



The Schooling of Desire: Why Virtue Matters

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Every child is an artist.

The problem is how to remain
an artist once he grows up.

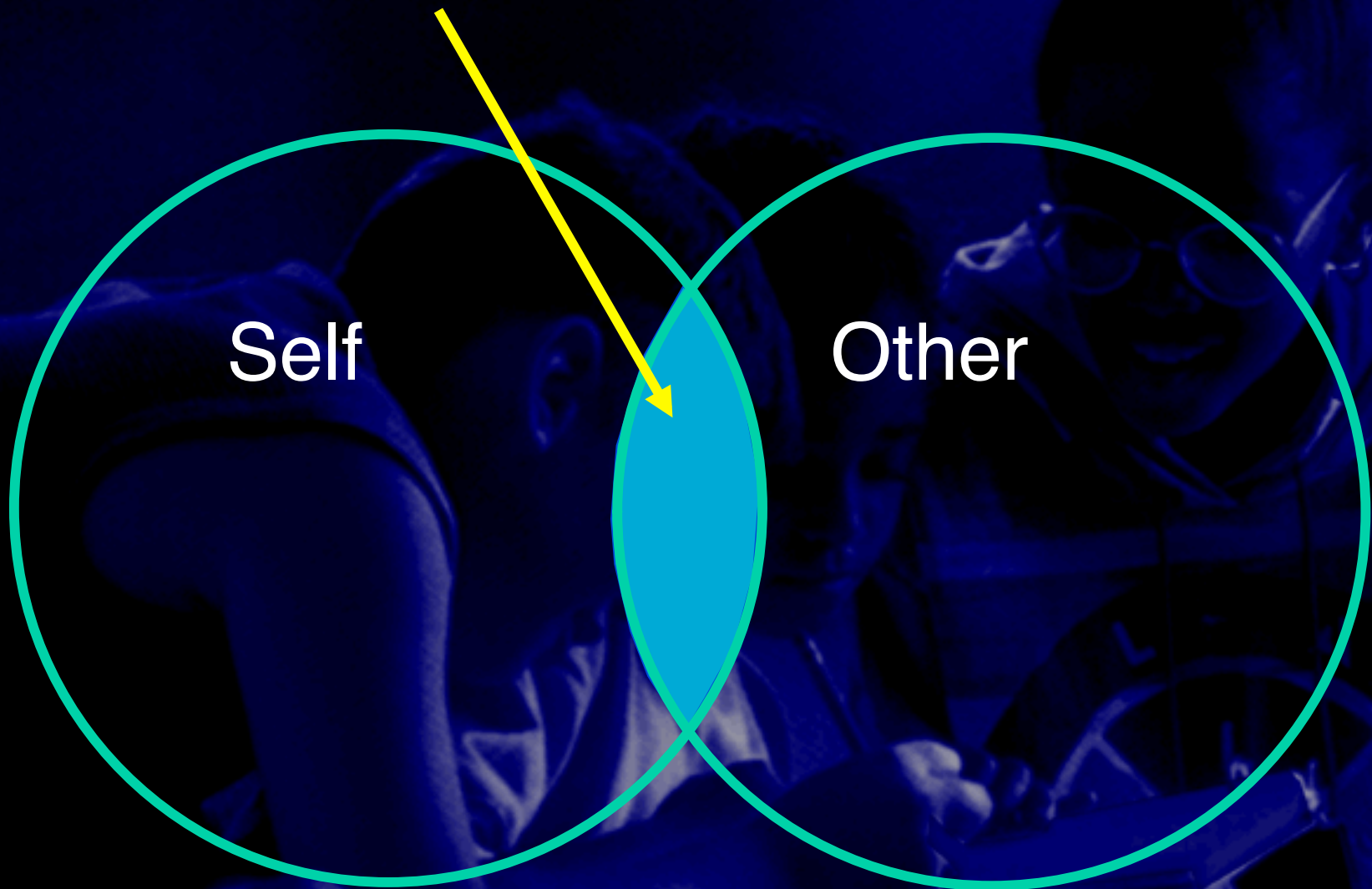
-Pablo Picasso

1. Character Education requires vision of best possible self

Eudaimonia — the flourishing person, student , citizen



2. **Character** is fostered in the context of relationships.



National Longitudinal Study of Adolescent Health. *Journal of the American Medical Association*, September 10, 1997, V. 278, 10

Character is fostered in communities that stand for something—part of something larger than self.



Hardwired to Connect: The New Scientific Case for Authoritative Communities. Institute for American Values. September, 2003

3. Mature character requires education in virtue



arete human excellence

vir strength, agency

disposition involving choice
-Aristotle

- good habit of mind, heart and action
- internalized strength developed over time with practice
- leads to *freedom* and *intelligent self direction*

3 V's: Plurality & Universality

Values (cultural, economic, religious)

Views (viewpoints, ideology, -isms)

Virtues (good habits, dispositions
salutary for learning, growth, moral and
intellectual maturity)

Virtue disposes us to choose well

in the face of temptation and fear—in both ordinary and extraordinary situations



It is our choices, Harry, that show what we truly are, far more than our abilities.

Harry Potter and the Sorcerer's Stone, J. K. Rowling

How do we develop moral virtue?



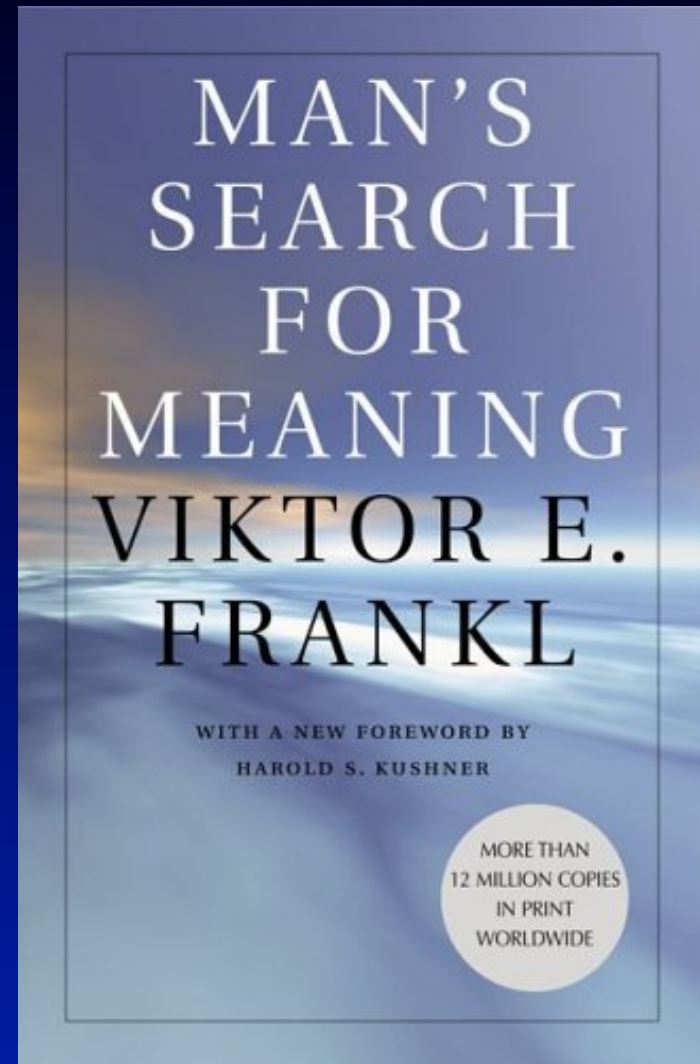
Men become builders by building, lyre players by playing the lyre.

--Aristotle

We develop moral virtue through habit and practice.

Moral virtue disposes us to choose well

in the face of temptation and fear—in both ordinary and extraordinary situations

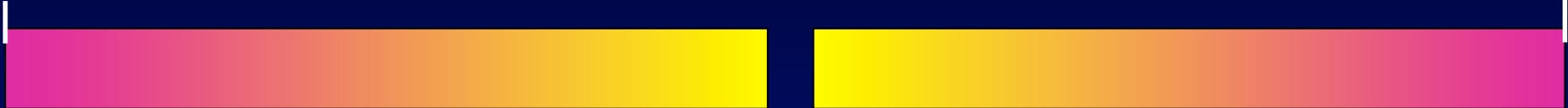


Courage: the ability to face and endure what is dangerous, difficult, or painful; *knowing* what is to be feared and what is not to be feared, and acting accordingly (Aristotle)

Cowardice

Courage

Recklessness

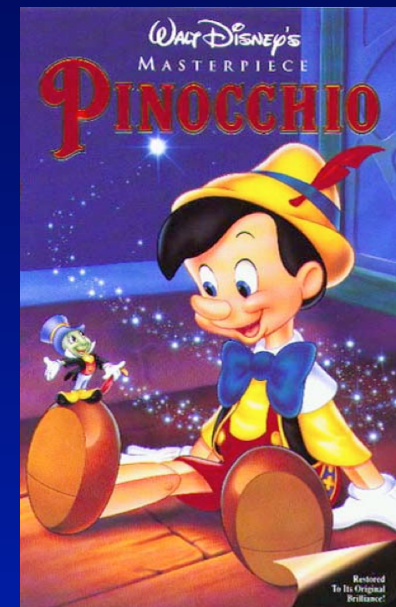
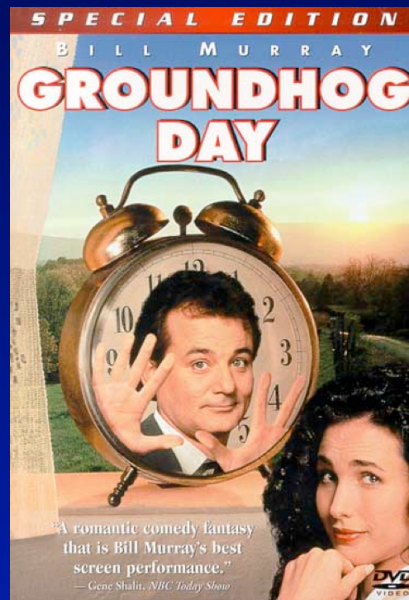
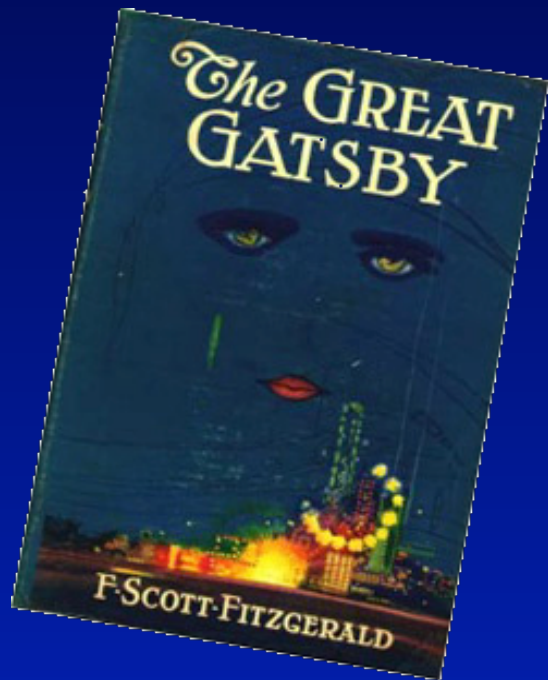


Self-mastery: the habit of moderating one's desires, appetites or emotions *in accordance with reason* and a worthy purpose

Self-indulgence

Self-mastery

Self-neglect



Feeling/Activity/ Object	Deficiency	Mean	Excess
Fear	Rashness	<i>Courage</i>	Cowardice
Pleasure	Insensitivity	<i>Self-control, moderation</i>	Self-indulgence (Gluttony, drunkenness, lust)
Giving material goods	Stinginess	<i>Generosity</i>	Extravagance
Grand expenditure	Miserliness	<i>Magnificence</i>	Vulgarity
Honor	Pusillanimity	<i>High-mindedness</i>	Vanity
Great honor	Lack of ambition	<i>Proper ambition</i>	Over-ambition
Anger	Apathy	<i>Gentleness</i>	Irascibility
Pleasantness	Grouchiness	<i>Friendliness</i>	Obsequiousness
Speech and action	Self-deprecation	<i>Truthfulness</i>	Boastfulness
Amusement	Boorishness	<i>Wittiness</i>	Buffoonery
Shame	Shamelessness	<i>Modesty</i>	Bashfulness
Pain at others' misfortune***	Malevolence, spite ***	***	Envy *** --Aristotle's <i>NE</i>



How do we develop Intellectual virtue?

Intellectual virtue is brought about through *teaching & experience*.

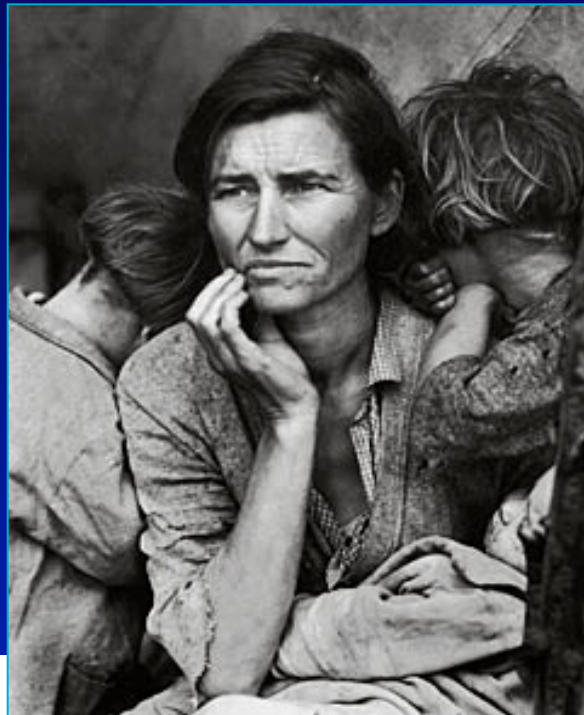
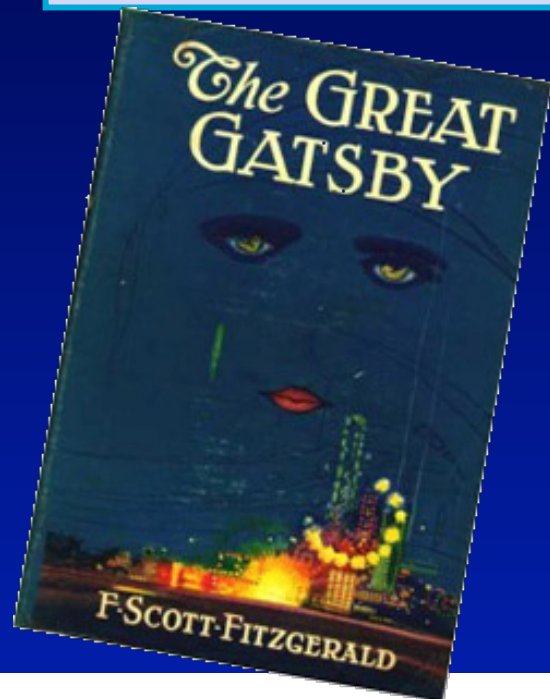
Intellectual virtue helps us to *take the right aim, to deliberate, plan and judge well*.

-Aristotle

Intellectual Virtue & Good Judgment

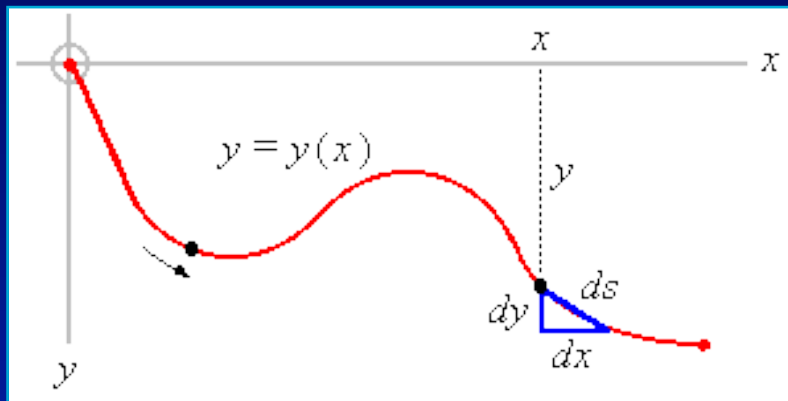
Justice v. Exploitation
Magnificence v. Vulgarity
Courage v. Recklessness
Love v. Infatuation
Hero v. Celebrity

Friendliness v. Obsequiousness



Almost as soon as I entered the house, I singled you out as the companion of my future life.

Intellectual Virtue



Open-mindedness
Precision
Perseverance
Academic Integrity
Diligence
Analysis
Discipline
Pursuit of Truth
Distinguishing credible
source from an
unreliable one

Flourishing students

How do we get there?

Understanding what our students *want* -
the psychology of motivation

Understanding what our students *need*

Structuring learning experiences
to support intellectual virtue

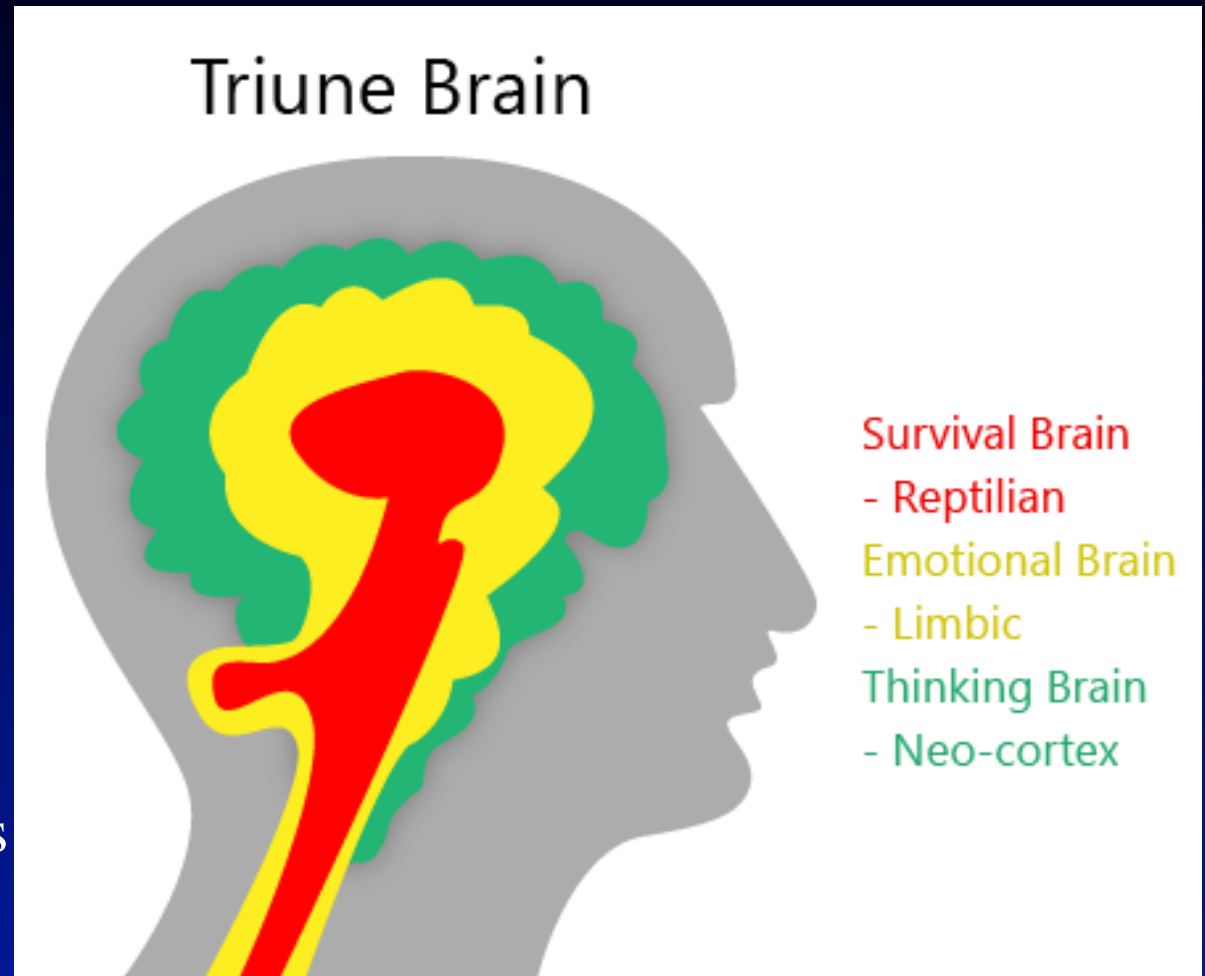
Cognitive Science

Cerebral (Neo)Cortex

Thinking, learning and language center

Limbic Memory and emotion are intertwined

Reptilian Manages body functions; produces chemicals that send signals to function; stores habits/patterns of behavior



Insights from Plato's *Republic*

Three Seats of Motivation



Reason

Wants to know, to understand
to be instructed and informed

Spirit

The seat of emotion, wants to
achieve, to be recognized,
to be encouraged,
moved & inspired

Appetite

Wants to be fed, satisfied,
delighted, and to have fun

Image From Steven S. Tigner

Three Seats of Motivation

When choices are based on blind impulse



Appetite

Appetite calls the shots.

It rallies emotion and ambition to pursue a given pleasure or whim.

It can easily mislead reason.

Three Seats of Motivation

When choices are based on blind ambition, emotion



Spirit

Blind ambition or emotion call the shots.

The spirited part chooses what it *wants* regardless of its rightness or wrongness

Think about fraud, road rage, cheating, stealing, violence, bullying or abuse of power.

Decisions are unchecked by reason's evaluation of a choice or action.

Teaching Virtue

Fostering strength of mind and character: Three practices for educators

“Remember these three aims, to delight, to instruct,
and to move.”

-Augustine

4 Core Excellences:

Self mastery, courage, wisdom, justice



Reason

Wants to know, to understand
to be instructed and informed

Good Judgment
Wisdom

Spirit

The seat of emotion, wants to
achieve, to be recognized,
to be encouraged,
moved & inspired

Courage/
Fortitude

Appetite

Wants to be fed, satisfied,
delighted, and to have fun

Self-mastery

Image From Steven S. Tigner

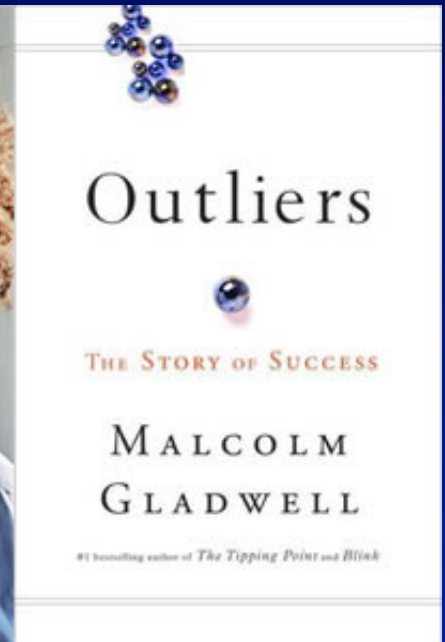
Works in Progress: Practice & Virtue

Practice isn't the thing you do once you're good. It's the thing you do that makes you good.

Researchers have settled on what they believe is the magic number for true expertise: ten thousand hours.

The closer psychologists look at the careers of the gifted, the smaller the role innate talent seems to play and the bigger role preparation seems to play.

~Malcolm Gladwell,
Outliers: The Story of Success



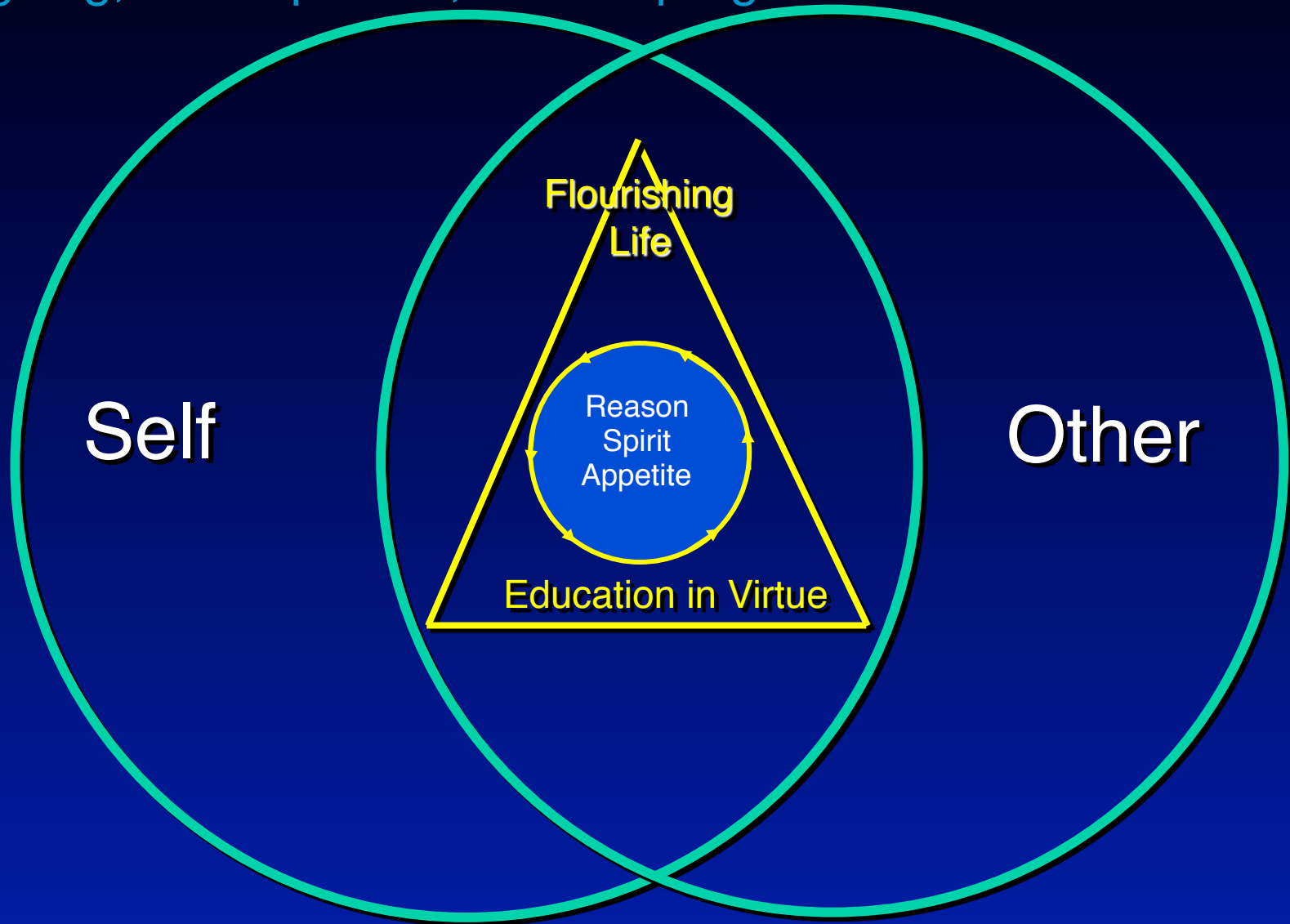
Works in Progress: Intellectual Growth & Virtue

	Fixed Mindset Thinking	Growth Mindset Thinking*
Achievement...	means proving you're smart.	means that you're learning and stretching.
Being Smart...	means that you're making no mistakes.	means that you're confronting a challenge and making progress.
A setback or mistake...	leads to loss of confidence.	indicates an area for growth.
Failure...	leads to humiliation.	means that you're not yet fulfilling potential.
Effort...	shouldn't be required if you're smart and takes away excuses for failure.	is the path to mastery that makes you smarter: you get out what you put in.
Success...	is defined as being the best and is based on talent.	is defined as working hard to become your best and is based on motivation.
A bad grade...	means it's time to give up.	means it's time to work harder.
Feedback...	is threatening, as it provides good or bad news about precious traits.	is welcomed, as it provides useful direction toward areas to work on.
The need to ask for help...	indicates a weakness or deficiency which should not be admitted.	is a useful strategy for growth.
Stereotype threat...	is high due to fears of confirming negative stereotype.	is low; a stereotype is simply someone else's inaccurate view of their abilities.
Talented peers...	become grounds for feeling threatened and jealous.	are a source of inspiration.

Adapted from Dweck, C.S. (2006) *Mindset: The New Psychology of Success*. New York, Ballantine Books.

The Schooling of Desire

Ongoing, whole person, work in progress



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