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**Comparative study of the family therapy/consultant education in
the US
and in Hungary [1]**

In our globalized world, there are efforts in every respect to reduce the differences in systems of production, transportation as well as education with the aim of making these systems and permeable. In my study I compare the family therapy programs between two different educational institutions in the USA and in Hungary. The comparison shows that in spite of the different social structures of the two countries, many similarities can be found between the two programs. However, regardless of the global educational challenges, both examined trainings only concentrate on the needs of their own countries which make the obtained qualifications less useful on an international level.

The current social conditions of literally every society create a need for specialists in this area. Family therapists or consultants are part of a group of professionals that can advise families and support marriages during times of stress and crises.

Comparative pedagogy has different kinds and levels (Kozma, 2006). This study compares the training of family consultants and therapists offered in two different educational institutions, one being in the United States and the other in Hungary. With the analysis of two institutions the study seeks to draw the attention to the differences or similarities of the two educational systems. Both examined institutions have a religious background: the American Brigham Young University (BYU) was founded and is still funded by the Church of Jesus Christ of Latter Day Saints (LDS Church); the Hungarian John Wesley Theological College was founded by the Hungarian Evangelical Fellowship and is partially funded by the Methodist Church. The comparison is based on a study by Anthony Welch, who encouraged the researchers of comparative education to gain a more thorough understanding of the educational systems in this accelerating world. Beside the macro level, international research, he also urged for the analysis of local characteristics and their effects (Welch, 2007:31). He argued that global issues can be particularly recognized on local levels.

The comparison is based on prospectuses, handbooks and web pages, issued and maintained by the institutions. In order to gain a deeper insight into the two trainings, I made interviews with the teachers and students of both schools. The study was carried out in several ways. Beside the comparison of the offered courses, I also analyzed the input (qualifications and motivations of the admitted

students) and output (job placement opportunities upon graduation) of the institutions.

1. About the institutions

Brigham Young University opened in 1877, known as Brigham Young Academy at the time. The aim of this institution was to train teachers and students who would gain adequate religious knowledge by the time of their graduation. However, by the turn of the century, the university had a number of other departments and majors apart from theology (Wilkinson-Arrington-Hafen, 1976). BYU is still a fully LDS owned and financed institution. The teachers at the university must be faithful members of the Church but any student can apply to the university regardless of religious affiliation [2]. No matter what major a student applies for and what his/her religious viewpoint is, the university's religious curriculum is mandatory to everyone. In other words, BYU students cannot graduate without having taken BYU religion classes.

The university's slogan is an excerpt from Proverbs "the heart of the prudent getteth knowledge; and the ear of the wise seeketh knowledge" and suggests that the school wishes to convey valuable knowledge to its students. However, it is also important to note that family is in the center of LDS religion (Proclamation to the World, 2006). This approach, namely the importance of the family, is well emphasized in the trainings, and the LDS doctrines are clearly reflected in the school's teaching principles.

John Wesley Theological College was founded in 1987 by the Hungarian Evangelical Fellowship, a Methodist-oriented church, with the purpose of training pastors and religious teachers. In 1991, the College was officially recognized as a religious higher education institution [3]. The school qualified for accreditation in 2002 by the Hungarian Accreditation Committee. They offer social worker, education and ecology programs beside the theology and pastor trainings. Although they are considered a religious educational institution, John Wesley does not require from its teachers or students to belong to the Methodist denomination. In addition to the theological majors, the students with social worker and education majors also take basic Bible classes throughout their educational years.

The college's slogan, a quote from John Wesley – „What God has entrusted upon you, use it to do good”- reflected the college's overall desire to contribute to humanity. One of the ways in which this view was expressed was through the school's assistance to the poor and needy, whom they considered to be valuable gifts that provided opportunities for service. In nearly all of their majors the most important skills consist of such professional and human foundations that will prepare them for pastoring in the community as well as finding remedy to the existing social problems (Wesley Intézmények, 2007).

2. The Curriculum

The BYU family therapy curriculum has a long history [4] going back to 1967. BYU is one of the few universities in the United States that offers both master and PhD programs in this major. The program obtained its accreditation by the nationally recognized Commission on Accreditation of the American Association for Marriage and Family Therapy (AAMFT) in 1971 [5]. The training is designed to raise prepared family therapists who can either work in hospitals and clinics upon completing their undergrad program or can continue their education to more advanced levels such as doctoral programs (Dear Prospective Students, 2011).

The Wesley College launched its family consultant program in 2009 due to the huge need for such professionals in Hungary. In addition to this College, only the Association of Family Therapists offers similar trainings [6]. One of the main reasons for having started such family consultant programs in Hungary is the lack of consulting expertise that current children/family services representatives have although such services are found in every county (Családkonzulens/Családterapeuta szakirányú képzési szak, 2011). These children/family support centers perform a number of tasks including giving information about financial assistance options for families and social security matters, advising on life style, mental health and debt but are unable to provide professional assistance for families in crises. The majority of family support center employees only have some kind of social degree, mostly social worker degrees, even though such course works do not include any family therapist training. Therefore, graduates from this area do not know exactly how to help families in need (Interview with Nora Sonkoly, 2011).

There is an important difference in the Hungarian training in comparison to the US. The family consultant program both at Wesley College and at the Association of Family Therapists only provides certificates. This important distinction indicates two different educational systems. In the United States, universities generally do not offer such certificate programs; they are only available in the so-called “community colleges” which do not supply bachelor degrees. Yet there are still some associations or training centers that offer trainings in family therapy and provide certificates upon graduation [7]. In contrast, the universities in Hungary organize several certificate programs and credited courses beside the bachelor, master and doctoral programs.

Although the compared programs require different skill levels both for being accepted and for graduation, there are many similarities within their structures. To compare the required subjects is no easy task due to the differences in names and similarities in content. Below are examples of course subjects with matching contents from each program.

TABLE 1.: Subject Comparison

BYU (MS Program)	Wesley College (Certificate)
Theoretical Foundations of Family Systems	Foundations of Family therapy (theory & practice)
Play Therapy	Communications (theory & practice)
Psychopathology and Assessment in Marriage and Family Therapy	Psychopathology I-II.
The Individual and Family Over the Life Course	Family Sociology
Issues of Gender and Ethnicity	
	Family Therapy Self-knowledge I-IV.
Theoretical Foundations of Marital and Family Therapy	Methods of Family Therapy I-III.
Ethical and Professional Issues for Family Therapists	
Analysis and Treatment of Human Sexual Development	Developmental psychology of individuals, couples, families (theory & practice) I-II.
Family and Multigenerational Psychotherapy	
Marital and Individual Psychotherapy	
Addictions and Violence in Families	Family therapy for families living in special circumstances I-II.
500 hours clinical practice	Supervision I-II.
Graduate Research Methods	Thesis Consultation
Statistical Methods for Research	
Master's Thesis	

Sources: Graduate Program Handbook, Marriage and Family Therapy Program, Brigham Young University. 2010 Fall; Családkonzulens/Családterapeuta szakirányú képzési szak, hallgatói változat. Wesley János Lelkészképző Főiskola. 2011.

The above table clearly shows that the subjects in most cases are very similar in the two programs. However, at Wesley College the basic skills acquisition (communication & family sociology) is more emphasized than at BYU. This is due to the assumption at BYU that all students applying for their MS program already have some kind of social science degree, so they have already fulfilled these basic requirements. BYU's faculty suggests that the admitted students fulfill the following courses prior to the Master's program (Undergraduate course preparation, 2011):

- Survey of Marriage and Family Enrichment/Therapy Approaches
- Introduction to Family Processes
- Theories in Family Perspective

- Human Development: Life Span
- Interactional Interviewing Skills in Family Science
- Critical Inquiry and Research Methods
- Introduction to Social Science and Statistical Packages
- Abnormal Psychology
- Social Hygiene
- Writing in the Social Sciences

Table 1 also shows that BYU offers classes such as minority, gender and the ethical questions of the profession in its program of study. It is also apparent that thesis writing and research methods are also important elements. While at Wesley there is only one class concerning thesis writing, BYU has three different courses (Graduate Research Method, Statistical Method of Research and Master's Thesis) of the same.

Although the class titles do not make it apparent, both institutions put equally great emphasis on the importance of self-awareness and its development according to teacher and student reports. (Interview with Lisa Hansen, Nora Sonkoly, 2011). Students are required to solve several assignments in order to fully understand themselves and their own families. This is very important and necessary for them to be able to respond to all cases (including shocking and personal ones) professionally, meaning objectively, calmly and thoughtfully.

The American educational system is characterized by high school traditions and continues the familiar secondary education examination methods in university classes as well. Therefore, students at universities including BYU students have to prepare their homework from class to class. The examinations take place during the semester through tests, essays and presentations. Instead of oral exams, there are final tests at the end of each term. The final grade also takes attendance and class participation into consideration. Students are allowed up to two absences from each class for every semester. (Interview with Lisa Hansen, 2011) At Wesley College the examinations for theoretical courses consist of written tests at the end of each semester. As for practical courses, groups of 3-4 students hold presentations about a given topic. Class participation is considered very important at Wesley College as well (Interview with Maria Tari, 2011).

Although both institutions use the credit system, the freedom in choosing their courses (which is generally associated with the credit system) is not feasible for students at Wesley College due to the pre-planned schedule that they are required to follow. BYU only has a recommended schedule which provides students with the opportunity of taking classes based on their own focus areas and agenda. However, the family therapy program's faculty follows their students' schedule extensively by requesting a so-called "Program of Study" at the end of each student's first semester, in which the students plan out what classes they are going to fulfill in which semester. Students who do not submit a Program of Study by the above deadline cannot continue their education. At the same time, the student administration system's electronic reports are designed to keep the students

informed about their professional development. If the submitted Program of Study does not match the above mentioned report, students are to consult with their faculties. This is typically done in cases when the academic average falls below the pre-planned GPA. If it falls below 3.00, the students cannot continue their studies (Graduate Program Handbook, 2010).

2.1. Tuition

The tuition at BYU is 2880 USD for LDS students and 5760 USD for non-LDS students per semester (Financial Services, Tuition and General Fees, BYU, 2011). Every student admitted to the family therapy program is awarded a faculty scholarship which enables them to only pay half tuition [8]. Most students, however, can receive full tuition waivers during their two years of education by means of additional scholarships and grant. Teachers of the faculty provide the upmost assistance to their students in finding such financial support, as they prefer the students not to work during their course of study. As the program is very demanding, this is not a surprising requirement [9]. The faculty also provides earning opportunities for its scholars by recruiting some of them as teaching and research assistants. Research assistants provide aid in projects led by the department's professors. Teaching assistants spend between 10 and 20 hours of assistant teaching in bachelor programs (Graduate Program Handbook, 2010).

At Wesley College the tuition fee is 115000 Forints per semester. Wesley students do not receive any kind of financial support or aid from the college; they have to pay the full tuition. According to the interviewed students they do not receive any kind of financial support from their workplaces so they have to fund their education from their own resources. The Hungarian Tax system does not allow the filing of tax returns based on tuition fees (Családkonzulens/Családtérapeuta szakirányú képzési szak, 2011).

2.2 Length of the programs

The length of a family consultant/therapy program two years at both institutions although a school year means three semesters in the United States. Beside the fall, winter and spring semesters [10], students can also study during six weeks long summer terms. The BYU family therapy program has a strict schedule which includes planned classes during the spring and summer terms as well. Students are supposed to take classes during these semesters in order to lighten their class schedule so that they can spend more time with clinical practice. The faculty expects the students to finish their education in two years. The department's scholarships are only offered for two years (Interview with Lisa Hansen, 2011).

Wesley College can offer up to two semesters per year as in the Hungarian higher education system only fall and spring semesters are available. These two terms are longer, however, taking four and a half months. Apart from the length the two programs' intensity is also different. At Wesley College students have a full but single day of classes every second Saturday in a month, while at BYU classes are every day. BYU scholars take 14 or 15 credit hours in the fall and winter

semesters and six in the spring and summer terms. For graduation, students need to obtain at least 61 credits at BYU. The training program consists of 120 credit hours at Wesley College. Another reason for the difference in required credit hours is the 500 hours of clinical practice that is not included in the 61 required credits at BYU, while the Wesley program includes 50 hours of supervised clinical practice in their 120 credit requirement. At Wesley, students fulfill 70 credits of theoretical classes and 50 credits of supervised practical therapy (Családkonzulens/Családterapeuta szakirányú képzési szak, 2011).

2.3 Professional practice

Both institutions strongly believe in putting theories to the test of practicality, which they achieve in two ways. On the one hand some of the classes consist of practical training where students learn various forms of communication and therapy techniques by active class participation. On the other hand there are opportunities for live practice in real situations. Students can treat real families and couples under proper supervision. At BYU students conduct their practical training sessions at two clinics that belong to the university. One of them is the Student Counseling Center where they can receive therapy for self-development and self-awareness purposes. The second clinic is called community clinic which is where the live and supervised practical therapy sessions can take place. This practical training is an essential part of the family therapy education; scholars are not allowed to get a grade lower than B, in which case they must repeat the particular clinical practice.

Such practices begin in the middle of the first semester and continue to the end of the program. In average the students spend 15 hours a week at the clinics and they have to complete at least 500 hours (Graduate Program Handbook, 2010). One of the reasons for supervised therapy sessions is to ensure that patients are not exposed to any negative experiences that could be attributed to student treatment. Therefore, the more serious cases (such as family abuse) are not treated at the community clinic, not even with supervision. (Interview with Lisa Hansen, 2011).

At Wesley there are no college owned clinics; students must find them on their own. The 50 hours of practical training only begins in the second year. However, they put great emphasis on the practical application of theory. Consequently the theoretical parts of their training (such as Foundations of Family Therapy, Communications and Developmental Psychology) are often followed by practical in class components that are supervised by the professor (Interview with Maria Tari, 2011).

By providing clinics of its own, BYU is able to create a standardized practical curriculum in an identical environment for all of its students. In contrast, the Wesley students have unequal opportunities where connections might play a significant part in their placement.

3. Admission Process

During the admission process both institutions prefer students with backgrounds in Humanities, especially favoring those with Social degrees within Humanities. As BYU offers an MS degree, the requirements for being accepted into the program are more demanding than they are at Wesley's. First, the applicants' Grade Point Average (GPA) at the Bachelor's level must be higher than 3.5 (Graduate Program Handbook, 2010). One of the conditions for acceptance into graduate studies in the US is to take a computer-based, standardized admissions exam measuring general verbal, mathematical and analytical skills, called GRE (Graduate Record Examination). One of the requirements for acceptance into any MS or PHD program in the states is a program pre-determined score on the GRE. BYU's Family Therapy program requires high GRE scores for acceptance as well as three letters of recommendation from the applicants' previous professors. Each candidate must also write an essay outlining the reason for wishing to be part of the BYU family therapy program.

Taking all of the above into consideration, each student is invited in for a personal interview by the Admissions Committee selected from members of the faculty. During this interview each applicant has a chance to share more details about their interest in the program and what field they wish to specialize in. This is important as each student has a so called mentor teacher. These mentors consult with their students on a weekly basis to follow their academic progress, help them make their personalized program of study and discuss any unexpected issues that might arise during the student's course of study.

In the last five years the number of students applying has been six times the number of the admitted applicants. Their average GPA score of the accepted students has been 3.75 with 55% of them having completed their BA at BYU. Ninety-seven percent of the students are members of the LDS Church. Although BYU is known for having a considerably large portion of international students, only 2% of all students are non-US citizens in this program. The male-female distribution is 50-50% (Marriage and Family Therapy MS, BYU Program Details, 2011).

One of the requirements for being accepted to Wesley is a BA degree in one of the following areas: Social Science, Liberal Arts, Education, Theology, Law or Public Administration. The most important requirement is to either already work or start to work in one of the above fields during their studies in the near future. This is a "must have requirement" for being accepted into the program as the students are required to fulfill such supervised practical hours that are usually done at their workplaces. The final step in the admissions process is a personal interview during which the student can shed more light on his/her motivations to be part of this program and his/her plans after graduation. Based on statistics of the last two years there have been about 1.5 times more applicants than enrollments at the school. Most (70%) of the applicants have had backgrounds in social sciences (such as Social Educators and Social Workers) while the remaining 30% of applicants have

come with backgrounds in education, theology, psychology or preschool teaching. In random cases there have been some applicants coming with law or public administration degrees looking for a career change. The male-female ratio differs significantly from BYU's statistics with a surprising 10% to 90% (interview with Maria Tari, 2011).

4. After graduation

Those students who graduated from BYU have to take an accreditation exam in order for their degree to be recognized and acknowledged throughout the US and acquire the title of Marriage and Family Therapist. Such an exam can only be taken after a minimum of two years following graduation as long as the graduates continue to work in their field of profession and are also under proper supervision during this interval. In order to obtain a professional license from the Utah Department of Occupational and Professional Licensing, BYU graduates must meet the following three requirements. First, having received an AAMFT accredited MS or PHD degree. Second, an accreditation exam developed and evaluated by the Association of Marital and Family Therapy Regulatory Board [11]. Third, a minimum of 4000 hours of supervised training (Marriage and Family Therapist Licensing Act Rule, 2011) According to the university's records all of their students have successfully passed this exam thus far. Most of the BYU graduates who applied for a PhD program in this area were also accepted. Two thirds of the students who completed their studies at BYU work as therapist at a clinic or hospital now. The remaining one third went on to PhD programs. Family therapists working in the US health care facilities are paid by the institutions themselves. The patients or their insurance companies are responsible for paying for the service. Those who received their degrees from BYU work throughout the United States and in some cases in Canada. Nevertheless, beyond the American continent they can only act as researchers and not as therapists unless they first meet the particular requirements of the country in which they wish to practice.

The American family therapists' working conditions, however, differ from the Hungarian reality. The greatest and only benefit that the Wesley graduates gain upon completing their studies is the practical skill set they acquire. Students holding public offices in family service centers do not receive a pay increase after graduation, as family consulting only represents a portion of their job duties.

So far there is no available information on how well a Wesley graduate might be able to utilize his/her degree in a country outside of Hungary, but there are certainly no current opportunities for transferring to a foreign university. Within the country, however, the Hungarian Association of Family Therapy recognizes and fully accepts the education gained at Wesley. With some additional classes completed at the Hungarian Association of Family Therapy, a student may receive a Family Therapy certificate. (In Hungary there is a difference between Family Consultants and Family Therapists. While consultants only seek to assist their families or individuals in need through communication techniques, therapists look

to treat their patients by , and psychological means. In the United States there is no distinction between therapists and counselors as therapists also do counseling.

Summary

Although from certain aspects the trainings are somewhat different, it can still be concluded that the curriculums are similar and both programs primarily focus on the acquisition of practical skills. Hence the family therapy master program at BYU becomes part of a training process in which the students can continue, develop and specify their social studies. The family consultant program at Wesley College, however, is also suitable for students with bachelor degrees from other than social science. On the other hand, such students must be very committed and resolute for being accepted into the program.

The comparison of these programs draws the attention to two separate educational institutions which results in two different outcomes as well. The American family therapist graduates generally work at clinics or hospitals, treating families and couples there. During their initial work experiences they fully utilize the knowledge and skills acquired at the university. In contrast, the Hungarian family consultants are only able to utilize their professional skills in part, as the Hungarian family service offices have several other focus areas as well. Also, the family therapist program in Hungary offers certificates exclusively and only at two institutions in all of Hungary.

In spite of the similarities in the two programs, neither of the schools acknowledge, recognize or validate each other's course of study, which leaves no interoperability between the US and the Hungarian curriculums. This leaves limited possibilities for utilizing such degrees abroad. Despite the global social challenges it is clear that both institutions only concentrate on their own countries' specific social needs. Graduates who wish to work abroad must first participate in additional trainings before beginning their practice.

NOTES

- [1] I am thankful for the directors of the Marriage and Family Therapy/Consultant programs, namely Maria Tari and Leslie Feinauer for their assistance and I also give thanks to the students of the trainings who shared their experiences and opinions about the program.[] The only difference is in tuition fees. Those students who are not members of the LDS Church pay twice of the tuition of their LDS peers. (Financial Services, Tuition and General Fees BYU, 2011)
- [] In Hungary the official recognition also means financial support from the state. (Financial Services, Tuition and General Fees, BYU, 2011)
- [] The official name of the training is 'Marriage and Family Therapy MS'.
- [5] AAMFT is the professional association for the field of marriage and family therapy. Among its many duties AAMFT develops standards for graduate education, clinical supervision, professional ethics and the clinical practice of marriage and family therapy. AAMFT has a specialized accrediting body, called

the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) that accredits master's degrees, doctoral degrees and post-graduate degree clinical training programs in marriage and family therapy throughout the United States and Canada. Since 1978, the COAMFTE has been recognized by the United States Department of Education (USDE) as the national accrediting body for the field of marriage and family therapy (American Association for Marriage and Family Therapy, 2011). BYU marriage and family therapy students are required to join this organization as student members. [6] Beside the Wesley College, Eszterhazy Karoly College also announced this training in the summer of 2011, but the program was never launched. (Szakirányú továbbképzések, Eszterházy Károly Főiskola, 2011).

- [7] For example see The Philadelphia Child and Family Therapy Training Center. (The Philadelphia Child and Family Therapy Training Center, 2009).
- [8] The term scholarship needs to be clarified. In Hungary, scholarships usually come with cash benefits while in the United States they typically only mean partial or full tuition reduction.
- [9] In the United States in order to support themselves financially, most of the students work part or full time while they are in school.
- [10] The fall semester starts in September and ends at the beginning of December. Winter terms are between January and April. The spring semester begins in April and continues to the middle of July.
- [11] The Association of Marital and Family Therapy Regulatory Board's (AMFTRB) Examination in Marital and Family Therapy is provided to assist state boards of examiners in evaluating the knowledge of applicants for licensure or certification. The Association a vizsga eredményeket megörzi es keresre mas allamba is elkuldi, így lehetove valik a license megszerzese mas allamban is. The association keeps and sends the examination scores to other states as well upon request, so that the license can also be obtained in those states (Association of Marital and Family Therapy Regulatory Board, 2012).

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