use. Jessie Embry, associate director of the Charles Reed Center, recently completed an oral history project of the Church of Jesus Christ of Latter-day Saints’ all-church sports tournaments and compiled the interviews and information she found in a book called Spiritualized Recreation: All-Church Athletic Tournaments and Dance Festivals, that is available on the center’s website reddchair.byu.edu.

CHURCH BALL

A young man starts attending a church he’s not affiliated with. Another man gives up tobacco. A small boy cut from the high school basketball team finds a new group of friends. A trouble maker is no longer found on the streets. Another man’s tie to his religion is strengthened. What do these men have in common? They all participated in the LDS Church’s all-church athletic tournament. The all-church tournament began in 1925 and included basketball, softball, volleyball, tennis, golf, horseshoes, and a dance festival. Young men would form local teams and compete against other teams in the region. Eventually, a winning team would be selected to go compete at the Deseret Gym in Salt Lake City. A sportsmanship trophy and first and second place trophies were given out. In order to play, players were required to attend church and obey church standards.

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CURRENT ORAL HISTORY PROJECT

The Redd Center is currently looking for people and stories about Plainsmen. Pla...
In the afternoon of the disaster—while the village hung not only in physical shambles, but struggled to deal with the social and emotional complexities that follow death and natural disaster—Nuckolls’ research shifted. He no longer wanted to study just a village, but he was specifically interested in how people cope with the repercussions of a disaster.

“I spent the next several months in the village,” said Nuckolls. “My attention was quickly grabbed by ‘spirit possessions,’ which followed in the wake of the cyclone.”

These were believed to be visitations by the spirits of the recently departed, the individuals who had died in the cyclone who were returning to possess the bodies of the living. Nuckolls noted the spirits were believed to return to issue very specific instructions on how the living should go about their lives. He found that the phenomenon of spirit possession became a mechanism for coping with disaster and mediating social change.

“For whatever reason it seemed to click, so when I went back again and again, I continued to work in fishing villages,” said Nuckolls. “I ended up settling in a village about 150 miles north of the one which I studied initially, and that’s where I continue to work to this day.”

Nuckolls continues to research in the village, which has about 7,000 people. He focuses on causal thinking, which means how people explain the causes of events in everyday life. His interest in causal thinking began with the cyclone, but it continues in his subsequent work with the study of events of a more mundane nature—things like ordinary sicknesses. Because he studies in a fishing village, even events like not catching fish need to be explained.

In addition to causal thinking, he studies divination and its relationship to kinship.

“Everything ultimately boils down to something in kinship,” said Nuckolls.

For example, the village believes goddess spirits only attack and cause disease or prevent fishing because something within family relations has been disturbed. Their social problems usually ended up being a problem in one of two relationships: either a problem between adult brothers or a problem between adult brothers and sisters.

“Those are the two fundamental axes of kinship in this village,” said Nuckolls. “Anything that causes sibling relationships to get out of kilter poses a disruption, and it’s believed that these disruptions ultimately lead these goddesses to attack.”

Because Nuckolls has studied in the same village for so long—eight years, if added together—he’s studied a wide array of matters. “I’ve studied divination, spirit possession, sibling relations, marriage,” said Nuckolls.

When asked how he went about establishing roots in the village, he said: “I just showed up one day, basically, and I started talking. At that point, I’d had a year’s worth of Telugu under my belt and I could manage. I just started talking to people, and they were willing to talk to me. We became friends, and ultimately I was adopted into the kinship system, and now I’m a village elder.”

He is more than just familiar to the village—he has very definite kinship responsibilities and is, “for all intents and purposes, related to the people who live there. That’s what happens as an anthropologist if you work in a place long enough; you become involved in their kinship system. So, I am brother and son and brother-in-law and father-in-law and grandfather to lots and lots of people. When I go back, like I do twice a year, I am not only there in the position of an anthropologist, but also as a member of the extended kinship. It means that I have ties of affection and obligation with the people that I study. It has its ups and downs—the sort of ups and downs that you get in any family, I suppose.”

When he is there, he fishes like the rest of the village. He goes out on the boats at 5:00 in the morning until about 2:00 in the afternoon. They typically fish for shark. “I repair nets, I help construct boats. I know how to bulldoze the shark over the head before it bites my toes off. So, I very much function as a member of the village while I’m there, and that’s a tried and true technique; it’s called ‘participant observation.’”

And he certainly has no reservations about “participant observation.” He explained that he is currently working on the mythology of a particular goddess who is associated with broken marital oaths, especially oaths involving adultery. For those that have broken marital oaths, their families are required to participate in yearly sacrifices. The sacrifice ceremony takes place around a day or two after Christmas.

Nuckolls attends every year when the village holds its annual goat sacrifices to the goddess “Sat Polaruma.” The goat is decapitated and then buried on the beach. When the tide comes in, that is how the goddess consumes the sacrifice, in the pulling of the waves and taking it out to sea.

“I am almost always there for that,” said Nuckolls, “because I continue to collect accounts of the goddess and how she came to be in various families.” Each family that is cursed is required to sacrifice a goat, no matter how many generations have passed since the family was cursed. If there is more than one curse in each family, there is more than one goat sacrificed.

“It can get quite bloody! But that’s what they do; this is very sacrificial culture, always sacrificing chickens and goats and sheep,” said Nuckolls. Nuckolls typically goes to India in July and August and at Christmas, and though his primary research takes place there, Nuckolls has studied assorted topics in Japan, New Zealand, and the United States.

In each of Nuckolls studies—which vary widely in both interest and location—Nuckolls comes back to two principles. For one: “It’s terribly, terribly interesting,” Nuckolls said. Second, and most important, he said: “I think it is obligatory for us to know our brothers and sisters, since we do believe that literally to be the case in our faith. It seems to me necessary and right that we know as much as possible about the people who are, in fact, our siblings.”
**KEEPER OF THE STORY, STEWARD OF THE TRAIL**

Jay H. Buckley, an associate professor of history and the director of the Native American Studies program at BYU, was recently elected to serve a one-year term as President of the Lewis and Clark Trail Heritage Foundation.

The Lewis and Clark Trail Heritage Foundation was established in 1969 and is headquartered in Great Falls, Montana at the Lewis and Clark Interpretive Center. In caring for the Lewis and Clark National Historic Trail, the Foundation is partnered with the National Park Service, the Bureau of Land Management, and the USDA Forest Service. The Foundation has approximately 1,500 members and is known as the “Keepers of the Story, Stewards of the Trail.”

Buckley received his doctorate in history from the University of Nebraska and his master’s and bachelor’s degrees from BYU. He is the author of the award-winning book, *William Clark: Indian Diplomat*.

**MATERIALISM LINKED TO MARITAL CONFLICT**

In a study mentioned by *Time* magazine, *The Atlantic*, MSNBC, Los Angeles Times, USA Today, *Newsday*, the *Deseret News*, *CBS News* and *ABC News*, School of Family Life professors studied 1,734 married couples across the country, in which each couple completed an evaluation of their relationship. Part of the evaluation asked how much they value “having money and lots of things.”

The studies’ statistical analysis presented these numbers: couples who say money is not important to them score about 10 to 15 percent better on marriage stability and other measures of relationship quality than couples where one or both are money-oriented or materialistic. “Couples where both spouses are materialistic were worse off on nearly every measure we looked at,” said SFL associate professor Jason Carroll, lead author of the study. “There is a pervasive pattern in the data of eroding communication, poor conflict resolution, and low responsiveness to each other.”

The study was published in the *Journal of Couple and Relationship Therapy*.

**VOTING PRIVACY AND THE POLITICAL MINORITY**

In a recent BYU study on the concern of privacy for U.S. voters, political science professor Kelly Patterson, associate professor Quinn Monson, and assistant professor Chris Karpowitz found that voters in the political minority of their neighborhood had 30% less confidence in the privacy of their ballot.

“People who vote differently than their neighbors are concerned about privacy—especially if they think the machine lets other people see how they vote,” said Karpowitz. “And it’s true of both parties wherever they are in the minority. Voters who are in line with the neighborhood norm, on the other hand, are far less concerned about issues of privacy.”

Two former BYU undergraduates, Lindsay Nelson and Steven Snell, co-authored the study. They are currently pursuing graduate work in political science at UC-San Diego and Princeton, respectively.

**GRANDPARENTS MATTER**

Think only parent-child relationships are important? Scholars from the School of Family Life interviewed 498 grandchildren ages 10-14 about their relationship with their grandparents, and contacted the same kids one year later to gather information about their emotional development. The findings showed that grandparents’ involvement with their grandchildren’s lives was related to adolescents developing a greater sense of care and concern for people outside of their immediate group of friends and family.

“The bottom line is that grandparents have a positive influence on their grandchildren that is distinct from the effect of the parent-child relationship,” said lead study author and SFL assistant professor Jeremy Yorgason.

None of the youth in this study were living or had lived with their grandparents, though some of the parents had received financial help from the grandparents during the study. For kids in single-parent homes, financial assistance from grandparents was associated with higher engagement in school. The study was published in *Journal of Research on Adolescence* and mentioned by the Deseret News, the Salt Lake Tribune and KSL.

**STRESSED? TRY BLOGGING**

In a study mentioned by *The New York Times*, *The Deseret News*, *The Today Show blog*, *the Prvo Daily Herald* and the Salt Lake Tribune, former BYU student Brandon McDaniell, along with two faculty mentors, found that blogging actually helps new moms lower parenting stress and marital conflict.

Based on research with 157 first-time mothers, McDaniell noted, “Much more research is needed to come up with conclusive evidence, but at least for now it appears that first-time mothers who participate in blogging show greater levels of connection with family and friends, increased feelings of support, and more positive outcomes overall.”

The study appeared in the November 2011 issue of the *Maternal and Child Health Journal*. Currently, McDaniell is pursuing a Ph.D. in human development and family studies from Penn State. He also maintains a blog called Notes on Parenting where you can find more information about the study.

**GING HY MUCH SLEEP DOES A HIGH SCHOOL STUDENT NEED TO TEST BEST?**

Though federal guidelines currently prescribe nine hours of sleep for high school students, recent research by economics professors Eric Eide and Mark Showalter found that teens with the highest test scores actually sleep about seven hours. The study is the first in a series of studies where Eide and Showalter examine sleep and its impact on health and education.

The professors studied sleep in its connection with a certain measure of performance or productivity. They used data from a sample of 1,724 primary and secondary school students across the country. Their findings indicated significant correlation between the amount of sleep adolescents get and their performance on standardized tests. As reported in the *Eastern Economics Journal*, the right amount of sleep decreases with age:

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Recommended Sleep Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-12</td>
<td>9 – 10.5 hours</td>
</tr>
<tr>
<td>13-14</td>
<td>8 – 9.5 hours</td>
</tr>
<tr>
<td>15-17</td>
<td>8 – 9 hours</td>
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</table>

The study was mentioned by *MSNBC*, the *Deseret News*, *KSL*, *U.S. News & World Report*, *Fox13*, *Time*, *Education Week* and the *Salt Lake Tribune*.
By age 24, only eight percent of kids growing up in low-income communities put on a cap and gown to receive a college diploma. Although 16 million American children confront the challenges of poverty, an increasing volume of research shows that they can achieve at the highest academic levels. Teach for America, an organization committed to providing excellent education for kids in low-income communities, recruits a diverse group of leaders with a record of achievement to teach for two years in a low-income community. Teach for America, however, isn’t begging for volunteers. More than 5% of graduating classes in 130 various colleges and universities across the nation applied to be a member of the incredibly competitive Teach for America corps. In fact, more than 18% of Harvard’s 2010 graduating class applied to be included.

As stated on the Teach for America website, “each year, Teach for America receives applications from many outstanding individuals seeking to join our corps. Our applicants’ talent and commitment is inspiring. We provide intensive training, support, and career development that helps these leaders increase their impact and deepen their understanding of what it takes to close the achievement gap.”

Each year, a group of BYU graduates apply and are accepted into the corps. They are sent around the country to diverse communities, peddling a set of skills attained in BYU classrooms and activities. The College of Family, Home, and Social Sciences sends out a handful of its own recent alumni, from the Kimball Tower to southern Mississippi and beyond.

Darren Nielsen, a 2010 history alumnus, heard of Teach for America from friends who were involved with the program. “I had a lot of respect for those friends, and so I was instantly curious,” Nielsen says.

At that point in Nielsen’s life, he was on the path to go to law school. He was president of BYU’s PreLaw Student Association (PLSA) and just about to begin applying to different law schools. “During that time, Teach for America just kept showing up,” Nielsen recalls. “I decided to attend one of the campus information meetings that Teach for America held in the Wilk. I left the meeting really interested in learning more. A Teach for America recruiter, who was in charge of recruiting at BYU and several other schools, scheduled a meeting with me and I was hooked.”

Nielsen, who served an LDS mission in New York City, had already been an eyewitness to the injustice of educational inequality. “I saw firsthand that, for various reasons, most students born into low-income zip codes were instantly robbed of a quality education and, as a result, robbed of the opportunity to go to college and choose their life path. I read and heard tremendous statistics that show that about 50% of low-income students graduate from high school, and that most of those who graduate do so at an 8th grade reading level. All of this made me sick, and I felt compelled to get involved.”

Nielsen is currently a second year corps member in New York City. He teaches third grade in Brooklyn—responsible for teaching all subjects to “a handsome group of thirty students.” Though the basic curriculum of third grade may not seem difficult, Nielsen notes that nothing could have fully prepared him for how hard teaching would be. On a typical day he wakes up at 5:00 a.m., gets ready, and catches the subway to get to the school—looking over lesson plans and doing additional planning while in commute. Students arrive at school at 7:45 a.m. and leave at about 4:00 p.m., when he can then begin planning new lessons, calling or meeting with parents, and doing work for his graduate program. Though his responsibilities are the same, one year of experience has made quite a difference in Nielsen’s life. “I am more able to fulfill my responsibilities, and I am a better teacher. There is never a dull moment with my kids, and being with them is all the motivation I need to make sure that I am not falling short. I love what I do and I feel like I am involved in something greater than simply teaching reading, math, and social studies.”

Working at the school and teaching his students, Nielsen has reflected on his own education countless times. Where he grew up, there was never any question about whether or not he and his classmates would go to college. The only questions that he and his peers had were, Where will I go to college? and What will I study there? “Sadly, this has not been the expectation in neighborhoods like the one in which I teach,” says Nielsen. “It isn’t that it has not been their expectation, but the bar in schools has been set so low for low-income children that it is considered a success for many if they just go to the next grade. These low expectations have allowed low performing schools and low performing teachers to be protected, and there has not been enough done to save the children from these environments.”

One of many highlights Nielsen has experienced during his time with Teach for America is his students’ drive to improve. “When you have many students who are struggling, it is easy to feel like you are not enough.”

Alumni Highlights

Alumni Highlights

By DANIELLE LEAVITT
alexandra sullivan, an alumna in political science and english, did her own research on teach for america by investigating one of their posters that she had seen posted in the kimball tower. after going to their website, she realized that the core values of the organization matched exactly what she was looking for in a career and life experience. sullivan applied for the students for social entrepreneurship internship on campus and began working for teach for america as a student intern at byu. sullivan developed a love for and belief in the mission of teach for america, and she stayed with the team. she currently teaches sixth grade english language arts in baton rouge, louisiana. last year, she taught the same subject in seventh and eighth grade. “the day-to-day of a teach for america teacher, or any teacher for that matter, is exhausting,” says sullivan, who arrives to school each day at 6:45 a.m. she has three different two-hour classes that she teaches. “each of my classes has such a distinct personality! there are a lot of days up and downs in the classroom—each of my students is such an individual and has very distinct needs. dealing with that and trying to keep a class on track is sometimes difficult and can be incredibly frustrating, but my students are more than worth it.” sullivan claims that she has become an entirely new person due to her experience as a teach for america teacher. “teaching has been the best experience of my life. i am by no means an amazing or excellent teacher, but i try my hardest to be there for my kids in the classroom and out of it. this is the best, most meaningful, most difficult thing i have ever done. kids are the best!”

sullivan says that as a teacher, she has had the unique experience to help her students expand their world-view. “as an 11- or 12-year-old sixth grade: the world sometimes seems pretty small and doesn’t extend beyond their own neighborhoods,” sullivan notes. “this is especially true of my lovely 6th graders who rarely have been out of the state, or even out of baton rouge.” sullivan describes reading three cups of tea by greg mortenson for their nonfiction unit. “my students and i learned all about the grand canyon, philanthropy, and the importance of education. as a result of our studies, my students can empathize with other people’s stories, especially true of my lovely 6th graders who rarely have been out of the state, or even out of their own neighborhood,” sullivan notes. “this is the best, most meaningful, most difficult thing i have ever done.” sullivan says that as a teacher, she has had the unique opportunity to help her students expand their world-view. “as an 11- or 12-year-old sixth grade, the world sometimes seems pretty small and doesn’t extend beyond their own neighborhoods,” sullivan notes. “this is especially true of my lovely 6th graders who rarely have been out of the state, or even out of baton rouge.” sullivan describes reading three cups of tea by greg mortenson for their nonfiction unit. “my students and i learned all about pakistani, philanthropy, and the importance of education. as a result of our studies, my students can empathize with other students their age in foreign countries. they participated in the “pennies for peace” program and collected change to give to these students in need. seeing the way my students view the world has inspired me to work even harder to open their worlds with literature.”

though sullivan always knew that education was important to our nation and world at large, she says that after this experience she understands what a critical condition our education system is in. “there is a systemic change that must happen within education, and it needs to happen now,” says sullivan. “i’ve truly seen both sides of the spectrum in terms of education, and i now know how many of our nation’s children are being underserved. i wish i could accurately describe what it is the school system is like that i work in. i can say, however, that because of my experience i am absolutely committed to impacting long-term change in education, especially for the high-needs students i serve now.”

because of sullivan’s classroom experience and her personal strengths, she is planning to “go back to school to become a child psychologist.” “i came to this conclusion because i’ve seen how other aspects of a student’s life detrimentally affects their academic achievement. i wish everyone in our country, especially college students and recent grads, would get involved in education reform in some way.”

brent sheffield graduated in marriage, family, and human development in the school of family life. he first heard about teach for america from a coworker while doing an internship at university career services at byu. sheffield noted that he applied to the corps for several reasons. first, he believes in the cause. “educational inequity is very prevalent in our nation, and . . . i want to change that,” he says. second, teach for america is a well-respected institution that sheffield knew would help him grow as an individual and in his future career field he chooses. third, he wanted the experience. teach for america teaches spanish in an area called the mississippi delta, which is one of the poorest areas in the country. educationally, the delta is far behind in comparison to other students in the country. by third grade, students are usually two years behind in reading and literacy, and by eighth grade only 10% of students are proficient in math. sheffield works in a rural town in the southeast corner of arkansas called lake village, located near the mississippi river. sheffield teaches spanish 1 and 2 at the local high school to ninth to twelfth graders. with him is his wife, chrissa, and his two daughters, brinley and elise.

“i love teaching at the school,” says sheffield. “every day i am able to teach and influence the lives of many young adults. i love the experience of looking into the young faces of my students and seeing them smile because they learned something new. i love seeing their pride that comes from themselves after they work hard to accomplish something. sometimes it can be discouraging to see how far behind the students are, but it is also exciting because i can see progress being made: students are learning, and futures are being expanded.”

sheffield’s understanding and view of education have changed greatly from being involved in teach for america. “i did not understand the achievement gap or even know it existed. now i know that many students are years behind their peers and will always stay behind until someone decides that they want to help them.” the achievement gap is consistently manifested to sheffield. for example, when he was studying the geography of spanish-speaking countries with his classes, most of his students could not locate the united states on a map of the world. another day, he asked his students what the tallest mountain in the united states is, and several students responded “the grand canyon.” because they did not understand that a mountain goes up out of the ground and a canyon goes down into the ground. “my eyes have been opened to many of the challenges here. the people are great, kind, welcoming, and generous—and they need our help.”
BRENT & JANETTE SONNENBERG

BY DANIELLE LEAVITT

One thing can be said of Brent and Janette Sonnenberg: they’re always on the go. “We don’t have time to get depressed,” Janette, an executive committee member of the FHSS National Advisory Council, said with a laugh.

For the couple that whizzes through their work, it may not be surprising that a song initially brought them together. Brent’s first introduction to Janette was the musical number Janette and her sister performed in a singles ward, where Brent was on the same sacrament meeting program.

Janette came to BYU from Salt Lake City, and Brent from Chicago. There, Brent was acquainted with Elder Dallin H. Oaks who, during Brent’s adolescence, served as a counselor to Brent’s father in the Chicago Stake presidency. When Brent and Janette attended BYU as undergraduates, Elder Oaks, then president of BYU, lived on campus. On one of Brent and Janette’s first dates, Brent asked Janette, “Let’s go and visit President Oaks.”

Janette recalled, “I didn’t know that he knew him, and I said, ‘there’s not a chance we are going to do that.’”

Brent assured her that they could knock on the door and talk with him, and it would be fun. “He went and walked to the door, and I went ‘Oh no, please no.,” Janette said. “Elder Oaks answered the door, and she said ‘Brent’! And then I thought, okay, I think I could like this guy.”

They wed the next summer, and left BYU “to raise our six children and I had known work through my music, but now I could further add the opportunity to give back to the community.”

“WHEN I GRADUATED WITH MY DAUGHTER IN 2000...I REALIZED THAT I WAS BLESSED TO RAISE OUR SIX CHILDREN AND I HAD KNOW WORK THROUGH MY MUSIC, BUT NOW I COULD FURTHER ADD THE OPPORTUNITY TO GIVE BACK TO THE COMMUNITY.”

By Danielle Leavitt
CONVERSIONS: TWO FAMILY STORIES FROM THE REFORMATION AND MODERN AMERICA
CRAIG HARLINE (HISTORY)

BYU history professor Craig Harline was searching through archives in Europe when he found a journal written by a boy named Jacob Rolandus from 1654. The manuscript immediately caught Harline’s attention not only because it is rare to find a journal from the Reformation era, but because it was lengthy and parts of the text were written in code. As he interpreted the code and translated parts of the document from Dutch, Harline discovered Rolandus was the son of a reformed preacher who became estranged from his family when he decided to convert to Catholicism. Harline decided to use the diary as a basis for a book, Conversions: Two Family Stories from the Reformation and Modern America, because little had been written on how families of the Reformation dealt with the conversion of loved ones, and he felt the subject was still relevant for families today. “As I was writing it, I realized it felt really familiar and personal,” Harline said. “I wanted to say what I thought a story from the Reformation could mean right now.” Thus, alongside the story of Rolandus, Harline shares a more recent, true story of conversion about a man who upsets his family when he decides to become a Mormon. Four years later, there’s even further disruption when he reveals that he’s gay and leaves the LDS faith. Harline said that on top of the young man’s new religion, his sexual orientation was as upsetting to his family as the conversion of Jacob Rolandus in 1654. “The stories weren’t exactly the same, but in dynamics they were the same,” Harline said. “It gave the opportunity to explore different choices available in this kind of situation. Every age has different factors that upset family relationships.”

WHITE PARENTS, BLACK CHILDREN: EXPERIENCING TRANSRACIAL ADOPTION
CARDELL JACOBSON (SOCILOGY)

Sociology professor Cardell Jacobson’s book, White Parents, Black Children: Experiencing Transracial Adoption, discusses the issue of race when African American children are adopted by white families. As the number of white children available for adoption has declined, families are increasingly adopting from other cultures. Through interviews, the National Survey of Adoptive Parents, and Census data, Jacobson discovered many African American children experience racism while being raised in predominantly white communities. Meanwhile, many parents are unaware of the racism their child is facing. “The best parents are those that engage the black community,” Jacobson said. “They take their kids to African American churches and engage the community, so their children feel comfortable around members of both cultures and have African American role models.” Jacobson explained the importance of parents teaching their adopted children about racism and their own race and culture, so they understand they are not the only ones like themselves. Jacobson said, “There is still racism out there, and if families want to adopt an African American child they need to be involved and get beyond their own network of friends.”

MULTIVARIATE ANALYSIS FOR THE BIOBEHAVIORAL AND SOCIAL SCIENCES
BRUCE L. BROWN & DAWSON HEDGES (PSYCHOLOGY)

Analyzing statistics with many different variables is a common practice among psychologists. Unfortunately, the current textbooks make it difficult for those who are not mathematically inclined to understand how the methods work. “It’s painful. They look through this stuff, and it just doesn’t make sense to them,” said Professor Bruce Brown of graduate students coming into advanced statistics classes. BYU psychology professor Brown and Dawson Hedges teamed up with Suzanne Hendrix, who has a Ph.D. in mathematical statistics, and Timothy Smith, Chair of the Department of Counseling Psychology and Special Education at BYU, to simplify the methods and display them graphically. “We review concepts in the simplest of terms that even someone who doesn’t know math can understand very quickly,” Brown said. The book utilizes case studies to illustrate the methods being taught and then goes on to explain how the method works and how to graph the results. The book covers a variety of topics, including factor analysis, multivariate graphics, canonical correlation, Hendling’s T-squared, multivariate analysis of variance (MANOVA), multiple regression, and the general linear model (GLM).
CONNECTIONS        SUMMER 2012        49

48        THE COLLEGE OF FAMILY, HOME, AND SOCIAL SCIENCES

Many theories have been presented about how to promote world peace, including promoting democracy, economic development, or a change of religion. In Sex and World Peace, assistant geography Professor Chad Emmett, former BYU political science professor, provide evidence for another indicator: the treatment of women. “Countries that treat women better are peaceful, so if you want world peace, you need to treat women better,” Emmett said. Using information compiled in the BYU housed womenstats.org, the largest database concerning women in the world, Emmett and his fellow researchers evaluated countries based on their laws, the enforcement of those laws, and the attitude of the people toward the positive treatment of women. They found that countries where women can participate in government, become educated, and are protected from violence in the home tend to be more peaceful internally and more peaceful with other countries. The book also discusses ways countries can make changes from the top down and from the bottom up by including examples of Muslim women describing in their own words what they did to help bring about change. Emmett said the book includes detailed analyses and color maps of the findings and is applicable to policy makers, leaders, international relations students, or anyone interested in making a change.

A HISTORY OF MINING IN LATIN AMERICA
KENDALL BROWN (HISTORY)

In his book, A History of Mining in Latin America, history professor Kendall Brown examines the social and economic aspects of mining in Latin America. Focusing on Potosí, a mine in Bolivia discovered in 1545, Brown discusses the economic and technological aspects of mining as well as the social and cultural costs of the industry. Potosí produced vast quantities of silver during the colonial period that helped Spain become a world power, but much of the labor came from forcing the indigenous people to work in the mines on a rotational basis. “Europeans were able to amass a huge amount of wealth but it came at a huge cost,” Brown said. “Often the people who are paying the cost aren’t getting much of the profit from the mining.” In addition, the process of refining the silver released mercury into the air that the workers breathed, and it then spread over the nearby towns. When the world stopped using gold and silver for money, many Latin American countries started mining for non-precious metals, such as tin and copper. Several Latin American countries are still highly dependent on mining today.

AARON SKABELUND (HISTORY)

Using Japan as a case study, assistant history professor Aaron Skabelund examines the modern-imperial world through the relationship between dogs and humans in his book, Empire of Dogs. “Often we tell history as the story of humans, but history needs to encompass other creatures who helped create the world in which we live,” Skabelund said. “We can’t talk about history without recognizing the contribution of non-human animals.” During the 19th century many Western countries became imperialist, colonizing many Eastern countries, including Japan. Skabelund opens the book with a discussion of how Western breeds of dogs became a symbol of Western imperialism, venerated for their power while indigenous dogs in colonized areas were denigrated as savage and barbaric. However, once Japan became an imperial power, the Japanese began to celebrate indigenous dogs for their loyalty, purity of blood, and bravery. During World War II, militaries, including Japan’s military, recruited German shepherds and other dogs to help with the war effort. “It may be surprising to some that dogs were used in a similar manner by all combatant countries, both Axis and Allies,” Skabelund said. “They ran messages, carried ammunition, guarded prisoners, flushed out enemy soldiers that remained in the aftermath of certain battles and were metaphorically mobilized in very analogous ways.” The book concludes with a look at the ways dogs have become “companion products,” highly valued as companions, but also mass-produced, commoditized, and routinely disposed of when their owners tire of them.
"As a new (doctoral) graduate I was going to set the world on fire, and I was going to change everything. So I thought to apply everything I'd learned would be really fun. I saw it as an opportunity."

— Gene Shumway, MSW founder

"In the last thirty years, there have been two major breakthroughs in our work that have allowed many people to develop, now, deleterious, substance abuse, teen pregnancy, school drop-out prevention programs. The basic premise of these advances is a simple premise from public health, and that is: if you want to prevent a problem before it happens, you need to identify the risk factors for that problem and reduce those risk factors. Or, identify protective factors and increase them."

— Honored Alumni Lecture

"She is the closer you get, the better things look. We are led, literally, by prophets of God. They understand the principles. Don’t ever think that these old men don’t get it."

— Honored Alumni Lecture

"Forgiving doesn’t mean that there is no longer feeling the pain of the transgression or grieving because of what has happened to you. It doesn’t mean pretending that unacceptable behavior is acceptable. That is not forgiving. . . . what you’re left with when you strip away all the romance, is that you give up a perceived right to get even. You give up the attitude of ‘you owe me because of what you did to me.’ It’s like a cancel of debt."

— KIMBALL LECTURE: "FORGIVENESS: DOES IT MATTER?" Frank Finholm, Florida State University

"Archeologists are the midwives of memory, and from memory we can learn of a past that is not dead."

— SHALLIT LECTURE: "THE COLLAPSE OF ANCIENT STATES AND CIVILIZATIONS: NEW PERSPECTIVES" Norman Taffe, University of Michigan

"The archivists are the midwives of memory, and from memory we can learn of a past that is not dead."

— Social Work Conference on Substance Abuse

"It appears our relational decisions that help form relational attitudes that support a good foundation for marriage,"

— Dean Busby, School of Family Life

"We have significantly stronger relational attitudes that support relational decisions that help form a good foundation for marriage," Busby said of members at the LDS faith. “It appears our relational attitudes that support a good foundation for marriage,” Busby said of members of the Church and who had a driving motivation for service."

— Honored Alumni Lecture

"When Americans think about their constitution or their constitutions."

— Constitution Day Lecture

"We invite you to mark your calendars and join us for these 2012 annual events."

— BYU's campus calendar

The image contains a page from a document discussing various lectures and events, along with their dates and locations. It also includes a snippet of a lecture on forgiveness and its importance in personal and societal contexts. The page also highlights the significance of historical archaeology in understanding past events. Additionally, it mentions the importance of relational attitudes in establishing a good foundation for marriage.

The overall theme of the page is the celebration of various lectures and events, emphasizing the importance of understanding history, personal growth, and relational decision-making.
At age 43 Laurel George felt strongly impressed to prepare herself for a career that would yield enough income to support her family and provide for old age. She decided to go back to school. The problem was that Laurel needed to meet the costs of her education and find time to take care of her family.

The first of several scholarships, courtesy of funds donated to BYU Annual Giving, reduced the financial burden of Laurel’s education and allowed Laurel to attend to both her family and her schooling.

Subsequent scholarships made it possible for Laurel to complete her bachelor’s degree in sociology. Then she applied for graduate school, and the scholarships, mentorships, and awards for academic excellence kept coming. At age 49 Laurel completed a master’s degree in social work.

Now, as the Provo, Utah graduate looks forward to helping homeless veterans become stable and self-sufficient, she often looks back on the financial assistance. “Whenever I received word of a scholarship or grant, I was filled with immense gratitude to the donor and to the Lord,” she says. “Words cannot express the feelings I have toward those whose contributions made my educational success possible.”

We invite you to help us write another scholarship story for the ages by donating online at giving.byu.edu/fhss. And please designate the College of Family, Home, and Social Sciences.