

# CHARACTER

Fall 2005

Volume XIII, No 1

Published by the Center for the Advancement of Ethics and Character at the School of Education at Boston University and the ASCD Character Education Network

**CAEC Two-day Academy – SAVE THE DATE: April 6 & 7, 2006.** For information see page 14

How Can I **MATTER** if I Don't **WIN**?

Coaches, Parents and Character Development in **SPORT**

by Amy Baltzell, Ed.D.

I've been asked to write about the connection between character and sport. When most people hear this topic, they think about the character of young athletes themselves. Instead I'm going to focus on the character of parents and coaches, particularly those who focus on winning at all costs. Granted, there are many excellent coaches and the majority of parents love their children. They do all that they can so that their children will thrive. However, all too many coaches and parents have come to believe that a win-at-all-costs attitude will lead to success on the playing field. As a sport psychologist, I've seen that this attitude can have a devastating effect both on athletes' performance and on athletes' character development.

If an athlete internalizes the attitude that only winning matters, that athlete will quickly conclude that she only matters if she wins. I have had a number of athletes tell me how much their parents were invested in their sport. Winning was the good side of things. When they won or played well, their parents would be elated and would shower them with love and appreciation. When they lost, however,

their parents would not speak to them. Some would start to complain about all the time and money they had sacrificed. More commonly, I encounter athletes who are devastated by their coaches' attitude toward winning. Many coaches shower

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I have seen **dozens of athletes** who are in **great angst** because they believe that their **coach** simply **doesn't care about them** as human beings.

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attention on their better players. They get more involved in their lives. Even a young star athlete can be ignored, however, if he or she goes into a slump. And when a better player comes along, such coaches radically change how they treat their former star player. What the athlete experiences is a deep inconsistency. Athletes who matter are those who are currently winning. I have seen dozens of athletes who are in great angst because they believe that their coach simply doesn't care about them as human beings.

Why do I say that such attitudes have an impact on young athletes' character development? Without believing that you matter, it is difficult to believe that others matter. To be able to develop good character habits one must be able to treat oneself and others with respect. When athletes believe that winning is the only thing that matters, they become willing to hurt themselves or others for a victory.

Consider the seemingly benign case of ten-year-olds playing tennis. In youth tennis, line judges are often not available.

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The young players themselves often have to call balls "in" or "out." Within this system, it is easy to cheat. In closely contested matches it is tempting to call a ball out for one's advantage. Many kids are taught that if an opponent cheats, by calling an "in" ball "out," then it is okay to match the cheating and do the same to the opponent, to "level the playing field." Many other seemingly small temptations eventually lead to the loss of moderation, and thereby the development of poor habits. These poor character habits can lead to extreme behaviors, such as children starving their bodies to meet the illusive ideals of sports like gymnastics, using steroids to be bigger and stronger to meet the demands of sports like football, or using violence in any sport to dominate an opponent. At the core of such acts is lack of respect for self and others, and a distorted sense of what matters.

When one is looking at a group of 4th-grade soccer players, happily running down the field, these may sound like extreme statements. But caring too much about winning is insidious. We all are at risk of celebrating and valuing winning too much and thereby not sending a consistent message to our kids that they matter, regardless of whether they win or not. We all want to win. Some parents and coaches begin with simply wanting their kids to win so the children feel good. We want our kids to be proud of themselves. But this attitude can exacerbate the win-at-all-cost attitude perpetrated in our sport culture. And this can lead to our kids ultimately developing the habit of not caring for or considering others. Our kids can't

learn good character habits if they don't think about and act on issues that concern the greater good.

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Our **kids** will **value** what the **adult mentors** around them **value**. If we concentrate on their **focus, effort,** and **respect** for **others,** they, too, will begin to **value** such **virtues**.

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What does the win-at-all-costs attitude do to our children's athletic performance? Some might think that it helps with performance, by providing motivation. To the contrary, I see an overwhelming number of athletes who simply are not enjoying what they are doing. They are so burdened with the desire and expectation to win that they have lost sight of why they began to participate in the first place – because they enjoyed it. And I know that this leads to kids getting burned out, leaving sport, or simply learning to hate their sport. Before competitions, many athletes are consumed with fear or dread. Many will say that they just wish the big meet or competition was over – and that they had won. This lack of enjoyment paired with fear leads to a decrement in performance. If they are not able to focus and do the best that they can, moment-to-moment, in both practice and competition, their performance will suffer over the long run.

Instead of thinking about their technique, strategy, or how to push themselves physically, they are fearful of being evaluated by their coaches, teammates, and parents.

Our children need to be treated like they matter. Our love and care for them cannot be based solely on how well they played goalie in a soccer match or how many points they scored on the basketball court. Our kids will value what the adult mentors around them value. If we concentrate on their focus, effort, and respect for others, they, too, will begin to value such virtues. When our children feel that they matter as human beings and that their teammates and competitors matter as human beings, regardless of their performance in sport, they are freed up to enjoy what they are doing and at the same time build a foundation for good character.

Isn't happiness what we want most for our children? For our children to be able to enjoy their endeavors, to actually derive happiness from sport, they must develop good character habits such as learning to strive, to do their best on a daily basis. As Aristotle writes in his *Nicomachean Ethics*, "It is clear that happiness is one of the most divine things, even if it is not god-sent but attained through virtue and some kind of learning or training. For the prize and end of excellence and virtue is the best thing of all, and it is something divine and blessed."

#### **Acknowledgements**

*I would like to thank Dr. Mary Catherine O'Connor for her editorial comments.*

from the  
a c t i n g **D I R E C T O R**  
Bernice Lerner, Ed.D.

On **ETHICS** and **TEAM LEADERSHIP**

When her husband bought the New England Patriots in 1994, Myra Kraft realized that she had better “get with the program.” Having long thought football a “brutal, dumb sport,” she had had no trouble entertaining herself on Sundays while her husband and sons went to games. They would often come home freezing from sitting out in the cold, dejected because the Patriots had lost. At the first game she attended as team owner, Kraft made an effort to understand. In response to her questions, her family made clear that they had for years tried to interest her and she would now have to learn on her own. “And that was sort of smart,” she says, “because I started paying attention.” Kraft read the papers, followed players’ stories, and learned that football is “anything but boring.”

While her understanding of the game changed, becoming a team owner did not change Kraft. She maintains her same “circle” of activities. Football occupies a limited portion of her time, and she sees in it enormous power, not only to entertain hard-working individuals who look forward to the relaxation of a Sunday game, but also to better our world.

Kraft and her husband, Robert, known for their philanthropic activities in Boston and beyond, exemplify Albert Einstein’s dictum, “Good Fortune Obligates.” For example, Kraft leverages ownership of a football team to help others. She explains how, in 1996, the first year that the Patriots went to the Super Bowl under her ownership, she was able to

raise money for the Boys and Girls Clubs of Boston, of which she is the first and only “woman chairman.” In preparation for the organization’s annual February dinner, at which the board strove to bring in funding crucial to operations – over one million dollars – Kraft describes how she

looked down the list of everyone who had called...looking for Super Bowl tickets [a lot of them friends] and...basically...I needed twenty-five thousand dollars for a table and I got it, and that was not because it was the – well, hopefully it was because it was the Boys and Girls Club – but they were very quick to answer my phone calls because they were still looking for tickets to the Super Bowl.

Kraft also capitalizes on fundraising opportunities by putting together clever auction items, such as a chance to travel with the team. She thus brings in money for “whatever organization.”

The list of organizations with which Myra Kraft is involved reveals the breadth of her interests. She is President and Director of the New England Patriots Foundation, established to help support the youth and families of New England, and Trustee of the Robert K. and Myra H. Kraft Foundation, a charity that distributes funds to deserving educational and other enterprises. She serves on the Board of Directors of the American Repertory Theater, the Executive Committee of the Combined Jewish Philanthropies, and on both the

Board of Directors and Executive Committee of the American Joint Distribution Committee. She is on the Board of Directors of Facing History and Ourselves and is Vice Chair of Brandeis University’s Board of Trustees. In addition to her service with the Boys and Girls Clubs of Boston, she is a member of the Board of Directors of the United Way of Massachusetts Bay. She has led national and international missions to Israel, and, together with her husband, built a “Passport to Israel” fund for U.S. high school students; an enrichment center that assists in the absorption, education, and integration of Haifa’s Ethiopian community; and a football stadium in Sacher Park, Jerusalem. Also among their projects is the Kraft Family Blood Center at the Dana-Farber Cancer Institute, which supports clinicians and scientists working to conquer cancer. Beyond such commitments, the Krafts respond to crises. During this past season’s playoffs, they sold more than 400 specially designated tickets to fans for \$1,000 each, raising nearly \$500,000 for tsunami disaster relief.

Kraft, in her understated, matter-of-fact way, explains that working for such causes is the only way she can “exist in community.” She refers to the fact that both she and her husband grew up in homes where ethics was lived. Her father-in-law, Harry Kraft, was a devoted volunteer teacher of children at Temple Kehillath Israel in Brookline, Massachusetts. In that community he gave Saturday morning sermons that imparted to children a sense of

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Jewish values. He studied Talmud with his own family on Saturday afternoons, conveying lessons in humility and compassion. Though not a man of great means, he gave to charity. Her own unassuming father, Jacob Hiatt, rose – by virtue of hard work and drive – to become chairman of one of the nation's largest manufacturers of paper containers. He used his wealth to improve education and the arts in his home city of Worcester, Massachusetts. He gave generously to Brandeis University, the College of the Holy Cross, Clark University, Assumption College, and to education programs abroad. Among philanthropic interests that Hiatt shared with his daughter and son-in-law were programs enabling young people to learn about the backgrounds of those of various religions, to diminish prejudice. That both Myra and Robert Kraft are profoundly affected by the exemplars who were their parents has made them a formidable team for goodness – not only in terms of the values they have passed on to their own children and grandchildren – but also in the sports and entertainment world.

A National Football League success story, the Patriots won three championships in four years. The success of the team under the Krafts' ownership has been analyzed. In addition to Robert Kraft's vision and savvy, the media repeatedly highlight the family's ideals. Myra and Robert Kraft have made evident that the team belongs to the community, that certain standards of conduct are expected, and that unseemly behavior will not be tolerated. Robert Kraft's choice of Bill Belichick as coach

also reflects the family's values. Beyond his experience and thoughtfulness in acquiring players, Belichick well understands how to develop in athletes persistence, courage, and teamwork. When he took the team to an IMAX theatre in Providence during training camp last year, to see a film on British Explorer Sir Ernest Shackleton, he put before his players an inspirational example of endurance. Myra Kraft considers Belichick a "great guy... [who] doesn't care about dressing up, or about other things that just get in the way." The Krafts do not get in his way – except to insist that he hire men of character. Kraft's influence is, here, stalwart. In one instance, she strongly urged her husband to relinquish the rights of a draft pick whom she discovered had sexual assault and other egregious infractions on his record. Though she knows she cannot ultimately control the actions of individuals on the team, how players treat others is, for Myra Kraft, of great consequence.

To sign on with the Patriots is to accept that privilege entails responsibility. In fact, each player's contract stipulates that he give ten community-related appearances or services a year. Certain players have surpassed Kraft's expectations. She recalls an episode told her by the CFO of the Boys and Girls Club. This woman's son had in his class a child who was battling cancer. One day, while at Massachusetts General Hospital, he returned from chemotherapy to find

that several of the guys just showed up from the team... They came back a number of times. It was the off-

season, and they came back... to see that child and to see other children, and no one knew about this... this was not for a picture in the papers, and we didn't even know about it.

Kraft is grateful when players are able to accomplish off the field her most noble goals for the team. She notes that such appearances are not even for fundraising. By visiting schools, players can encourage kids to "get rid of energy" in positive ways. She was impressed when Andre Tippett and Willie McGinest visited a playground where a shooting had occurred:

Willie said, 'I know, I understand, I came from a background where shootings would go on all the time, but you don't give up, and you don't quit, and you stay with it and you stay in school.' And it was a very powerful message for these kids who were almost afraid to come back to the playground for Pop Warner football practice. So that's using the team in a proper way to really help some kids with... major problems, not of their own making, but [that arise] through their environment.

Myra Kraft could not have known, when her husband acquired the Patriots, just how moving and enlightening her journey would be. Her eyes well up when she describes the attitude of defensive player Tedy Bruschi, who suffered a mild stroke after last season and who cares foremost

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# On the **H O M E F R O N T**

## The **T H R I L L** of **D E F E A T**

by *Pauline Briere*

You are at your daughter's last track meet of her last season in high school, and she might not run because of a foot injury. Feelings of frustration and disappointment simmer beneath her smile. She wants to run, but her foot hurts, and the coach has ordered her to rest it. This makes her unhappy, because running is her passion. She's had a stellar high school running career – league all-star, state champion, All-American – without a single injury until now. As you sit in the stands on this blue-sky day you ask yourself not why she has tendonitis in her foot, or how she can best overcome it, but what she has learned thus far so that she does not look at the experience as defeat.

Every afternoon before practice for the past two weeks you've driven her to the podiatrist and he's taped up her foot. Every morning and evening you've given her anti-inflammatory medication, applied ice, rubbed on healing salves and liniments and oils. You've even taken her to an acupuncturist. She's gone to practice and tried to push through the pain. When the coach has told her repeatedly to rest it, she's argued, cajoled, begged him to let her run in the last few dual meets. She's sworn, even to you, that she can run. So you've rubbed more liniment on her foot,

retaped it, listened to her vent about the misfortune of having an injury so close to the last meet of the last season of her high school career, and sent her on her way hoping for the best.

The coach finally decides that she isn't running. As you observe from the stands how unhappy his decision makes her, you feel sorry about it, too – but just when you start to think that tendonitis is the worst possible cosmic injustice your daughter could experience, you picture her at breakfast that morning and recall how her face looked less drawn and pale than at the end of last season's stellar performance, her cheeks rounder and pinker somehow. In fact, she looked positively glowing in a manner that she never has in victory's aftermath. Amidst the last few weeks' angst about not being able to run, the truth is that there's been a new vibrancy in her voice that belies the notion of defeat.

Your daughter's energy and drive to do and be her best has been unflagging. The challenge for you in these high school years has been helping her to maintain a healthy attitude toward competition. So you've attended every meet and cheered her on even when she's lost a race or simply hasn't run well. You've reminded her to congratulate the winner; you've

explained that it's not about winning or losing, but trying to be her best; you've encouraged her to look at the opportunity for growth in the company of talented people.

On this glorious spring afternoon when she doesn't even have the chance to compete, you watch another runner on her team win her event. Everyone in the stands cheers, including you. Teammates at the finish line surround the winner – this girl's victory has won the team another league title. You squint into the sun and see that your daughter is among them. Now you know, you know, she has learned the most important lesson high school sports has to offer young athletes – that competition is sometimes synonymous with cooperation.

The line between victory and defeat often blurs. Samuel Beckett, the writer, said that all there is in life is to try, and fail, and try again. There is no such thing as a *last* race, a *last* season for your daughter. While she and her peers all pull each other along on the continuum of character development, help her to remember that defeat, as well as victory, can be thrilling.



## Program Wrap-Up

# CHARACTER, CONFIDENCE and COURAGE Through SPORT

A Workshop for COACHES, TEACHERS, and PARENTS

by Megan Black Uy

Involvement in organized sports can have a significant impact on the character development of all participants. Coaches, teachers, and parents share the responsibility of making it a positive experience for young athletes, by helping them to succeed not only on the field or in the gym, but in life as well. On Friday, May 6, 2006, Boston University's School of Education's Center for the Advancement of Ethics and Character and Institute for Athletic Coach Education hosted a workshop for coaches, teachers, and parents entitled "Character, Courage, and Confidence Through Sport." The day-long program – held at Barristers Hall at Boston University's School of Law – offered effective strategies for developing an athletic program grounded in commitment to character and performance excellence. More than 70 coaches, athletic directors, teachers, parents, and other community leaders from the Boston area and beyond, representing fourteen sports – from baseball to sailing and soccer to wrestling – attended.

The CAEC and IACE assembled a galaxy of stars to present at this event. The group of highly accomplished educators, scholars, and psychologists included: Dr. Amy Baltzell, sport psychologist and professor of education at Boston University; Dr. Bernice Lerner, CAEC acting director; Dr. John McCarthy, IACE director and profes-

sor of education at Boston University; Mike Luke, former international rugby player and Master Coach in the Canadian National Coaching Certification Program; Dr. Leonard Zaichowsky, sport psychologist, professor at both the School of Education and School of Medicine at Boston University, and former consultant to the Boston Celtics; Dr. Stephen Durant, psychologist at Massachusetts General Hospital and co-director of PACES (Performance and Character Excellence in Sports); and Dr. Richard Ginsburg, also a psychologist at Massachusetts General Hospital and co-director of PACES. Many of these presenters are current and former athletes and all are parents. This topic could not have been addressed by a more qualified, committed group of people.

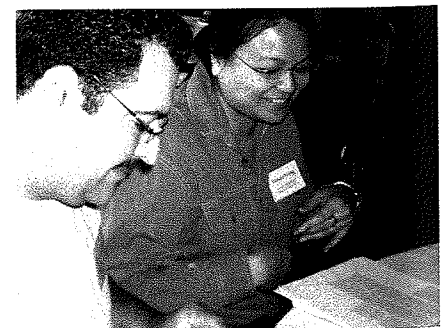
To take a page from John Yeager's book, with Amy Baltzell and others, *Character and Coaching*, those who presented and attended believe strongly that "sport matters" and "character matters." In these days of childhood obesity and media saturation, it is important to get kids outside, off the couch, and moving. Positive experiences in sport can set the foundation for a healthy, active lifestyle. Further, as coaches, teachers, and parents, all understood that they are models for children and young adults; the examples they set make a significant difference in their students' and athletes' character development. Young athletes should leave sports programs, teams, and classrooms not only as good athletes and accomplished

students, but as good people, good citizens. The workshop allowed those present to reflect on such values and how they might best live up to challenges, how they can do right by the kids they coach, teach, and parent.

The program furnished a good foundation for understanding sport's potential for character development. Participants described the day as "excellent," "informative," and "insightful," and they appreciated the presenters' expertise and enthusiasm. Many came away inspired, with a few tips to keep in their back pockets or things to consider the next time they are on the sidelines or in the stands.

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*Character, Confidence, and Courage Through Sport Workshop, May 6, 2005*



# From the **TRENCHES**

## Teaching Youth Good **CHARACTER** and **VALUES** in Today's **WORLD** of **SPORT**

by Guy Enoch

*Sport Builds Character.* This statement is often used by athletes, coaches, parents, announcers, and others who are involved in sports. Many would argue that those who are involved in sport often develop personal attributes, such as responsibility, courage, persistence, dedication, and determination as a result of their participation. In many cases, sport participation requires a show of courage — for example, when a soccer goalkeeper dives toward a forward's feet to prevent a goal. Sport participation often requires the display of responsibility — for example, when a high school athlete decides to abstain from drinking alcohol during his or her season. Further, sport participants are often so determined to improve their own personal performance that they arrive to practice early and leave long after their teammates have left. So clearly, sport participation has a lot to do with the development of character. However, I tend to feel that mere participation cannot foster strong character without some guidance from coaches (among others). The question then is What can we do as coaches to promote virtue in our athletes?

In the past eight years I have coached a high school girls' soccer team. That experience taught me that first and foremost I need to know myself. I need to discover which things are important to me first as a person and then as a coach. It was essential for me to know what I value in

order to develop my own coaching philosophy. I'll admit that initially I thought that the most important thing for me was (for the most part) winning soccer games. It didn't take long before I realized that this

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I believe that after developing a personal coaching philosophy, the **most important thing a coach needs to do** in order to **promote good character** is to **model these desired characteristics**.

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was not what I was all about. I realized that, for me, soccer was not the focus, but rather helping young athletes become mature people who exhibit good character. Basing my actions on this coaching philosophy, I tried to develop a way to teach and promote good character. My perspective evolved over time, but my core values guided me through many situations that I had to deal with along the way.

I believe that after developing a personal coaching philosophy, the most important thing a coach needs to do in order to pro-

mote good character is to model desired characteristics. How can I demand that my athletes be responsible if I myself do not exhibit responsibility? How can I expect my athletes to be dedicated to the sport and the program if I myself am not dedicated? If my goal is to develop good character, it is my responsibility as a coach, a mentor, and an educator to model good character.

Secondly, it is important to realize which areas to focus on and to capitalize on "teachable moments." Then, similar to what parents should often do, it is important to communicate expectations and rules and, of course, establish and communicate appropriate consequences that will follow if those expectations and rules are not met.

Finally, I truly believe that coaches can teach their athletes to recognize right from wrong, behaviors that are desirable from those less optimal, and to realize the consequences for not making the best choices. A coach must hold his or her athletes accountable for their actions.

Unfortunately, in today's world of sport, where the dominating values concern money and winning at all costs, many of the decisions that athletes make are opposed to what we would consider to be

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# PARENTAL MISCONDUCT in YOUTH SPORT: CHARACTER LESSONS TAUGHT?

by Leonard Zaichkowsky, Ph.D.

Professor, Boston University School of Education and School of Medicine

One of the desirable outcomes of participation in youth sports is the development of sound character. An undesirable outcome may result if children learn that antisocial behavior is acceptable.

Consider the following incidents of parental misconduct reported by the media over the past several years:

- ❑ Staten Island, NY – Following a hockey game for 11- and 12-year-old boys, a father struck his son's coach in the face with two hockey sticks. The father was indicted for assault and criminal possession of a weapon.
- ❑ Nashville, IL – The spring baseball season of third- and fourth-grade boys was cancelled due to bad parental behavior.
- ❑ Reading, MA – A fight about rough play broke out between two hockey parents in which a 40-year-old father of four was beaten to death.

The obvious questions that arise from these examples are:

- ❑ Will children imitate inappropriate and even violent behavior?
- ❑ How do we get this behavior to stop?

## Will Children Become Antisocial/Violent?

One concern with this recent upswing of parental violence is not only the worry of what children are learning from it, but also the possibility that it is creating a cycle of inappropriate behavior. Bandura's classic study in 1961 first demonstrated how young children often imitate violent behavior, a concept he called modeling. Since that time, Bandura and other researchers have explored various aspects of Social Learning Theory or modeling. Bandura's book, *Aggression: A Social Learning Analysis*, examines many of the different aspects of violent modeled behavior, showing how children who witness violent behavior are going to be affected by that violence.

Bandura describes three major effects of modeling behavior:

- ❑ Observers acquire new patterns of behavior through observation. For example, youth sports participants may, after viewing fighting by spectators, see violence as an acceptable way to react to a disagreement between people.

- ❑ Modeling acts to strengthen or weaken the inhibitions of behaviors already learned.

– Modeling strengthens an already learned behavior. The media portrays many examples of violent behavior. Children are exposed to these aggressive images and words; if these types of acts are reinforced in real life, the aggressive behavior has a good chance of being learned.

– Such behaviors may be inhibited if, in real life, the player does not see aggressive behavior rewarded. If the aggressive parent is praised by adults and peers for hurting another person and suffers little or no consequence, then the players and spectators are more likely to take similar action when experiencing feelings of aggression.

- ❑ The amount of attention paid to the behavior matters. Players may see fighting as instrumental in solving problems, releasing feelings of aggression, and for receiving social praise, but the degree to which the modeled



aggressor is respected is also significant. If the parent that harmed someone is perceived as “cool” to the youngsters on the team, the behavior becomes more influential. If, on the other hand, the kids perceive the aggressor as a raging lunatic, they are less likely to commit such acts of violence themselves.

One of the biggest predictors of whether a child will become violent or not is familial modeling and reinforcement. For example, if a hockey player has parents, teachers, and friends who exhibit peaceful ways of dealing with aggression, the influence of witnessing some television violence and a horrific episode between other parents is not as great.

### **How Do We Stop the Violence?**

Somewhere along the way, sportsmanship seems to have gotten lost. The lesson parents seem to be teaching today is that winning, not fun, is the goal and further, that we should win at any cost... even with violence. While the pursuit of victory has always been an important part of sports, it is the pursuit of victory with honor and sportsmanship that is really what sports should be about.

How can all of us help make sportsmanship an important theme of our daily sports life? Here are a few simple suggestions:

- ❑ Show by your actions and words, every day, that you really care about sportsmanship. Set a good example – actions speak louder than words.
- ❑ Expect and demand that everyone involved follows the rules, including fans and parents. There should be clear and immediate penalties for poor sportsmanship no matter what the circumstances or how important a game is to a season. Those who refuse to follow the rules should not be allowed to participate.
- ❑ Leagues and teams should communicate the importance of sportsmanship to all participants on a regular basis, not just at the beginning of the season. Have team discussions about sportsmanship. Discuss examples of sportsmanship – good and bad – as seen on TV or in person. A good example is the recent outburst by the Boston Celtics’ Paul Pierce. After Pierce’s disgusting behavior, General Manager Danny Ainge publicly stated that the Celtics were going to “raise the bar” for their code of conduct.

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## NOTABLE MENTIONS

### CAEC Staff News

In mid-July, Megan Black Uy resigned as external relations coordinator at the CAEC in order to complete her master's degree in mental health and behavioral medicine at Boston University's School of Medicine. We are grateful to Megan for her exemplary service and support of the Center's mission. For the past five years she has served as editor, administrator, and event planner – her many contributions are significant and of lasting impact.

We welcomed as Megan's replacement Lauren Terry. A graduate of Mount Holyoke College, Lauren comes to the CAEC with experience as a communications coordinator and executive assistant at a business writing consulting firm. Her many skills and her enthusiasm for the Center's work are already appreciated.

### A Sampling of CAEC in the News

Kevin Ryan's article "Is Roslyn's scandal for class discussion?" appeared in Long Island's *Newsday* on January 18, 2005. Bernice Lerner appeared with a panel of educational leaders on "Learning Curve," a PBS television program, on May 31, 2005.

*Simon Keller, Linda Wells, and Cathleen Stutz, three of the CAEC's Associate Scholars, convene to discuss and prepare for the 2005 Summer Teachers Academies in South Carolina and Massachusetts.*



### PARENTAL MISCONDUCT in YOUTH SPORT (continued)

- ❑ Never tolerate violent behavior in practice or in competition...ever.

What should coaches and parents do if children have been exposed to violence? Here are some suggestions:

- ❑ Let children know that it is normal to be upset after viewing violence.
- ❑ Hold sessions with entire teams and individual children to address the situation.
- ❑ Hold meetings with parents to discuss the event, how their children may respond to it, and what they can do.
- ❑ Model sportsmanship and appropriate ways of dealing with feelings of aggression.
- ❑ Allow children to play as children, where winning and losing a game does not matter and each game can be utilized as a learning experience.
- ❑ Remember that programs are for the benefit of the children, not the adults.
- ❑ Parents should get out and spend lots of time helping their children develop higher and higher levels of skill. Higher skill levels lead to less frustration, making for a fun, successful experience.

Coaches rely on parents to teach sportsmanship and parents rely on coaches to teach sportsmanship. Therefore, kids often lose. What can adults do to ultimately help their kids "win?"

about that which matters – family. She would see her husband visit with the president in the White House, and – acting in character – bring seven players with him to visit wounded soldiers at the National Naval Medical Center in Bethesda, Md., and the Walter Reed Army Medical Center. And she would find herself trying hard never to miss a game, and experiencing Sundays following the season's end as "downers."

I can relate to Kraft's former ignorance, and hope that I, too, might become more knowledgeable. But the most significant lessons of Myra Kraft's life are the choices she makes daily; how she views her position. Lest we think that we are "out of the league" of magnates and cannot make a difference, we might consider that privilege and good fortune come in many forms. My mother grew up in a poor family, wearing patches on her clothes. Her grandmother insisted that she and her sister collect donations of food from their neighbors to bring to the mental institu-

tion on the outskirts of their town. In her retirement, my mother-in-law collects unsold food from Italian restaurants and brings it to a day center for developmentally disabled adults. It is never too late to develop the habit of beneficence. The Krafts' example is of universal relevance.

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From the **TRENCHES** (continued)

moral behavior. We often see those whom we think of as role models on the professional level take illegal substances in order to excel, choose money over friendship and loyalty, and become violent when things are not to their liking. The decisions athletes make when faced with dilemmas reflect their character.

The teaching of good character should start early. Obviously, parents and teachers should be involved in this process. However, I do believe that coaches play a significant role in encouraging the moral development of their athletes, as young athletes often view coaches as important figures and role models in their lives.

Finally, on a more personal note, I found that for me, the most rewarding aspect of my work is to see athletes make good choices and become mature and responsible citizens.

quotes on  
**SPORTS**

*"Good coaches teach respect for the opposition, love of competition, the value of trying your best, and how to win and lose graciously."*

– Brooks Clark, track coach

*"The difference between the impossible and the possible lies in a person's determination."*

– Tommy Lasorda, baseball manager

*"Football is like life – it requires perseverance, self-denial, hard work, sacrifice, dedication, and respect for authority."*

– Vince Lombardi, football coach

*"It is not true that nice guys finish last. Nice guys are winners before the game even starts."*

– Addison Walker, author

*"You can discover more about a person in an hour of play than in a year of conversation."*

– Plato, philosopher

*"Talent is God-given. Be humble. Fame is man-given. Be grateful. Conceit is self-given. Be careful."*

– John Wooden, basketball coach

*"No one gets an iron-clad guarantee of success. Certainly, factors like opportunity, luck, and timing are important. But the back-bone of success is usually found in old-fashioned, basic concepts like hard work, determination, good planning, and perseverance."*

– Mia Hamm, soccer player

*"Teamwork is what makes common people capable of uncommon results."*

– Pat Summitt, basketball coach

books on  
**CHARACTER**  
and **SPORT**

*Thank You, Jackie Robinson*, Barbara Cohen

*Crash*, Jerry Spinelli

*Maniac Magee*, Jerry Spinelli

*Travel Team*, Mike Lupica

*Slam!*, Walter Dean Myers

*The Contender*, Robert Lipsyte

*In Lane Three*, Alex Archer, Tessa Duder

*The Moves Make the Man*, Bruce Brooks

*National Velvet*, Enid Bagnold

*In These Girls, Hope Is a Muscle*,

Madeleine Blais

movies on  
**CHARACTER**  
and **SPORT**

*The Mighty Ducks* (PG, Disney Studios, 1992)

*The Sandlot* (PG, Twentieth Century Fox, 1993)

*The Karate Kid* (PG, Columbia-Tristar, 1984)

*Remember the Titans* (PG, Disney Studios, 2000)

*Miracle* (PG, Buena Vista, 2004)

*Breaking Away* (PG, Twentieth Century Fox, 1979)

*Chariots of Fire* (PG, Warner Studios, 1981)

Upcoming **EVENTS**  
in **CHARACTER**  
**EDUCATION**

**October 20 – 22, 2005. Atlanta, GA**

*CEP's 12<sup>th</sup> National Forum*

Contact Character Education Partnership

Telephone 800.988.8081

Website [www.character.org](http://www.character.org)

*Don't miss Bernice Lerner's presentation, Educating Heart and Mind: The Theory and Practice of Character Education, on Friday, October 21 from 11:15 am – 12:30 pm.*

**October 27, 2005, 5:00 P.M. Boston, MA**

*Dr. Karen Bohlin will discuss her new book, Teaching Character Education Through Literature: Awakening the Moral Imagination in Secondary Classrooms (London: RoutledgeFalmer Press, 2005) at the CAEC's Ryan Library for Ethics and Education at Boston University's School of Education.*

Contact Lauren Terry, CAEC

Telephone 617.353.3262

Website [www.bu.edu/education/caec](http://www.bu.edu/education/caec)

**November 3 – 6, 2005. Cambridge, MA**

*AME's 31<sup>st</sup> Annual Conference*

Contact Association for Moral Education

Website [www.amenetwork.org](http://www.amenetwork.org)

*Bernice Lerner's presentation, On the Theory and Practice of Moral Education, is scheduled for Thursday, November 3, 1 – 4 P.M.*

**April 1 – 3, 2006. Chicago, IL**

*ASCD 61<sup>st</sup> Annual Conference*

Contact Association for Supervision and Curriculum Development

Telephone 800.933.2723

Website [www.ascd.org](http://www.ascd.org)

*On Monday, April 3, 10:30-11:30 am, Bernice Lerner will give a presentation on the Teaching of Biography. On that same day, from 1:00 pm – 2:30 pm, Bernice Lerner will be co-presenting with Karen Newman, Dean of Studies preK-12, Montclair Kimberley Academy, on Building Character in Schools.*

**April 6 – 7, 2006. Boston, MA**

*CAEC Two-day Academy*

Contact Lauren Terry, CAEC

Telephone 617.353.3262

Website [www.bu.edu/education/caec](http://www.bu.edu/education/caec)

Join us for an **AUTHOR'S TALK**  
with **DR. KAREN BOHLIN**

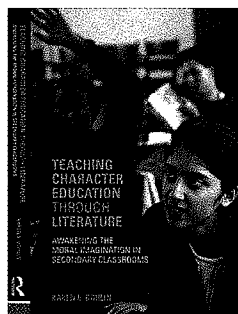


Thursday, October 27, 2005

5:00 – 6:30 P.M.

CAEC, Boston University  
621 Commonwealth Ave., 4<sup>th</sup> floor.

Karen E. Bohlin, Head of Montrose School in Natick, MA, Senior Scholar at the CAEC and adjunct professor of education at Boston University's School of Education, will discuss her recently published book, *Teaching Character Education Through Literature: Awakening the Moral Imagination* (London: Routledge Falmer, 2005)



"*Teaching Character Education Through Literature* demonstrates how secondary and post-secondary teachers of literature can help students become more responsive to the ethical themes and questions that emerge from the narratives they study. It assists teachers in integrating character education into classroom instruction. Case studies and questions throughout are designed to awaken students' moral imagination and prompt ethical reflection on individuals' motivations, aspirations and choices."

"*Bohlin's engagement with... four novels will be relevant to teachers at every level. If readers take it as not only a guide to pedagogy but an invitation to all of us to become, as she puts it, "more adept at moral reflection," the whole domain of literary criticism will be enriched.*"

— Wayne C. Booth, University of Chicago, USA.

## A Note of **THANKS**

The CAEC would like to thank the following donors for their generosity and commitment to the CAEC's mission.

*John Anthony*

*Cornelius J. Behan*

*Francis and Anne Black*

*Diane L. Brooks*

*Carol Ingall*

*Bonnie Lavoie*

*Montclair Kimberley Academy, Montclair, NJ*

*Newman Preparatory School, Boston, MA*

*Thomas Phillips*

*with a special debt of gratitude to The New England Patriots Foundation*



CENTER FOR THE ADVANCEMENT OF ETHICS AND CHARACTER

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M o r a l i t y

"The Teachers Academy has been a great opportunity for reflection and has reawakened my passion for teaching. All of the presentations were so powerful ..."

"The Teachers Academy was superior – the best professional development event I have attended to date!"

"I think it should be a requirement that all educators around the world attend an Academy."

"I was given a wealth of knowledge, a great foundation on which to build."

"One most valuable result of the Teachers Academy was the realization that... we all hold the same virtues to be paramount in our lives... these are the ethics that we should be teaching our students."

## CAEC Two-day Academy

**When:** April 6–7, 2006  
9:00 A.M. to 4:00 P.M.

**Where:** Boston University, Boston, MA

\* Directions to designated facilities at Boston University, a list of area hotels, and parking information will be mailed to all registrants.

The CAEC's Teachers Academy is an intensive and stimulating retreat that cultivates the intellectual lives of teachers and inspires in them a renewed sense of responsibility and dedication to the art of teaching. Participants will engage in dialogue and reflection, deepening their understanding of what it means to educate for character. They will also consider how best to foster character development through academic curricula and their school's culture. Plenary presentations, given by Boston University scholars, will focus on challenging and enduring moral questions.

*For details regarding Two-day Academy presentations, please check our website on or after October 3, 2005.*

For more information: 617.353.3262 or caec@bu.edu  
[www.bu.edu/education/caec](http://www.bu.edu/education/caec)

## CAEC Two-day Academy

Thursday and Friday, April 6–7, 2006  
9:00 A.M. to 4:00 P.M.

\$390\* (Fee includes continental breakfast, lunch, and materials.)

Name(s) and positions of participants (indicate contact person):

1. \_\_\_\_\_ School/District \_\_\_\_\_
  2. \_\_\_\_\_ Address \_\_\_\_\_
  3. \_\_\_\_\_ City/State/Zip \_\_\_\_\_
  4. \_\_\_\_\_ Phone \_\_\_\_\_
- Fax \_\_\_\_\_ E-mail \_\_\_\_\_

\* A processing fee of \$35 is non-refundable.

12 PDP's (Professional Development Points) will be awarded upon completion of an assignment, and for an additional fee. Please indicate whether you are interested in earning PDP's and would like further information: \_\_\_\_\_

Please return this form to: The Center for the Advancement of Ethics and Character, 621 Commonwealth Ave., Boston, MA 02215, or fax to 617.353.4351. For more info: 617.353.3262 or caec@bu.edu.

## To our **READERS**

We want to hear from you!

The strength of this newsletter depends on the active contribution of its readers. Our readers need to hear what's happening in your school or community. (That's what our "From the Trenches" section is all about.)

We welcome submissions of any kind: letters, articles, anecdotes. What has worked in your classroom, home, or school? What has inspired your dedication to character education? We also encourage recommendations for our Selected Bibliography, Movies, and Character Quotes.

Our next issue will spotlight "**Ethics in Religious Narratives.**" The deadline for our next issue is **November 30, 2005**. Please address all correspondence to: Newsletter Managing Editor, Center for the Advancement of Ethics and Character, 621 Commonwealth Avenue, Boston, MA 02215

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## **MEMBERSHIP** Form

Please use this form to initiate, renew, or update your membership.

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Name

Friend of the CAEC (\$60): Biannual newsletter, occasional mailings.

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Occupation, Title, or Position

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Renewal

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ASCD Character Education Network (\$20): Biannual newsletter, occasional mailings.

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Telephone  work  home

*Please make checks payable to CAEC.*

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E-mail Address

**Note:** \$40 of each Friend of the CAEC membership is tax-deductible. We are a non-profit organization that relies on grants and the generosity of its members. Any additional tax-deductible contribution you make to the CAEC is both needed and greatly appreciated.

Visit our website!  
[www.bu.edu/education/caec](http://www.bu.edu/education/caec)



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**CHARACTER** is published by the Character Education Network and the Center for the Advancement of Ethics and Character at the School of Education at Boston University. The newsletter is sponsored in part by the Association for Supervision and Curriculum Development (ASCD), but is not an official publication of ASCD.

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