Former **CAEC DIRECTOR** has **NEW ASSIGNMENT**

by Kevin Ryan

Last October, I received the honor of my life. Pope John Paul II appointed me to the Pontifical Academy for the Social Sciences. Many quickly concluded that my appointment was the definitive contrary evidence against the Catholic Church’s doctrine of papal infallibility. Un-named Vatican sources reminded these critics that papal infallibility deals with matters of faith and morals, not personnel matters. And, as a Jesuit friend said to me on hearing of my appointment, “Well, we’re an old church and we have survived worse scandals.” I cringe to imagine what my enemies said.

The Pontifical Academy for the Social Sciences is one of two academies serving in an advisory capacity to the Pope. The other is the Pontifical Academy for the Sciences, which is over four hundred years old. The Academy for the Social Sciences is much younger, having been formed only ten years ago in 1994. The fact that the current pope created a social science academy is no surprise, since John Paul II has a doctorate in psychology and has drawn heavily on the social sciences in his various publications.

The Social Science Academy is currently composed of 33 members and it is surely the most international group of which I have ever been part. Not surprising, approximately forty percent of the academicians (as we are called) are from across Europe, from Gibraltar to the Czech Republic. In addition, members come from South Africa, the Philippines, Japan, Argentina, and Canada. I made the fourth American on the Academy.

To my surprise, not all the academicians are Catholic. In fact, of the four Americans, two are Irish Catholics and two are Jews. The two Jews, Kenneth Arrow of Stanford and Joseph Stiglitz of Columbia, are both Nobel laureates. One of the most active academicians is a Cambridge professor, an Indian and a Buddhist. I found this matter of religious composition inspiring on two counts: one, that non-Catholics would be so generous with their time and energy; and two, that the Papacy is so inviting of advice from whatever source it can find.

The Academy meets formally in Vatican City yearly for five days. This year, the Academy met from April 29th to May 3rd. For the first ten years, the Academy was led by a distinguished French philosopher, Louis Malinvaud. With his retirement, the Pope selected Professor Mary Ann Glendon, the Learned Hand Professor of Law at Harvard, as the Academy’s new President. At the opening session on April 29th, Professor Glendon, one of the founding members in 1994, was warmly received by her fellow academicians. She is a woman of extraordinary charm, energy, and common sense.

The actual meetings are quite formal. Each day there are four ninety-minute sessions. At each, a paper is presented, one that we have received beforehand, and there are one or two designated respondents. The majority of the papers are presented by academicians, but yearly at each meeting, a few specialists are invited to present. Then the session is continued.

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opened to more free-flowing exchange. But, while “free-flowing,” the exchanges are characterized by a striking degree of civility and mutual respect. I did not hear in the sessions, during breaks, or at meals a mean-spirited or harsh comment about a paper or a presenter. The Academy seems to be conducted in an atmosphere of seriousness and goodwill.

Among the invited presenters this year was Francis Fukuyama from Johns Hopkins, the author of “The End of History and the Last Man” and “Our Posthuman Future.” He, like the other presenters (and all the academicians) receive no remuneration, other than a roundtrip coach air ticket, meals and rather spartan living accommodations. It appears, too, that these distinguished guests stay from the opening session to the closing session.

The disciplines represented in the academy are economics, law, political philosophy, history, and sociology. A few years ago, the academicians acknowledged the fact that schooling was an area to which they needed to focus attention. That concern eventuated in my selection. I hope I can convince my new colleagues that the enterprise of educating the world’s children deserves a few more bodies!

When first appointed, I was concerned that given the name, there would be a great deal of social science jargon and papers would be filled with regression analysis, covariance, and lots of terms that have long since slipped down the black hole of memory. To my surprise, the discussion—while heady at times—was much more accessible than I expected. This year’s theme was Intergenerational Solidarity, Welfare, and Human Ecology. For my part, I did not have a great deal to add. I was following advice that I have often given to new teachers. It is advice that I received before I began my first teaching job as an English teacher. My chairman, a former WWII top sergeant, told me, “Look, A few years ago, the academicians acknowledged the fact that schooling was an area to which they needed to focus attention.

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Finally, we were all arranged for a big formal picture with the Pope in the center. As soon as the picture was snapped, the Pope’s aides whisked him away. There was huge applause for him as he was wheeled away. We were behind him and he raised his hand and waved goodbye. Then, as he neared the exit, he seemed to ask his aides to turn him around, which they did. He raised his two joined hands over his head and shook them. It was a “Have Courage – Keep Fighting – Evil Will Not Prevail” gesture that I found quite moving. Then he was gone and we went back to work.

By next May, my bag should have stopped swinging and I hope to earn that coach ticket. In the meantime, I have a good deal of work to do to deserve this honor.

Kevin Ryan is the founder and director emeritus of the Center for the Advancement of Ethics and Character.
When David Steiner graduated in 1989 with a Ph.D. from Harvard, he was appalled by the actions of those who earned medical degrees, who were waving dollar bills in the air. Having grown up in England, he knew doctors as people who had chosen a selfless vocation, who were concerned with the art of healing. At a symposium this past spring, “Ethics in the Professions,” hosted by the Center for the Advancement of Ethics and Character (CAEC) at Boston University’s School of Education, Professor Steiner evoked this commencement memory. He stressed the need for schools to produce human beings who do the right things for the right reasons, for educational institutions to counter the deep and corrosive effects of materialism and commercialization.

David Steiner was among eight professors from Boston University’s Schools of Medicine and Public Health, Law, Management, Communications, Education, and the College of Arts and Sciences and Boston University Academy (an accelerated program for talented students in grades 8-12), who came together to discuss issues pertaining to ethics in the professions. The CAEC symposium promoted the exchange of ideas across disciplines, and conversation about the training of new practitioners and shared ethical principles. We hoped that participants would translate in a way that is meaningful to their own lives the findings of thoughtful others.

In his opening remarks, Boston University President-ad-interim Aram Chobanian stated that “[e]ach of the professions….faces ethical problems in a different matrix of professional problems, yet none is exempt from the ethical principles humans have formulated throughout the millennia. And all can learn from the others.” I will speak to this last point by extracting from certain presentations kernels of wisdom relevant to education.

When Susan P. Koniak, professor of law, spoke about “normative systems,” a light bulb went off. Schools, like all organizations, are normative systems. As such, three “components” govern what takes place in them. The first component is a set of rules. The second is the stories explaining the rules (the “for examples…” that illuminate how a rule is to operate). The third component is action that conveys commitment, insisting that people abide by — and be held accountable to — the rules. This construct is useful for analyzing a school’s efforts to educate for character. The school that has a set of carefully articulated and publicized rules, made understandable and real through stories from credible sources; through literature, history, and philosophy, may nevertheless be plagued by problems such as bullying, cheating, and lack of responsibility and respect among its students. This may be owed to the absence of an essential component of the “normative system” — a “we mean it” stance. I am reminded of an incident that occurred several years ago, at a private school in Massachusetts. A seventh grade student, the target of incessant teasing, became so anxious that he left the school — a place with strong parent involvement and a widely-publicized code of ethics, informed by religious principles. What was missing? How might school leaders have demonstrated their commitment to the development of each child’s character? By addressing unacceptable behavior swiftly and justly; by recognizing and celebrating acts of compassion and courage; by actions that consistently and unambiguously make known that “this is the way we do things here.”

As normative systems, medical schools and hospitals might also consciously examine the extent to which the “way things are done” is made clear, elaborated on, and enforced. I was struck, when being admitted for surgery a few years ago, by the large banners outside — and plaques hung in the hallways — of my local hospital. The positive, encouraging words serve to comfort patients and to remind personnel of the noble work in which they are engaged. Nevertheless, the surgical ward is run factory-style; patients are ushered through a process where they never again see the anesthesiologist and nurse with whom they first meet. Michael Grodin, professor and director of the Medicine, Ethics and Human Rights Program, ended his presentation by arguing for a more personal approach — the character of practitioners is paramount. The senior physician who models for medical students genuine care for patients by, for example, sitting with them and getting to know them as people, “sets the tone.” “It’s a top-down kind of thing… and, ultimately, patients care as much if not more about the type of person the physician is than about the decisions the physician makes.” The conclusion that Dr. Grodin arrived at after decades of practicing, researching, writing, and teaching medical ethics is instructive for continued
principals. As authority figures responsible for “setting the tone,” school leaders can help others to choose right action by monitoring their own habits and dispositions. Teachers, likewise, will be better able to foster in their students personal and civic virtues by striving to make such qualities their own. Living compassion, wisdom, and temperance — in a hospital or in a school — entails more than posting such virtues on bulletin boards.

Related to Michael Grodin’s thesis were James E. Post’s remarks about leadership as a moral undertaking. A professor of business ethics, Dr. Post believes that “[l]eadership is about purpose, morality, and responsibility; it is about vision and integrity….” He explained abuse of power and how organizational cultures encourage ethical misconduct; the need for respecting the importance of social contracts and resisting ever-present pressure to cut costs; the dangers of weak oversight and unwillingness to be publicly accountable. What happens in industry and corporations may seem distant from the realm of education, and yet the alarm that sounds in the wake of the Enron, WorldCom, and Tyco scandals cautions against the moral relativism that can pervade any domain. School district personnel who assign teachers without regard for where their talents are well utilized, who see students only as statistics, or who fail to creatively seek means of compensating for inadequate staffing, are in danger of operating in a “that’s business” mode. Though harsh realities necessitate difficult choices, ethical leaders will desire and strive for solutions that serve and honor their students, faculty, and staff.

In aspiring to responsible and just action, educators would also do well to abide by principles of journalistic integrity. Robert Zelnick, professor and chairman of the Department of Journalism at Boston University’s College of Communication, discussed guidelines that ethical reporters follow. They present facts accurately, select information that is important to convey, avoid “pandering to lurid curiosity,” and correct mistakes fully and promptly. They refuse “to lie, cheat, fabricate, plagiarize, or mislead.” What reporters offer up to the public at large, and what teachers present to their students behind classroom doors is information taken, largely, to be true. What makes purveyors of information trustworthy? Just as it is up to each reporter to exercise vigilance, it is every educator’s task to study curricula, carefully develop materials, model an honest and intelligent approach to scholarship, and admit to and correct errors.

Why were lessons for educators relatively apparent in presentations by professors of law, medicine, business, and communication? Why, if we are so attuned, are we apt to find inspiration for living decently in nearly all fields of endeavor, as well as in newspapers, books, movies, and art? One answer lies in the possibility for making connections between like situations. Another may be found in the remarks of one of the symposium’s respondents, Professor of Education and Philosophy Steven S. Tigner: “Ethics is ethics. Obviously the particular activities in which professionals as such engage differ widely, but the principles of ethics are the same, whether exercised in one venue or another… The all-embracing character of ethics… is indicated by the fact that it is always intelligible to ask of any practice endorsed by any profession, ‘Is it right, or just?’ The answer to this question may or may not be in accord with codes or laws, but it will be the most sound and honorable way of proceeding; it will be the decision that a wise and temperate individual would make.

Dr. Tigner went on to explain that ethics “covers the whole of human action. Moral or ethical rules need on one hand to be simple enough to learn, yet complex enough to give real guidance in a variety of situations.” And, we might add, our character is revealed by both our considered and habitual responses to the thousands of situations that arise in our personal and professional lives.

Other panelists in the Ethics in the Professions symposium included Simon Keller, assistant professor of philosophy, and James Tracy, headmaster of Boston University Academy.
On the **HOMEFRONT**

LETTERS for CLEAR THINKING:  
The PARENTAL WISDOM of GREAT AMERICANS

by Dorie Lawson

Time was when parents wrote letters to their children. They wrote of day-to-day happenings and of family news. They wrote about love, loss, work, humor, and they wrote about character. Letters were a way of communicating, yes, but they were also a way for parents to impart clearly to their children lessons learned from experience and they were a vehicle for expressing what matters most in life.

Eleanor Roosevelt wrote often to her five children and her letters were typically filled with praise and updates on the family. But, when Jimmy, her 42-year-old son, and his wife, Rommie, asked to be taken off Christmas gift lists because they felt the holiday spirit could "better be fulfilled in other ways," Mrs. Roosevelt responded sharply. She knew where she stood on the subject of family and generosity and as a mother she wasted no time, or words, in telling her grown son what kind of a person she expected him to be.

**Sept. 22, 1949**

Dearest Jimmy:

I am deeply hurt by your letter of the 16th and also frankly I was very angry. Through all the years Christmas at home was a joy to me and I hoped I had given to you all the feeling that it was a time for thinking of others even if we were far apart. It is never a burden to me. If you and Rommie find the expense too great or the burden too great of thinking beyond each other and the children, I shall accept your decision. In fact now no presents from you would be acceptable but I think it strange that you want to deprive me and others of the pleasure of thinking and showing our thought of you and your children in a tangible way.

This is the kind of high-handed, pompous action which loosens family ties and does not bind them closer. When I was young and could only give little, I made things for family and friends but I gave and if I leave you and yours out of my Christmas thought and giving then I don't want to talk to you on Christmas Day.

Your letter does not sound like you. How could you have dictated it?

Also, how could you have sent it without mention of Sis when you know my deep anxiety and I hope are sharing it.

I have decided to send Rommie a copy of this letter. One must do things for people one loves or love dies and you are moving in the direction of narrowing your affections, one has less to give that way.

My love to you, dear

Mother

(In response, Jimmy Roosevelt acquiesced and asked the family to "forget we ever mentioned the subject.")

Parents often wrote in response to a specific situation: When Arlo Guthrie complained about an eye problem, his father, Woody Guthrie, wrote, "all of us when you come right down to it all of us are just every bit as weakened here in some way or the other... no person living is ever perfect..."; Warren Pershing was not doing well in school and his father, General Pershing, admonished, "As the boy, so is the man. If you are lazy and no-account in your school work, you will be lazy and no-account after you grow up"; and when Martha Jefferson requested five months' allowance in advance to make a purchase, Thomas Jefferson wrote, "Be assured that it gives much more pain to the mind to be in debt, than to do without any article whatever which we may seem to want."

*continued on page 6*
And then, too, specific situations presented the chance for parents to convey, in writing, a higher vision for their children. W. E. B. Du Bois, founder of the NAACP, and the first African American to earn a PhD from Harvard, wrote to his nearly fourteen-year-old daughter, Yolande. Yolande was just starting at the Besales School in England and Du Bois seized the opportunity to express both his devotion and his greater expectations.

New York, October 29, 1914

Dear Little Daughter:
I have waited for you to get well settled before writing. By this time I hope some of the strangeness has worn off and that my little girl is working hard and regularly.

Of course, everything is new and unusual. You miss the newness and smartness of America. Gradually, however, you are going to sense the beauty of the old world: its calm and eternity and you will grow to love it.

Above all remember, dear, that you have a great opportunity. You are in one of the world’s best schools, in one of the world’s greatest modern empires. Millions of boys and girls all over this world would give almost anything they possess to be where you are. You are there by no desert or merit of yours, but only by lucky chance.

Deserve it, then. Study, do your work. Be honest, frank and fearless and get some grasp of the real values of life. You will meet, of course, curious little annoyances. People will wonder at your dear brown and the sweet crinkley hair. But that simply is of no importance and will be soon forgotten. Remember that most folk laugh at anything unusual, whether it is beautiful, fine or not. You, however, must not laugh at yourself. You must know that brown is as pretty as white or prettier and crinkley hair as straight even though it is harder to comb. The main thing is the YOU beneath the clothes and skin — the ability to do, the will to conquer, the determination to understand and know this great, wonderful, curious world. Don’t shrink from new experiences and custom. Take the cold bath bravely. Enter into the spirit of your big bed-room. Enjoy what is and not pine for what is not. Read some good, heavy, serious books just for discipline: Take yourself in hand and master yourself. Make yourself do unpleasant things, so as to gain the upper hand of your soul.

Above all remember; your father loves you and believes in you and expects you to be a wonderful woman.

I shall write each week and expect a weekly letter from you.

Lovingly yours,

Papa

Writing clarifies one’s thinking as does nothing else. Children of any age gain from the experience, good or bad, of their elders. It’s beneficial for all of us to know where we stand and to know what is expected of us. Letters can last — they can be read tomorrow, next week, next year, or a hundred years from now. When Quentin Roosevelt was off fighting in the First World War, his father, Theodore Roosevelt, sent him a letter in which he said: “Write no matter how tired you are, no matter how inconvenient it is; write if you’re smashed up in a hospital; write when you are doing your most dangerous stunts; write when your work is most irksome and disheartening; Write all the time! Write enough letters to allow for half being lost.”

As parents, as teachers, and as Americans we should all heed this advice.

Dorie McCullough Lawson works and lives in Maine with her husband and three children. Her book, Postentry: Letters of Great Americans to Their Children was published by Doubleday in 2004.
From the TRENCHES

A COMMITMENT to CHARACTER

by Ryan John Woods

On February 11, 2004, Boston University’s School of Education held its annual Educator’s Affirmation Ceremony for the junior class. Looking ahead to their student-teaching senior year and their future careers as educators, the juniors and the faculty reflect on what drew them to teaching in the first place and their hopes for their students and themselves. The Ceremony closes with the students’ recitation of the Educator’s Affirmation, penned by Steven S. Tigner in 1989 (see page 14). This year’s student speaker, Ryan John Woods, spoke on the importance of character education to the mission of good teaching. We hope that the words of a student, looking ahead to his career as a teacher, will help our readers, many of whom completed their student teaching many years ago, discover new insight and inspiration.

"Give me a place to stand," said Archimedes, "and I will move the world." To many of those outside of education, these may seem to be words of hyperbole, but isn’t it true that we ask for the same opportunity as did

Give us a classroom, a school or a community center and we will move the world – the world of our students.

Archimedes? Give us a classroom, a school, or a community center and we will move the world – the world of our students.

Whether we find young children, adolescents, or those with special needs as students in our charge, we must remember: in a society where people experience more through media outlets than through personal interaction and in a culture where there is more exposure to automation than civilization, we cannot neglect to educate the human soul.

There is a liberal translation of a Chinese curse that says, "May he live in interesting times." Indeed, we do live in interesting times. Today’s world is more scientifically and technologically advanced than that of any other in human history. An endless stream of knowledge is literally at our fingertips; it is but a "mouse-click" away. However, in this culture where creativity and information abound, let us never substitute more instruction for education, lest we be reminded of Theodore Roosevelt’s warning that "to educate a man in mind and not in morals is to educate a menace to society."

It seems only fitting to focus on character education. The Character Education Manifesto, a peerless document that provides not only a definition of character education, but seven guiding principles of execution, was born of the minds of our very own faculty. The Manifesto tells us that character education "is a fundamental dimension of good teaching, an abiding respect for the intellect and spirit of the individual. We need to re-engage the hearts, minds, and hands of our children in forming their own characters, helping them ‘to know the good, love the good, and do the good.’ That done, we will truly be a nation of character, securing ‘liberty and justice for all.’"

continued on page 10
Timeline of Selections and Accomplishments

"Celebrating 15 Years of Helping Educators"

2004
- The Triumph of Wounded Souls: Seven Holocaust Survivors' Lives by Bernice Lerner published by the University of Notre Dame Press.
- The CAEC hosted a symposium, Ethics in the Professions, bringing together scholars from Boston University’s Schools of Medicine and Public Health, Education, Law, and Management, the Colleges of Communication and Arts and Sciences, and Boston University Academy.

2003
- The CAEC hosted seven educators from the ministries of education and teacher preparation in Bahrain, Egypt, Kuwait, Oman, Saudi Arabia, Syria, and the United Arab Emirates.
- The CAEC participates in The Core Virtues Program: Schools for Moral and Academic Excellence, a U.S. Department of Education grant to provide professional development to teachers in the Pueblo #60 School District in Colorado.
- Bernice Lerner becomes acting director of the CAEC.

2002
- Practices of Teacher Educators Committed to Character by Karen Bohlin, Deborah Farmer, and Susan Dougherty published by the Character Education Partnership.

2001
- Can Virtue Be Taught at the University? is the theme of the Journal of Education, Volume 182, Number 2, guest edited by Karen Bohlin.

2000
- A Foundation for Citizenship Through Character Education U.S. Department of Education grant enables the CAEC to provide professional development over five years to teachers in the Brighton and Ware-Amherst communities and other schools throughout Massachusetts.
- The Ryan Library for Ethics and Education is dedicated on December 5.
- Summer Teachers Academy: Building Character in Schools for teachers from Bourne, MA Public Schools, supported by the MA Department of Education.

1999
- First three of annual summer Teachers Academies in South Carolina, hosted at Wofford College in Spartanburg, USC/Sumter in Sumter, and Coker College in Hartsville, supported by the SC Department of Education. South Carolina State University in Orangeburg is added in 2002.
- The CAEC begins hosting annual one-day Institutes for educators.
- Character Education Professional Development Pilot Project for the Lynn Public Schools, Lynn, MA.
- Karen E. Bohlin becomes executive director of the CAEC.

1998
- Millisville Teachers Academy hosted at the Georgia Military Academy, cosponsored by the Georgia Humanities Council.
- Karen Bohlin, Deborah Farmer, and Kevin Ryan create the Internalizing Virtue Framework, a model designed to integrate character development into the academic curriculum.
CAEC Activities and Accomplishments

"A Commitment to Foster Strong Character in Their Students"

- The CAEC joins with the Character Education Partnership to spotlight ten schools of character across the country receiving the Ninth Annual Business Week Awards for Instructional Innovation.
- Chelsea Character Education Institute: Building a Community of Virtue, sponsored by the Chelsea Public Schools, Chelsea, MA.

1997
- Savannah Teachers Academy, cosponsored by the Georgia Humanities Council, Savannah, GA.
- Chelsea Teachers Academy, Chelsea, MA.

1996
- The CAEC joins with the Massachusetts Executive Office of Education to sponsor The Summer of Heroes Reading Challenge and Essay Contest, a state-wide reading initiative for middle school students.
- Character Education Manifesto written by Kevin Ryan, Karen Bohlin, and Judith Thayer and endorsed by thirty-seven prominent educators nationwide and governors from eight states.
- Boston Teachers Academy hosted at the State House, cosponsored by the Massachusetts Executive Office of Education.

1993
- Education and the Advancement of Ethics and Character is the theme of the Journal of Education, Volume 175, Number 2, guest edited by Edwin Delattre and William Russell.

1991
- The Core Teaching Project, a collaborative project of Boston University's School of Education and College of Arts and Sciences, sponsored by the Fund for Improvement of Post-Secondary Education (FIPSE) was developed to enrich humanities education for prospective teachers at Boston University.
- New Hampshire Summer Teacher Academies held, cosponsored by the National Endowment for the Humanities and the New Hampshire Department of Education.

1989
- Center for the Advancement of Ethics and Character founded by Kevin Ryan.

CAEC staff at the Tenth Anniversary Gala in 1999.

Edwin Delattre (left), dean emeritus of BU's School of Education, and Karen E. Bohlin, former executive director of the CAEC, celebrate the dedication of the Ryan Library for Ethics and Education with Kevin Ryan, CAEC founder and director emeritus, in December 2000.

CAEC Associate Deborah Farmer (right) and participants at the CAEC's Annual Spring Institute on April 16, 2004.
As we embark on the journey that will bring us to be leaders in our own time, and the teachers of future leaders, let us not forget to look to the past as well, and remember that our mission is timeless. Surely there will be struggles to encounter in the calling that we have chosen, such as how to strike the balance between instruction and education, and how, in our pluralistic society, to put forth those virtues that will endure. At moments when we feel discouraged, we must recall that we are the heirs to ideals that have ensued since Socrates. The ideals of the education of which I speak transcend time and place. We may look at a multitude of points on the pathway of history to discover an embodiment of our mission.

I find particular solace in the words of a generation not that far removed from our own. Some forty-three years ago at his inauguration, President John F. Kennedy called to arms a young generation of Americans to commit themselves to causes greater than their own self-interests. Of the building of a greater future and all those tomorrows still to pass, President Kennedy said, “The energy, the faith, the devotion which we bring to this endeavor will light our country and all who serve it — and the glow from that fire can truly light the world.”

On that winter day back in 1961 President Kennedy spoke of activism and, though perhaps it was not the profession of education at which he specifically took aim, his words apply equally well to our endeavor and the commitment we make on this winter day.

So let us go forth, and with our affirmation, dedicate ourselves to the noble enterprise of opening minds and building character. Tonight, we perpetuate the flame that has been carried by so many who have come before us. It should be with a profound sense of duty and pride that we take our place in the profession of education, so that we, too, may lay the foundations for brighter tomorrows yet to come.

Notes

1 Shaw, George Bernard. *Man and Superman: “Maxims for Revolutionists”* Appendix 2. (1903)

2 Taken from “Day of Affirmation Address” delivered by Senator Robert F. Kennedy (D-NY). University of Capetown: Capetown, South Africa. (June 6, 1966).

3 Lecture: Boston University, College of Arts and Sciences HI 574/ School of Education, AP 620. (January 13, 2004).

4 Title of course, “History of Education: Making Citizens” Boston University, College of Arts and Sciences HI 574/ School of Education AP 620. Spring Semester 2004, Professor Charles L. Glenn Jr.

5 Taken from “Day of Affirmation Address” delivered by Senator Robert F. Kennedy (D-NY). University of Capetown: Capetown, South Africa. (June 6, 1966).


7 Kevin Ryan, Karen E. Bohlin and Judith O. Thayer. *Character Education Manifesto.* The Center for the Advancement of Ethics and Character at Boston University, School of Education. (February 1996).

quotes on ETHICS in the PROFESSIONS

"Hold yourself responsible for a higher standard than anybody expects of you. Never excuse yourself."
— Henry Ward Beecher

"To find out what one is fitted to do, and to secure an opportunity to do it, is the key to happiness."
— John Dewey

"I long to accomplish great and noble tasks, but it is my chief duty to accomplish humble tasks as though they were great and noble. The world is moved along, not only by the mighty shoals of its heroes, but also by the aggregate of the tiny pushes of each honest worker."
— Helen Keller

"Never work just for money or for power. They won't save your soul or help you sleep at night."
— Marian Wright Edelman

"Don't waste life in doubts and fears; spend yourself on the work before you, well assured that the right performance of this hour's duties will be the best preparation for the hours and ages that will follow it."
— Ralph Waldo Emerson

"We make a living by what we get, but we make a life by what we give."
— Winston Churchill

"People, even more than things, have to be restored, renewed, revived, reclaimed, and redeemed; never throw out anyone."
— Audrey Hepburn

movies on ETHICS in the PROFESSIONS

We strongly advise that you preview these films before showing them to students.

BUSINESS
Erin Brockovich (2000), rated R
The Insider (1999), rated R
Silkwood (1983), rated R

EDUCATION
The Emperor's Club (2002), rated PG-13
Stand and Deliver (1988), rated PG
Dangerous Minds (1995), rated R

JOURNALISM
All the President's Men (1976), rated PG
The China Syndrome (1979), rated PG
Roman Holiday (1953), not rated

LAW
To Kill a Mockingbird (1962), not rated
A Few Good Men (1992), rated R

MEDICINE
The Hospital (1971), rated PG-13
The Doctor (1991), rated PG-13

Upcoming EVENTS in CHARACTER EDUCATION

October 21-23, 2004 Houston, TX
CEPs 11th National Forum
Contact The Character Education Partnership
Telephone 800.988.8081
Website http://www.character.org

November 4, 2004 Boston, MA
Center for School Improvement
Lecture on school accountability by Michael Barber,
Head of the Prime Minister's Delivery Unit in the British government
Contact The Center for School Improvement
Time 7:30 PM
Location Boston University's
School of Management
Telephone 617.353.8750
Fax 617.358.6686
E-mail csi@bu.edu
Website http://www.bu.edu/education/csi

November 5, 2004 Boston, MA* (see pages 12-13)
Great Lives, Vital Lessons Curriculum Institute
Boston University
Contact Megan Black Uy
Time 9:00 AM to 4:00 PM
Telephone 617.353.3262
Fax 617.353.4351
E-mail caec@bu.edu
Website http://www.bu.edu/education/caec

April 2-4, 2005 Orlando, FL
ASCD's 60th Annual Conference
Contact ASCD
Telephone 800.933.ASCD (2723)
Fax 703.575.5400
E-mail member@ascd.org
Website http://www.ascd.org

books on ETHICS in the PROFESSIONS

The Picture Book Biography series, David A. Adler
Peppe the Lamplighter, Elisa Barton
Lincoln: A Photobiography, Russell Freedman
Eleanor Roosevelt: A Life of Discovery, Russell Freedman
All Creatures Great and Small, James Herriot
Roll of Thunder, Hear My Cry, Mildred D. Taylor
To Kill a Mockingbird, Harper Lee
A Wrinkle in Time, Madeleine L'Engle
A Man for All Seasons, Robert Bolt
The Chosen, Chaim Potok
Great Lives, Vital Lessons is designed for teachers of middle school students. This curriculum may be adapted, however, by teachers of any grade who want to help their students explore themes of choice and moral courage.

Great Lives, Vital Lessons accords with grade level objectives for the Massachusetts History and Social Science Curriculum Framework. Given the overlap among various state curriculum frameworks, curriculum specialists and teachers from around the country will find that it meets specified goals.

Great Lives, Vital Lessons includes activities that raise awareness, inspire understanding, promote action, and foster reflection, following the "Internalizing Virtue Framework," developed by Karen E. Bohlin, Ed.D., Deborah Farmer, and Kevin Ryan, Ph.D.

CAEC Great Lives, Vital Lessons Curriculum Institute

When: Friday, November 5, 2004
9:00 am to 4:00 pm

Where: Boston University School of Management
595 Commonwealth Avenue, Boston

Throughout human history, narratives have been used to inculcate lessons in character. Learn about the power of biography and how Great Lives, Vital Lessons can be integrated into social studies, language arts, and/or science units.


For more information: 617.353.3262 or caec@bu.edu
www.bu.edu/education/caec

Presentations will include:

Teaching Values Iconically: Toward a Deeper Understanding of the Life of Dr. Martin Luther King, Jr.

Dr. James Tracy is Headmaster of Boston University Academy. He is author of Direct Action (University of Chicago Press, 1996) and co-editor of Christmas Unwrapped: Consumerism, Celluloid, Christ, and Culture (Trinity Press, 2001).

A.M. Aristotle's Doctrine of the Mean as a Guide for Discerning Virtue in Great Lives

P.M. Lessons from the Life of Janusz Korczak: A Polish Educator Caught in the Holocaust

Dr. Bernice Lemer is Acting Director of the Center for the Advancement of Ethics and Character. She has worked with teachers from urban, rural and suburban schools in several states, and teaches Character and Ethics Education and Resistance During the Holocaust at Boston University. She is an editor of Great Lives, Vital Lessons: A Character Education Curriculum Resource for Grades 5-8 and author of The Triumph of Wounded Souls: Seven Holocaust Survivors' Lives (University of Notre Dame Press, 2004).

The Legacy of Albert Einstein: Lessons in Responsibility

Megan Black Uy is the External Relations Coordinator for the CAEC as well as the managing editor for the CAEC's newsletter, CHARACTER. She graduated from Wellesley College with a degree in political science and is currently pursuing a master's degree in Mental Health and Behavioral Medicine at Boston University's School of Medicine.
Studying Theodore Roosevelt and Other Great Leaders as a Vehicle for Developing Character, Values, and Historical Interest and Awareness

Dr. William Tilchin, a former secondary school teacher who earned a Ph.D. in History at Brown University, is presently an associate professor of social science in the College of General Studies at Boston University. Professor Tilchin is the author of Theodore Roosevelt and the British Empire: A Study in Presidential Statecraft (St. Martin’s Press, 1997) and of numerous published essays on Roosevelt and related topics.

Luncheon Guest Speaker

Dr. Stephan Ellenwood is Associate Dean of Faculty Development and External Funding at Boston University’s School of Education and Chairman of the school’s Department of Curriculum and Teaching. His areas of professional expertise and research include law-focused social studies education, economics education, intercultural education, and character education. Dr. Ellenwood has directed a U.S. Justice Department project aimed at reducing school violence, vandalism, and disruption as well as curriculum development projects in character and relationship education sponsored by the U.S. Department of Education and the U.S. Department of Health and Human Services. Dr. Ellenwood has also served as chairman of an international educational committee for the U.S. Holocaust Memorial in Washington, D.C.

Participants are invited to attend, at no charge, a lecture on Thursday, November 4, at 7:30 pm: School Accountability: A British Perspective, with Michael Barber, Head of the Prime Minister’s Delivery Unit, sponsored by The Center for School Improvement at Boston University’s School of Education. Information about this program, as well as directions, a parking pass, and information on area hotels will be mailed to all registrants.

CAEC Great Lives, Vital Lessons Curriculum Institute Application Form

Friday, November 5, 2004
9:00 am to 4:00 pm

Fee: $325 per participant
Please make checks payable to CAEC

Name and position of participant*: ________________________________

School/District/Address __________________________________________

City/State/Zip _________________________________________________

Phone __________________________ Fax ____________________________ E-mail __________________________

* Please list additional participants and their contact information on a separate sheet.

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.
The **Educator’s Affirmation**

I dedicate myself to the life of an educator, to laying the foundation upon which successor generations must continue to build their lives.

I dedicate myself to the advancement of learning, for I know that without it our successors will lack both the vision and the power to build well.

I dedicate myself to the cultivation of character, for I know that humanity cannot flourish without courage, compassion, honesty, and trust.

I commit myself to the advancement of my own learning and to the cultivation of my own character, for I know that I must bear witness in my own life to the ideals that I have dedicated myself to promote in others.

In the presence of this gathering, I so dedicate and commit myself.

*Written in 1989 by School of Education Professor Steven S. Tigner*

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**A Note of Thanks**

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

- Sharon Banas
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- The Montclair Kimberley Academy, Montclair, NJ
- Steven S. Tigner

*with a special debt of gratitude to Mr. and Mrs. Sanford N. McDonnell*

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The Ryan Library is open 9:00 AM to 5:00 PM Monday through Friday as a resource to the university community and the School of Education, as well as to the ever-widening circle of national and international contacts of the Center for the Advancement of Ethics and Character.

*Please come visit.*
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.

The next issue will spotlight “Great Lives, Vital Lessons.” The deadline for our next issue is December 17, 2004. Please address all correspondence to: Newsletter Managing Editor, Center for the Advancement of Ethics and Character, 621 Commonwealth Avenue Boston, MA 02215

Membership Form

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

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Please make checks payable to CAEC.

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.

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