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MAY 2013

Family & Friends

Helping Children Cope With Tragedy

by **Suzanne Provencher, Publisher**

Publisher's Note: The core content for this issue was written before the Boston Marathon bombings and the week of terror that followed. Our prayers go out to the victims, their families and to all who were impacted by and who witnessed this horror. Our sincere thanks go out to the first responders, law enforcement, the medical community, helpful citizens, our leaders and the many heroes who emerged in real life during this unimaginable time in our lives. And while this was not a movie and actually unfolded before our eyes in live time, our hope is that we have learned many things from this tragic incident and that we will be moved by it in positive ways. Whether you helped raise funds or awareness – if you helped to keep your family and community safe – if you tried to explain the horror to a child – you, too, are a hero. Stay safe. Stay strong.

As I sit here to write my column for this issue, I am watching police officer Sean Collier's public funeral service at MIT on TV. I still cannot believe all that has happened over the past week and a half. And I have never been more proud of our city. Martin Richard's father went to my high school, Salem High. Sean Collier, the slain police officer, graduated from Salem State University. As a college student, I lived on Beacon

Street and worked on Boylston Street. In more recent years, I returned to work on Boylston Street. I have watched the Marathon from the finish line many times. I was in Boston last Thursday night as the rest of this tragedy began to unfold. And while I felt safe with so much police presence in the city – it was not until I returned home that I learned what was beginning to unfold less than a mile away and across the river. When I got home and turned on the news, I remained transfixed until 4 a.m. – and I could not believe what was happening to our city and the surrounding areas. I watched as Boylston Street was returned to the city of Boston last night. And I prayed that we could somehow, some way – start to return to “normal”.

The bulk of the core editorial of this issue was written before the Boston Marathon bombings. I felt that my contribution must include something positive – something helpful to start to deal with the tragedies and terror we all witnessed these past 10 days.

I am not an expert; I am a compassionate person who likes to help. So I contacted the National Association of School Psychologists because I found a very helpful document on their website that I wanted to share with all of you. My hope is that this information will help you, your children and your family to address and cope with the many questions and fears that have arisen because of what has happened in and around Boston these past 10 days. As parents, it is often difficult to come up with the right answers – and I truly hope this helps you and your family begin this necessary and natural conversation on the road to healing.

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Helping Children Cope With Terrorism Tips for Families and Educators

Acts of violence that hurt innocent people are frightening and upsetting. Children and youth will look to adults for information and guidance on how to react. Parents and school personnel can help children cope first and foremost by establishing a sense of safety and security. As horrible as these events are, children need to know that acts of terrorism are extremely rare in the United States. As information becomes available, adults can continue to help children work through their emotions and help them to learn how to cope with other life challenges.

All Adults Should:

1. Model calm and control. Children take their emotional cues from the significant adults in their lives. Avoid appearing unnecessarily anxious or frightened.
2. Reassure children that they are safe and (if true) so are the important adults and other loved ones in their lives. Depending on the situation, point out factors that help ensure their immediate safety and that of their community.

Continued on page 4

When Movie Violence Harms, When Movie Violence Moves

by **Michael F. Mascolo, Ph.D.**

I used to enjoy watching the television program, *Law & Order*. Its formula was a winning one. The first half of the hour-long show was devoted to the story of police detectives ferreting out criminals for prosecution; the second part told the stories of how the district attorney's office worked to prosecute the criminals. There was violence on this show; sometimes it crossed the line into gratuitous violence.

The show generated a series of different spin-offs. While it followed the same basic formula, *Law & Order "Special Victims Unit"* proved to be a turning point for

me. From my perspective, there was something untoward about singling out violent sexual crimes as a vehicle for entertainment. More importantly, from my view, the program seemed inclined to depict the outcomes of gratuitous acts of violence. Further, the "Special Victims Unit" motif also seemed to give the producers license to depict violence in a quasi-sexualized way. For me, the representations of violence seemed unnecessary; they did not contribute meaningfully to the artistic quality of the program. Instead, they seemed to be included to titillate; it seemed wrong to me that such depictions of violence should be viewed as a

legitimate source of entertainment. But not all violence is gratuitous. Sometimes, violence contained in movies and television can serve the function that we associate most often with art: It can move us. And in its capacity to move, it can instruct; it can foster reflection; it can even serve as a call to action.

For me, depictions of violence and sexuality in movies or television must be *earned*. They should contribute significantly to the artistic function of the movie. A series of recent movies contain scenes of violence that, in my view, live up to this standard.

The first violent minutes of the movie *Lincoln* are reminiscent of the brutality depicted in another Spielberg film – *Saving Private Ryan*. Both depicted events of harrowing and almost unbelievable horror. While *Saving Private Ryan* is by now somewhat distant in my mind, I still remember the waters of Normandy Beach turning red as young soldiers on both sides met their deaths as powerless pawns ordered into battle by kings watching from behind the scenes. The civil war violence in *Lincoln* was more palpable: Hand-to-hand combat; bodies pressed so close together they could barely move; soldiers plunging their bayonets

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North Shore Children & Families



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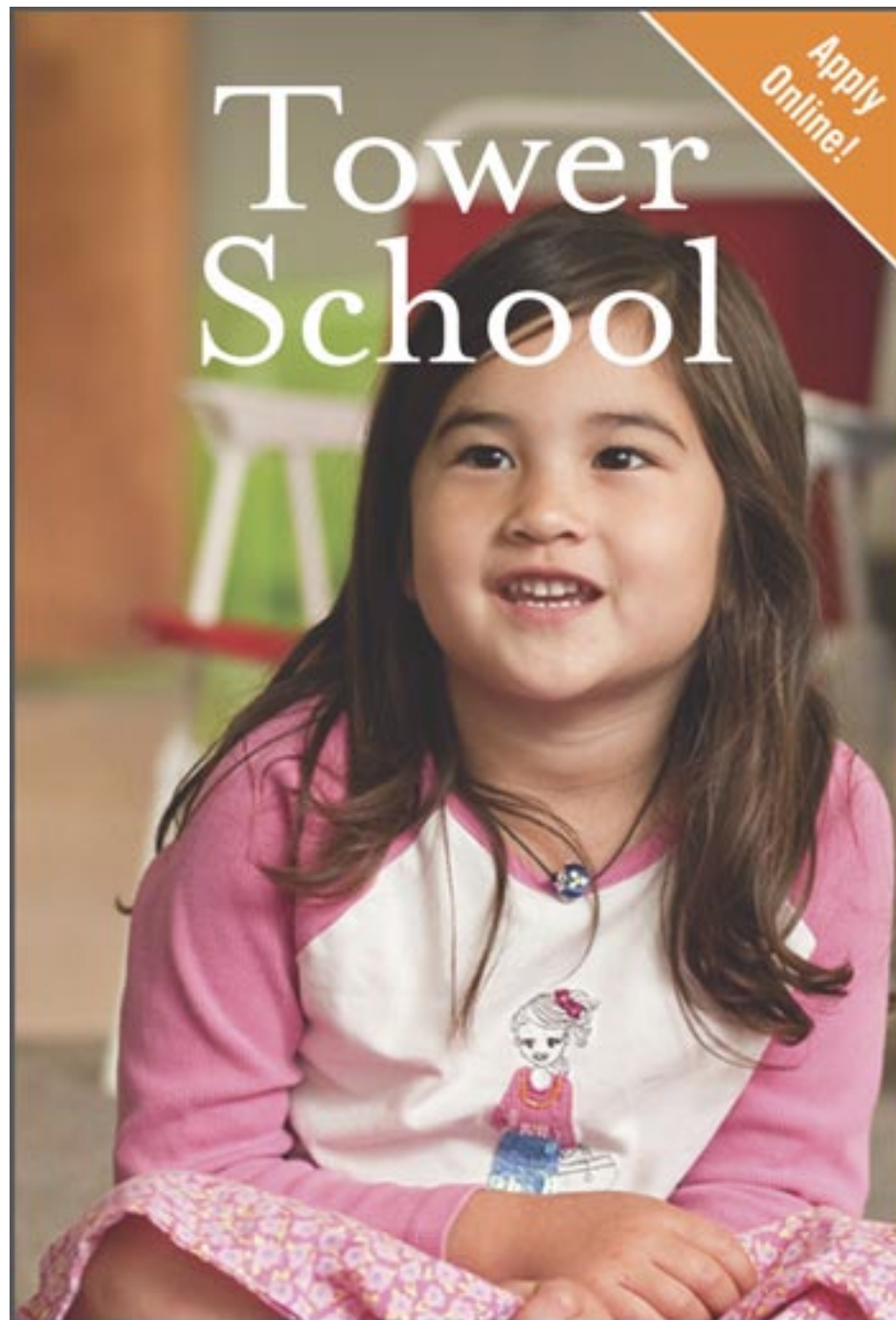
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Helping Children Cope

Continued from page 2

3. Remind them that trustworthy people are in charge. Explain that emergency workers, police, firefighters, doctors, and the government are helping people who are hurt and are working to ensure that no further tragedies like this occur.
4. Let children know that it is okay to feel upset. Explain that all feelings are okay when a tragedy like this occurs. While you do not want to force children to do so, let children talk about their feelings and help put them into perspective. Even anger is okay, but children may need help and patience from adults to assist them in expressing these feelings appropriately.
5. Tell children the truth. Don't try to pretend the event has not occurred or that it is not serious. Children are smart. They will be more worried if they think you are too afraid to tell them what is happening. At the same time, however, don't offer unasked for details. Let children's questions be your guide.
6. Stick to the facts. Don't embellish or speculate about what has happened and who might be responsible. Don't dwell on the scale or scope of the tragedy, particularly with young children.
7. Be careful not to stereotype people that might be associated with the violence. Children can easily generalize negative statements and develop prejudice. Talk about tolerance and justice versus vengeance. *Stop any bullying or teasing immediately.*
8. Keep your explanations developmentally appropriate. Early elementary school children need brief, simple information that should be balanced with reassurances that the daily structures of their lives will not change. *Upper elementary and early middle school* children may be more vocal in asking questions about whether they truly are safe. They may need assistance separating reality from fantasy. *Upper middle school and high school* students may have strong and varying opinions about the causes of violence and threats to safety in schools and society. They may share concrete suggestions about how to make school safer and how to prevent tragedies in society. They will be more committed to doing something to help the victims and affected community. *For all children, encourage (but don't force) them to verbalize their thoughts and feelings. Be a good listener!*
9. Maintain a "normal" routine. To the extent possible stick to normal classroom or family routines but don't be inflexible. Some children may have a hard time concentrating on schoolwork or falling asleep at night.
10. Monitor or restrict viewing scenes of the event as well as the aftermath. This should include viewing scenes of the event by social media. For older children, caution against accessing news coverage from only one source.
11. Observe children's emotional state. Depending on their age, children may not express their concerns verbally. Changes in behavior, appetite, and sleep patterns can also indicate a child's level of grief, anxiety or discomfort. Children will express their emotions differently. There is no right or wrong way to feel or express fear or grief.

Continued on page 18

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Moral Development

Narcissists R Us

My door is open. A student comes into my office. She walks in and says, “I’d like to drop one of my classes”. I smile, and as welcoming as I can be, I ask, “Do we know each other?”

Another student failed two courses during the previous semester. He had good reasons – a series of serious emergencies had emerged and he couldn’t complete his work. He was too ashamed to talk to his professors about his situation. I urged him to write to them. Knowing that he would likely delay the task, I invited him to email the professor while he was still in my office. He started to write: “hey. I would like to come and talk to you about...” Of course, I stopped him. I taught this student – a senior – about the importance of salutations and punctuation. I asked him to reflect upon how his professor might view his letter: “hey”, of course, is not an appropriate way to address a professor, especially when one is about to ask for a favor and so forth.

It was the first day of classes. A young man came to class. He was wearing his trousers in that popular style...the pants hanging half way down his buttocks. His glowing boxers announced themselves for all to see, as if to say, “this is my right”.



Perhaps – and I don’t want to do anything to take this young man’s rights away from him. Rights are precious. If anyone doubts the importance of individual rights, simply take a trip to the many places in the world in which the right to individual autonomy is not respected. Ask a veteran about his or her beliefs about the importance of human rights. Alternatively, ask an African American individual who lived through the civil rights movement, or any minority individual who continues to experience the feeling of not quite being a whole person in the eyes of society.

Rights grant us the liberty to pursue our own happiness. They do this primarily by telling us what we *cannot* do. I have the right to pursue my own happiness, but my rights end where your nose begins (and vice-versa).

So, rights put limits on our personal freedoms by telling us what we cannot do – we cannot intrude upon the rights of others. However, as a system for guiding moral conduct – *telling us how we should act toward others* – is simply not enough.

It is true that our notions of rights tell us that we are to treat others with respect. But all that means is that we must respect other people’s rights as we expect them to respect our rights. Rights tell us the *don’t*s but don’t tell us the *do*’s. Having the right to pursue personal happiness tells us nothing about how we should behave toward others – that we should be kind; act out of compassion; to help others in legitimate need; to persevere under hardship; to be honest and trusting, and so forth.

The Problem:**The Steady Rise of Narcissism and Self-Focus in Young People**

It may seem “natural” to think of ourselves as individuals who are free to pursue our own personal happiness. However, in the absence of an equally deep sense of responsibility to (and perhaps even for) others, it is easy to create a society of the self-absorbed. In fact, we have been creating such a society for at least the past 50 years. According to psychologist Jean Twenge, over the past decades, young people have become increasingly more self-absorbed, concerned with their own desires and needs and are more focused on their own rights and concerns. These changes are unprecedented and quite real.

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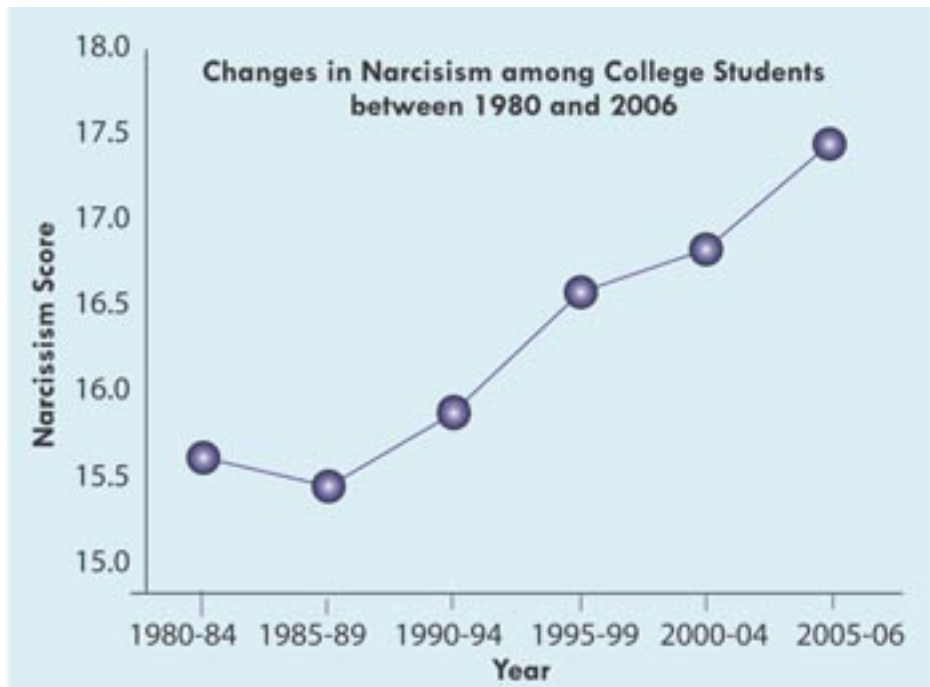
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Adapted from Twenge, J. M., et al. (2008). Egos inflating over time: A cross-temporal meta-analysis of the Narcissistic Personality Inventory. *Journal of Personality*, 76, 875-902.

The figure above shows a steady increase in the narcissism and self-focus in college students over the past 25 years. These are dramatic and relatively recent changes. In the span of a generation, something has happened to alter the moral focus of young people.

The people who founded our nation knew that individual rights alone could not provide the glue to hold society together. At the time of the founding of our nation, religion and shared community standards were an

important part of everyday life. Religion, for example, provided the necessary corrective that protected society against the excess of freedom (sometimes called “license”).

The founding fathers were smart. One of the main reasons that they sought freedom from Britain was to secure religious freedom. Without religious freedom, it would be easy for a government to simply mandate laws based on religious beliefs. By mandating a separation between church and state, the law made sure that no religion could mandate the “do’s” of society – that would be a matter of personal choice. The voluntary participation in religion provided the “do’s” of social life – “be kind,” “treat others as you would want to be treated,” “visit the sick”; “care for the poor” and so forth.

Because most people voluntarily held to some form of religion and moral beliefs, personal freedom was tempered by more-or-less shared adherence to systems of community standards.

It is very likely that the rise of narcissism in young people has very much to do with the increased focus on personal rights over responsibilities, obligations and even duties to others. It reflects a steadily increasing concern for the self over the importance of caring for others. The trend toward narcissism is, in large part, the result of the tearing asunder of *morality* and *personal identity*. Instead of defining the self in terms of a personal commitment to some sort of moral purpose, young people have increasingly defined themselves in terms of personal interests that are separate and distinct from concepts of goodness, conscience, virtue, community or moral purpose. It’s time to reverse this trend.



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Moral Development

How Children Develop Into Moral Teens and Adults

The key to fostering the development of moral behavior in children is to help children build a bridge between self-interest and concern for others. Children and adults who act in morally exemplary ways are those who have formed a “moral identity” – a sense of self in which concern for the welfare of others plays a central role. Such individuals gain a sense of self-satisfaction by being committed to a moral code. They measure themselves in terms of what they can do for others, and not in terms of what others can do for them.

All of us – children included – can be torn by two different sets of motives. One is *self-interest* or *concern for the self*. For example, people act out of self-interest when they pursue food out of hunger and thirst; pursue their own personal goals, seek fame and fortune and so on. The other motive is *concern for the other*. We act out of concern for the other when we help other people; share our food; visit the sick; or otherwise act for the benefit of other people. A concern for the other is the basis of all forms of moral conduct. If it were not for the presence of other people, moral concerns would not ordinarily arise.

When we think of these two classes of motives, we ordinarily think that (a) one class of motives – self-interest – is more *natural* than the other (concern for the other); and (b) they are *antagonistic* to each other – that is, self-interest necessarily conflicts with concern for the other. Neither of these two everyday beliefs is true. Humans are *both* self-interested and concerned about others. Infants as young as 8-months of age show empathic concern for others in pain; begin to help other people when needed and show related behaviors.

It is true that self-interest is often in conflict with concern for others. However, this is not *necessarily* the case. In fact, it is likely that finding ways to help children bring self-interest *together* with concern for others is the key to fostering the development of a moral sense. Teens and adults who are morally exemplary (who act in the service of others) are those for whom *morality* is a central part of their identity. In other words, they identify themselves – their *self-interest* – with the *interests of others*.

Reconciling “Self-Interest” with “Concern for Others”

How do we develop as moral persons? We often think that being moral involves denying self-interest. We think that the natural condition of children (or humans in general) is to be self-interested. If this is true, then to be moral – to act out of care for others – we must suppress or repress what we want for ourselves. But again, this is not necessarily so.

When children are very young, self-interest and concern for others tend to be separate. In some situations, children act out of self-interest. For example, if Todd wants a toy, he may simply grab it from Lexi. If, on another occasion, Todd sees Lexi crying when her toy breaks, Todd might attempt to comfort Lexi, fix her toy for her or give her another toy. Children tend to switch from self-interest to concern for others from moment to moment. In the figure on page 11, this stage of

Continued on page 10

Community and Creativity at Shore Country Day School

BEVERLY – Shore Country Day School will complete two campus projects focused on creativity and community this September—the Lawrence A. Griffin Center for Creativity and an advanced new playground.

A private school serving grades pre-K through 9, Shore is known not only for rigorous academics, but also for strong arts and athletics programs. The school's goal is to prepare students for success at top secondary schools while preparing them for roles as ethical, caring citizens of the world.

The 30,000-square-foot Center for Creativity will provide a dedicated space for the visual and performing arts, including a 375-seat, multi-level theatre; a 280-seat kiva, an informal gathering space; art and music classrooms; and a state-of-the-art digital recording studio. The building also includes an innovation lab for hands-on learning in every subject area. Shore worked with the firm OLSON LEWIS + Architects to create a structure that would meet all the needs of a 21st century education.



“At Shore, creative projects are woven directly into the academic curriculum. The Center is designed to allow teachers to blend the arts, science, math, and social studies,” explained Head of School Larry Griffin. “Our students see the world as a whole, and unlock higher thinking skills that distinguish them from their peers.”

Shore's new playground design includes favorite traditional pieces such as a basketball court, a foursquare/games area, a jungle gym, and a sand box, but also incorporates unique elements like a natural border of tree trunks and boulders, a sculpted hill for free play, a challenging climbing structure, and a “village”

made up of a playhouse and a potting shed where children can care for plants. These natural and structured spaces will engage children's physical and creative natures with endless opportunities for activities like climbing, digging, and imaginative play.

“We understand that play is an important part of a young child's



day,” said Marge Cregg, Director of Advancement. “Recess refreshes our students and helps them to focus and tackle challenging topics in the classroom.”

The new additions to campus are part of Shore's commitment to educating strong children with excellent academic skills, a healthy commitment to fitness and sport, a flair for creative expression, and a solid sense of self and community.



To learn more, visit DiscoverShore.org or call our Admissions Office at 978.927.1700.

The information contained in this education feature was submitted by Shore Country Day School, and published in partnership with North Shore Children & Families; www.northshorefamilies.com.

How Children Develop into Moral Teens & Adults

Continued from page 8



development is shown by the separate yellow and blue circles representing self-interest and concern for others (at the bottom of the figure).

Over time, as children become older (say, from age 6 or 7 and beyond), self-interest and concern for others will come into conflict. That is,

they will begin to become aware of times in which self-interest seems to compete with concern for others. For young children, if there is a conflict between self-interest (Todd wants the toy) and concern for others (Lexi wants the same toy), in most (but not all) situations, most (but not all) young children will take the path of self-interest. Soon, however – especially when adults call it to children’s attention – children become aware of the conflict between self-interest and concern for others. They can begin to see, “If I take the toy, I’ll get what I want; but if I take the toy, my friend will be sad – what should I do?”

This is shown in the middle of the figure on the next page.

What’s important here is how children *reconcile* the conflict between self-interest and concern for others over time. The question for parents becomes “*How can I help my child see that acting out of concern for others can actually enhance his sense of self?*” The answer is to guide your child through the process of acting out of care and concern for others, and then to reflect together on what this means for your child. Over the years, hundreds and even thousands of opportunities for doing this will present themselves:

When a four-year old grabs a toy from his sister, ask, “how do you think that makes her feel”? What can you do to make her feel better?

Even young children are capable of helping out in family chores. Consider having a time during the day or during the week where the entire family pitches in to complete the family chores. Make it something the family does together. This is how children gain a sense of community and helping within the family.

Point out circumstances when family members are in need of help. This could be as simple as helping bring the dishes to the kitchen after a meal, or as complex as bringing a meal to a sick relative; helping an older relative clean out her basement, or, for older children, helping to take care of a sick child.

Volunteer with your child at a local homeless shelter or food kitchen. Talk explicitly and concretely about why you are doing this. Don’t just say that you are “helping others”, but point out how specific things that you are doing (e.g., distributing food) are helping specific people that

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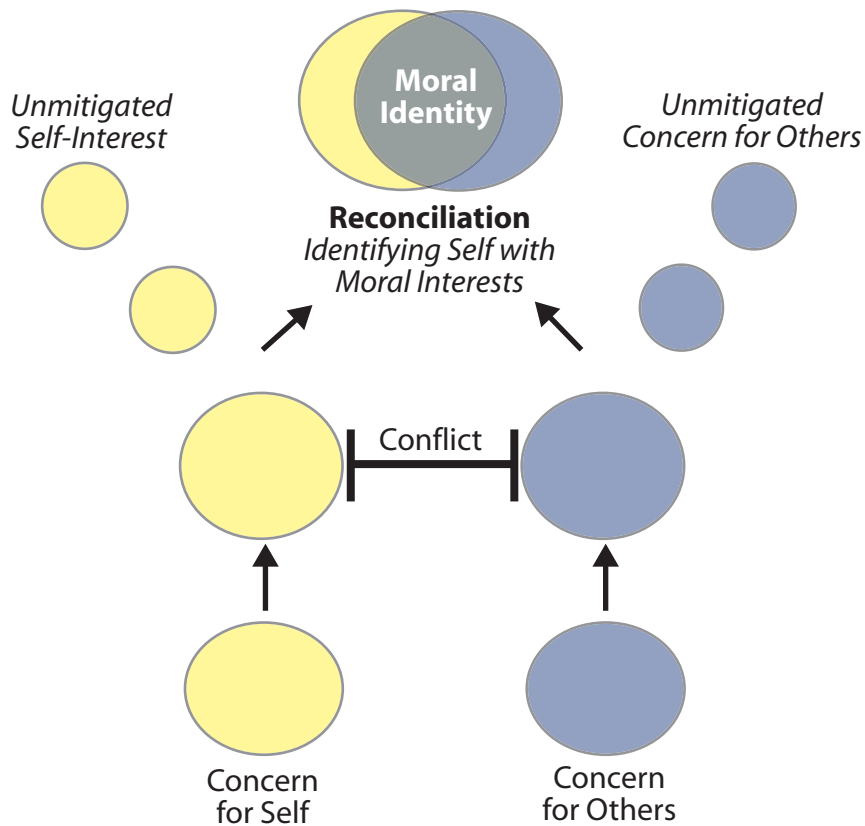
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your child sees. Talk openly about how your child feels about working at the shelter. Talk about what it feels like to want to be out with friends (self-interest) and to also want to help others who are in need. Talk about why it is important to want to act out of concern for others – even when it would be easier not to.

After hundreds of opportunities that present themselves over the years, children will gradually come to see that acting out of concern for others can be an important part of their identity. This is shown at the top part of the figure that accompanies this article. At this point, self-interest and concern for others come together. Moral concerns (concerns about others) become central to the adolescent’s sense of who he or she is. Morality and self-interest need not compete for attention – to consider the needs of others becomes part of what makes me me.



How Children Develop into Moral Teens

As shown in the figure above, developing a moral identity is not the only path that a child can take. If children do not find ways to bring together moral concerns with concerns for the self, their development can take the path toward, on the one hand, predominance of self-interest, or, on the other, a predominance of concern for others. Neither of these options is particularly healthy. Unmitigated self-interest, of course, breeds antisocial behavior. Unmitigated concern for others involves a denying of the self and the needs of the self. Neither is sustainable in life. The key is to help children develop a sense of self in which moral concerns do not compete with self-interest, but instead come to be seen as something that completes the self.

When forging a moral identity, adolescents come to *identify themselves* with the goal of caring for others. Instead of seeing concern for others as something that is at odds with self-interest, they will come to see that acting out of care for others can be part of who they are. They will have forged a moral identity and will become more likely to act out of a sense of purpose rather than simply out of a sense of self-interest.

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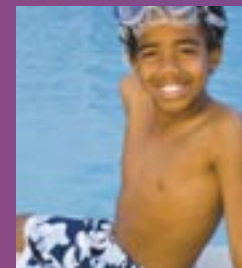
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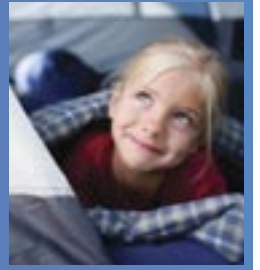
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What Would You Attempt to Do If You Knew You Could Not Fail?

Several years ago, I bought my wife a silver bar bearing the question, “What would you attempt to do if you knew you could not fail?” It was meant to be an inspirational gift. Its message, of course, is quite clear: We tend to avoid challenging projects out of a fear of failure. Failing breeds shame, humiliation and other bad things. If we could only *get rid of our fear of failure*, who knows what we could accomplish?

For several years, my wife kept the silver saying in her office. Recently, she changed jobs and brought the slogan-bearing slab home. Seeing it over and over, I began to think more about its meaning. Some odd ideas came to mind that were probably not intended by the author of this little aphorism.

First, let’s play with the question: What would you attempt to do if you knew you could not fail? Well, wait a moment. If I knew I could not fail, I wouldn’t *attempt* to do anything. To attempt is to try; to try something implies the possibility of failure. You can’t try to do something at which you cannot fail. If you knew you could not fail, you can only choose to do it or choose not to do it. Enter Yoda: “Do or do not do; there is no try.”

But think of the implications of this idea: What would you do if you knew you could not fail? What would it *feel like* if you knew you could not fail? Not just you – everybody. Wouldn’t that be a good thing? Not so fast.

Imagine knowing that you could not fail at anything that you did.



We ordinarily think, “that would be great! I would do all the things that I have always wanted to do, but didn’t because of my fear of failing”. Hmm... What would these things be? Would you start a new job? Quit your job? Open a new business? Have a child? Go bungee jumping? Learn another language? Tell your boss off? Run for President? What would it *feel* like to do these things? Again, not to *attempt* to do these things, but simply to *do* them; after all, you know you cannot fail!

You might think that you would feel joyous. However, in all likelihood, something very different is true. You would probably feel, well, *nothing*.

It may be almost impossible to imagine a world in which failure was not a possible outcome of our

doings. Such a world would likely be mundane, boring and joyless. The simple fact is that there is no such thing as *success* without the possibility of *failure*! There is no such thing as challenge without the possibility of failure. If we eliminate the possibility of failure, we eliminate the fear of failure. But we also eliminate the excitement of striving and the joy of success. If we eliminate the possibility of failure, we eliminate the shame of failure. But we also eliminate the pride and esteem that comes from success.

You would not want to live in a world in which there was no possibility of failure. So, you want to start a new job? Why? Are you bored with your old one? But to start a new job would bring no excitement! The outcome is a foregone conclusion. You want to run for President? You can’t. There is no such thing as “running” for President. If you can’t fail, then you can’t run. And neither can anyone else – because there is no possibility of failure. You would simply decide to become President

Continued on page 16

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What Would You Do...

Continued from page 15

and then do it. And everything else in your life would be the same thing.

We know, of course, that we can't get rid of failure. But yet, our little thought experiment still seems to make sense. Yes, I know, we can't really eliminate the threat of failure, but let's pretend that we can! The problem here is that you can't pretend you can eliminate failure all by itself! If you eliminate the threat of failure, then you eliminate all of the conditions that bring about the possibility of failure. We soon see that such a world not only is impossible, it is unintelligible! It cannot even be imagined!

Think of some of the most mundane things you do everyday day: Walking downstairs; opening a can of peaches; reading a

newspaper; listening to music. Of course, you wouldn't walk downstairs anymore. You'd run downstairs (without looking, and with scissors in your hands). Why? Because you would not have to be careful walking down the stairs. Running downstairs with scissors would not only be possible, it would be a boring everyday activity. How would you open a can of peaches? You'd flip that top without a care. You wouldn't worry about the possibility of being cut by the lid; it couldn't happen. How about reading the newspaper? You find war, famine and economic crisis. Not so! You simply solve those problems the next day. Yes, that might be a good thing. But without failure, you not only take away those problems, *you take away all problems.*

We are problem-solving animals. Our lives are about our projects,


what would you attempt to do if you knew you could not fail?

our attempts to solve problems in the world. Even our amusement is all about trouble. Stories, novels and movies are about drama; drama is about how we deal with conflict. If we take away the conflict, we take away the possibility of failure. And our lives cease to become meaningful. Or at least, they cease to be recognizable as any type of life that we ordinarily will see as worth living.

So, what is the message of "What would you attempt to do if you knew that you could not fail?" The answer to the question is, "nothing". I would do nothing because nothing would be worth

doing. Instead of eliminating the possibility of failure from our life, the trick is to develop a *proper attitude toward failure*. What is a proper attitude toward failure? Failure is a part of the process of living. To live well, we must confront the fear of failure and even failure itself. We must learn to deal with our fear of failure and not let it get the best of us. We must see that what is noble and worthy in our lives is the *struggle for and the achievement of what is good*, and that this struggle is often difficult. There is no shame in failing; there is only shame in not accepting the struggle.




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Classical Music for Kids

Kid and Family Friendly: The Boston Symphony Orchestra Family Concerts

by Seth Mascolo

Are you interested in helping your child foster an appreciation for serious music? The Boston Symphony Orchestra has a program specially designed for that purpose.

For years, the Boston Symphony Orchestra has been presenting Family Concerts. These accessible, hour-long concerts of classical/popular music were founded in 1959 by Boston Pops Assistant Conductor Harry Ellis Dickson. His intent was to bring great music into the lives of the baby-boomers. More recently, Omaha Symphony conductor Thomas Wilkins has been leading the concerts every March. And these concerts are hits with the families who come to them. Yours truly had the chance to attend one of the concerts recently. And here is a brief review of that concert.



On this beautiful Saturday morning at Symphony Hall, there were hundreds of families in the audience ready to listen and to learn about music. Thomas Wilkins came on stage and immediately started things off with the Prelude to Act III of *Lohengrin* by Wagner. This piece was a brilliant start, as it incorporated fanfare and action among the orchestra. It was followed by *The Imperial March* (Darth Vader's Theme) from the *Star Wars* movies.

Throughout the concert, Maestro Wilkins talked about how composers write orchestrations so their target audience can experience different emotions and images. Other pieces on the program included a work from the Revolutionary War; a tango by the Spanish composer Falla and *Adventures on Earth* from *E.T.* by John Williams.

Maestro Wilkins knows how to communicate with the kids, and it is evident during the audience participation where he wanders into the audience to speak with the children. He explains how each section of the orchestra interacts with each other. For example, in *Darth Vader's Theme*, the brass section is trying to show how important they are; the percussion validates them by saying, "You guys are great!"

Past concerts had been conducted by Boston Pops conductors Keith Lockhart and Bruce Hangen. With those concerts, the conductors describe each piece of music before it is played. Under the direction of Maestro Wilkins, you and your child will receive an interactive perspective on the music being performed.

Fostering an Appreciation for Classical Music without Leaving Home

Attending the BSO Family concerts is a great way to introduce your children to the more serious varieties of music. Of course, that takes going into Boston on a Saturday morning.

Another way to introduce children to the pleasures of classical music is simply

to play it at home. There is also a fun and sneaky way to get children to listen to classical music: Watch the old *Bugs Bunny* cartoons on YouTube!

Children who hear serious music at home will come to like it almost effortlessly over time. Another way is to visit a wonderful website called *Classics for Kids* (www.classicsforkids.com/music). This website contains a list of music that has been selected especially for children. On this site, children can select a piece of music – one that is likely to hold their interest – and listen to it right away. Further, *Classics for Kids* is interactive. Children can move forward and backward on a piece of music, and even change the ways that it is played! This puts kids in the driver's seat.

Many adults find it difficult to appreciate classical music.

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Helping Children Cope

Continued from page 4

12. Be aware of children at greater risk. Children who were physically close to or knew someone affected by this particular event, have had a past traumatic experience or personal loss, suffer from depression or other mental illness, or with special needs may be at greater risk for severe reactions than others. Be observant for those who may be at risk of suicide. Seek the help of a mental health professional if you are at all concerned.
13. Provide an outlet for students' desire to help. Consider making get well cards or sending letters to the families and survivors of the tragedy, or writing thank you letters to doctors, nurses, and other health care professionals as well as emergency rescue workers, firefighters and police.
14. Keep lines of communication open between home and school. Schools are a good place for children to experience a sense of normalcy. Being with their friends and teachers is helpful. Schools should inform families about available resources, such as talking points or counseling, and plans for information sharing and discussions with students. Parents should let their child's teacher or school mental health professional know if they have concerns or feel their child may need extra support.

15. Monitor your own stress level. Don't ignore your own feelings of anxiety, grief, and anger. Talking to friends, family members, religious leaders, and mental health counselors can help. It is okay to let your children know that you are sad, upset, or anxious; but that you believe things will get better. You will be better able to support your children if you can express your own emotions in a productive manner. Get appropriate sleep, nutrition, and exercise.

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Our next issue is our 2-month Summer issue, which covers June and July; we do not have a separate July issue. If you need to advertise in June and/or July, please contact Suzanne by May 15 to secure your ad space in our Summer issue. Our Summer issue features the final installment in our 6th Annual Summer Camps & Programs Showcase Series, so if you still have summer slots to fill, we hope you and your summer camp or program will join us!

If you have not done so already, I ask you to please "Like" our new Facebook page at North Shore Children & Families (North of Boston) – and feel free to engage with us online, too. In addition, our new website is up and running and we welcome you to engage with our "Ask Dr. Mike" feature, where you can ask our PhD editor a question about anything you need help with as it pertains to the development of your children, your family and even yourself.

We are giving away more passes for 2 to see any musical at North Shore Music Theatre – see page 3! The deadline to enter our contest online is May 31.

I also want to wish all North Shore mothers, grandmothers, caregivers and others a very Happy Mother's Day! May you surround yourself with family and love on this special day.

In closing, I wish to thank the countless heroes who came forth over the past 10 days and acknowledge their tremendous efforts to keep us all safe. I wish you all the very best as you navigate these incredible challenges, brought about by unthinkable tragedy, with your own family.

Until next time ~

Suzanne



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Our Summer issue features our final Summer Camps & Programs Showcase for this season. So if you still have slots to fill, we hope you will join us!

Online ads are now available.

We've Got the North Shore Covered!

into each other in a battle that would ultimately prove futile. The vast majority of soldiers on both sides will die.

As I watched the movie, I was overwhelmed with a nauseating sense of powerlessness. How is it that humans, with all our powers of thought and reflection, are unable to escape from the traps that we create for ourselves? We fight – not like animals over physical territory or prey – but over conflicts that literally have their origins in the powers of human *imagination*. When two nations go to war over land, for example, they fight over *symbolic* or *imaginary* borders.

Of course, humans rarely fight simply over physical boundaries. The American Civil War was fought over the issue of *states' rights* – particularly the rights of states to identify certain classes of people as *slaves*. Such conflicts are crises of our own making. There is nothing “natural” about a “state” or the “rights of a state” or “slave”. “States”, “rights” and “slaves” are all *human* creations. Animals could never fight over the right to retain “slaves”; only humans can.

I am not a person who believes that humans and animals are on the same level. Because of our powers of imagination and language, humans operate on a much higher plane than other animals. But sometimes it feels as though it simply doesn't matter. It seems that all our complex powers simply allow us to get ourselves into more sophisticated forms of trouble.

We see similar themes in other movies that have recently appeared on the big screen. Most of us are familiar with the horrific injustices that form the content of Victor Hugo's *Les Miserables*. Although critics have characterized Hopper's film production of *Les Miserables* as overblown and uneven, it nonetheless has the power to move us. When the movie is successful, the interweaving of music, plot and acting makes us *feel* the indignities of the poor and destitute. Because we identify with the misery of the characters, we *feel* the injustice that arises from the juxtaposition of the agony of the poor against the comforts and powers of the French aristocracy. As I sat comfortably in my chair, I was aware that these indignities continue unabated in many places around the globe.



Then there is the masterfully disturbing movie *Argo*, made more real because it is based on events that actually occurred, that actually occurred in my lifetime, that I actually watched on television, albeit through the distracted fog of late adolescence. *Argo* tells the story of the successful rescue of six Americans who escaped from the American embassy during the Iran hostage crisis of 1979 and 1980. *Argo* is full of suspenseful tension. It is thus with relief that we witness, at the end of the movie, the happy circumstance of the successful escape of the six American diplomats.

Leaving the film, I did not feel relief or happiness. I could not escape the feelings of fear, fury and helplessness that accrued from having identified with the six American escapees. I also could not erase the faces and

sounds of unmitigated rage that drove the Iranians into the American embassy. At one point, an Iranian militant, having broken into the American embassy, came upon a photograph of Ayatollah Khomeini – the Islamic leader of Iran – with three darts dangling from the image of his face. A look of horror appeared on the soldier's face at what he took to be an act of blasphemy against his religious and national leader. Again, I felt consumed by feelings of powerlessness over the seeming inevitability of intractable human conflict. I wanted to be able to fix something that seemed unfixable.

These are not happy feelings. However, they are, of course, the types of feelings that can arise when one encounters an effective piece of art. My encounter with these movies, of course, raised more questions than answers. However, that is part of the function of art. It is up to us to try to find answers.

There are many reasons to go to the movies. To be sure, we go to movies to be entertained; to have fun; to escape from the everyday; to project ourselves into the story and, in so doing, lose ourselves. However, these are not (or should not) be the only reasons we go to the theater. Movies entertain; however, at their best, they are forms of art. As forms of art, they have the capacity to move us and prompt reflection. We should recoil at the depictions of gratuitous violence in film, television or anywhere else. However, when carefully crafted in the service of artistic expression, depictions of violence move us in positive ways.

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Moral Development

Acting Out of Care: Why Self-Interest and Caring for Others are Not Incompatible

Becoming a moral person doesn't have to mean we have to sacrifice ourselves. When we come to identify our life projects around contributing to the good of others, doing the right thing becomes a source of self-satisfaction.

We often think of morality in the negative. We tend to imagine a big finger shaking at us, saying “don't do this” or “do that”. We tend to think of moral rules as restrictive – as something that constrains our freedom. So, “don't do that” means “don't do the thing that you want to because it is bad”; “Do that” means “do this thing that you don't want to do, but which is good.” Yes, moral rules are sometimes like

this. To do the right thing often requires that we do something other than what we might otherwise want to do.

However, if this were so, most of the time, it would be very difficult for us to do the right thing. Happily, we do not ordinarily have to sacrifice ourselves in order to act in the service of others. In fact, more often than not, our moral

actions arise not by *inhibiting who we are*, but instead by acting in accordance with *who we are*.

We can think of our actions as

arising from two different types of motives. *Autonomy motives* are those that advance our personal agendas. We may be motivated to have a career, accrue wealth, seek fame or what have you for the personal pleasure or satisfaction that they bring us. *Communal goals* are those that advance the interests of others. We act on communal goals when we act out of concern for others – when we help a friend; take care of our children; work together for the benefit of the group.

It is easy to think that humans are primarily selfish beings – more concerned with our autonomy, self-related goals than with our communal, other-oriented goals. It is true that we often do act on the basis of self-focused goals, and that some people are more self-focused than others. However, this does not mean that we are by nature selfish beings. Children begin to show empathy for others who are in physical distress in infancy, by as early as 8 months of age. By 12 months of age, infants will yield an object to someone who requests it. Soon thereafter, toddlers spontaneously begin to



offer help to others who are in need in some way. An infant who can see the object that an adult is searching for might show the adult the object's location. Humans act both out of self-interest and out of genuine care for others.

Living Life with Moral Purpose

People who live purposive moral lives are individuals who are able to bring together their autonomy goals – the self-related goals that bring them *personal satisfaction* – with communal goals, that is, with the desire to *care for others*. The key to understanding how to live a life of moral purpose is to realize that communal goals are not necessarily in conflict with personal goals. Indeed, people who live a life of moral purpose gain *personal satisfaction* from acts that contribute to the well being of others. This does not mean that one must always act in the service of others; it merely means that performing acts of care becomes part of what brings a person a sense of satisfaction and wholeness. That we do this all the time shows that self-interest and

Continued on page 23

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To advertise, please contact Suzanne at suzanne@northshorefamilies.com or 781.584.4569.

For complete listing accuracy, we recommend that you call ahead or check the websites listed. Featured listings do not constitute an endorsement from this Publisher and we encourage our readers to always do their own research.

MAY is the month for: Dating Your Mate, Foster Care, Barbecues, Bikes, Blood Pressure Awareness, Hamburgers, Photographs, Reccommitments, Salads, Older Americans

Week 1: Nurse's Week; Week 2: Wildflower Week; Week 3: National Bike Week & National Police Week; Week 4: Emergency Medical Services Week

ATTENTION SUMMER CAMPS & PROGRAMS:

If you still have slots to fill, we hope you'll join us in our *final* camp showcase for this season in our 2-month *Summer* issue, which covers June and July! If you need to boost your summer enrollments and would like to join us, please reserve your ad space by noon, **Wed., May 15**, to appear in our 2-month *Summer* issue Showcase! **Contact suzanne@northshorefamilies.com for special showcase ad rates, sizes & to secure your camp showcase ad space.**

UNIQUE GIFT IDEA/WORDS FOR SPECIAL OCCASIONS:

Personalized Poems & Prose by Suzanne – the perfect words to enhance any special occasion. Personalized poems as gifts (holidays, birthdays, weddings, graduations, retirements, showers, etc.); clever verses and prose for invitations, speeches, toasts, roasts and poignant eulogies. **See ad on page 19!**

SCHEDULE A TOUR:

Contact the independent schools in this issue to arrange for a tour! Many provide transportation and financial aid options. It's never too early to explore your options!

NOW OPEN IN READING:

Walpole Outdoors is now open at Jordan's Furniture in Reading! Swing by to try out their outdoor playsets; see ad on page 8 to learn more and save \$250 off the purchase of any playset!

www.walpolewoodworkers.com

SIGN UP TODAY:

Weekly Kid-Fit Exercise Classes at Beverly Children's Learning Center! See ad on page 15; www.bcckids.org.

Parent & Child Program for parents/caregivers with children ages 10 months – 3.5 years; at Cape Ann Waldorf School, Moraine Farm, Rte. 97, Beverly. "Morning Glory" & "Bachelor's Button" classes feature

a community of parents and children enjoying play, bread making, circle games, snack and conversation. Space is limited; call 978.927.1936 to register.

SAVE TODAY:

Pay for College Without Going Broke with the help of Clear View Wealth Advisors.

Limited time offers: \$200 off any program; free one hour consultation with Steve Stanganelli, CFP. See ad on page 17!

GET TICKETS NOW:

Bill Hanney presents North Shore Music Theatre, Beverly; tickets & subscriptions on sale now for: *Sound of Music* (June 11-23), *The Wizard of Oz* (July 16-28); *Cats* (Aug. 20-Sept. 1); *La Cage Aux Folles* (Sept. 24-Oct. 6); *Miss Saigon* (Nov. 5-17). 2013 shows for children include *Snow White* (June 28, 10am & 1pm); *Cinderella's*

Wedding (July 5, 10am & 1pm); *Beauty & the Beast* (July 26, 10am & 1pm); *Aladdin* (Aug. 2, 10am & 1pm); *Alice in Wonderland* (Aug. 9, 10am & 1pm); see the back cover for full line-up. **New in 2013 – Family Fridays:** kids save 50% on the 1st Friday evening of all musicals. See ad on back cover to learn more. www.nsmt.org

Concerts, Comedy & Dance at North Shore Music Theatre:

Loretta LaRoche, May 5; *Voices of Hope* presents *Jesus Christ Superstar*, May 11; *Starship* featuring *Mickey Thomas*, May 25; *Happy Together Tour*, June 29; *Ballroom with a Twist* (feat. *Dancing with the Stars* pros & *So You Think You Can Dance & American Idol* finalists), Aug. 8 & 9; *Harvey Robbins' Royalty of Rock 'N Roll & Superstars of Motown*, Aug. 10; *Barbra & Frank, The Concert that Never Was*, Oct. 12; *Harvey Robbins'*

Continued on page 22

Check Out Our NEW Website!

www.northshorefamilies.com



We invite you & your family to engage with us more online and in print each month!

Share your suggestions, submit a story or calendar listing, Ask Dr. Mike a question, search our archives for a topic you need help with, enter our contests for a chance to win great prizes & more!

To advertise in print & online, contact Suzanne today!

suzanne@northshorefamilies.com

"Like" Us on Facebook!

We've Got the North Shore Covered!

Follow Us on Twitter!



www.northshorefamilies.com



Community Calendar

Continued from page 21

Doo-Wopp Hall of Fame of America, Oct. 20. www.nsmmt.org

Big Apple Circus presents Legendarium, all new show! Through May 12 at City Hall Plaza, Boston.
www.bigapplecircus.org

Live at The Lynn Auditorium, Lynn: Roomful of Blues, May 3; Clint Black, May 9; Agganis Movie Premiere, May 16; Cesar Millan Live (Dog Whisperer), July 11; The Amazing Kreskin, Oct. 30.
www.lynauditorium.com

Live Entertainment at Blue Ocean Music Hall, Salisbury Beach, MA: May 24, Toots & the Maytals; July 26, 4th Annual Buffet Beach Blast; July 27, The Stompers; August 23, Farrenheit.
www.blueoceanhall.com

Late Nite Catechism at The Larcom Theatre, Beverly, through May 5. For tickets: www.latenitecatechismshow.com.

HELPING LOCAL CHILDREN:

The MA Coalition for the Homeless needs help for their "A Bed for Every Child" program. Help provide a mattress, box spring & linens to MA children who do not have a bed of their own. To see how you, your group/team/troop/class can help and to donate or for more info., please visit www.mahomeless.org/programs or contact Alycia Dell'Orfano at 781.595.7570 ext. 23.

2nd SATURDAY THROUGH OCTOBER:

Bottle & Can Drive at Stone Zoo on the 2nd Saturday of each month through October

from 10am-2:30pm in the Stone Zoo parking lot, 149 Pond St., Stoneham. Proceeds benefit conservation efforts supported by Zoo New England, the non-profit organization that manages Stone Zoo and Franklin Park Zoo.
www.stonezoo.org

MAY 1:

May Day; Loyalty Day

MAY 3:

1st Annual Hats off to Education, 7:30-11:30pm, at the Hawthorne Hotel, Salem. Proceeds benefit the Salem Education Foundation & all public schools in Salem. Features live auction, \$5,000 reverse raffle, great food, live music, WOW (Wall of Wine). Online auction open until May 4.
www.salemeducationfoundation.org

MAY 4:

Education Day in Downtown Salem. Experience virtual classrooms, workshops, presentations, live performances, hands-on activities & entertainment for adults & students of all ages.
www.salemeducationfoundation.org

MAY 4 & 5:

The North Shore Rock & Mineral Club's 50th Annual New England Gem & Mineral Show! Lots of family fun at Topsfield Fairgrounds; \$5/person, \$3/seniors, kids under 12/free.
www.nahant.com/nsrhc

MAY 5:

Cinco de Mayo

Crane Estate Spring Open House, 11am-4pm; free for all ages. At 290 Argilla Rd., Ipswich. Enjoy lawn games, a may pole dance, a family treasure hunt and more. The Great House will be open for self-guided tours and refreshments. SummerQuest summer camp will offer camp games. Visitors are welcome to

bring a picnic lunch and spend the day; food also available for purchase. Please leave furry friends at home. www.thetrustees.org

MAY 6:

National Nurses' Day

MAY 7:

National Teacher Appreciation Day

MAY 8:

School Nurses' Day; World Red Cross Day

MAY 10:

Clean Up Your Room Day; Military Spouses' Day

MAY 11:

Birth Mothers' Day

Adult, Infant & Child CPR Certification Class, 9am-1pm; for ages 11+. \$50/person includes certification card valid for 2 years. At The Community House of Hamilton & Wenham.
www.communityhouse.org

MAY 12:

Happy Mother's Day!

Free admission to Stone Zoo, Stoneham, for all mothers; 10am-6pm. www.stonezoo.org

MAY 15 (NOON):

AD DEADLINE: If you need to advertise in our 2-month Summer issue, which covers June AND July (for regular display ads & camp/summer program showcase ads), and if you need our ad production assistance, please confirm your ad size and submit your ad materials by **NOON TODAY!**

You can see our display ad rates, sizes, available discounts & more at www.northshorefamilies.com or contact suzanne@northshorefamilies.com.

MAY 16:

Wear Purple for Peace Day

Summer Advertising Specials For New Display Advertisers:

Buy One - Get One 15% Off!

Buy a display ad in our Summer issue at open rate –

Save 15% off your August ad!

Or - "Try Us!" in 3 consecutive issues –

and Save 10% off all 3 display ads!

Summer issue ad space deadline is Fri., May 17 (or by May 15 if you require our ad production assistance!); completed ads are due by Tues., May 21.

Our Summer issue covers 2 months – June AND July.

To secure your space and Save – contact Suzanne by May 15: 781.584.4569 or suzanne@northshorefamilies.com.

To see our current issue, advertising rates, sizes & more, please visit us online at www.northshorefamilies.com.

"Try Us!" – You'll LOVE Us!



MAY 17 (NOON):

AD DEADLINE: FINAL Advertising Space Reservation DEADLINE at NOON for ALL COMPLETED ADS (that do NOT require ad production assistance) in our 2-month Summer issue, which cover June AND July! To advertise, contact suzanne@northshorefamilies.com! **If you need our ad production assistance, please confirm your ad size and submit your ad materials by noon, Wed., May 15!** You can see our regular display ad rates, sizes, available discounts & more at www.northshorefamilies.com.

Happy Birthday, Tyla!**MAY 18:****Visit Your Relatives Day; Armed Forces' Day**

22nd Annual Long Hill Plant Sale, 9-10am (members only preview); 10am-2pm (public welcome). Great selection of unusual plants and old favorites. Stroll our Sedgwick Gardens in peak bloom. Rain or shine. www.thetrustees.org

MAY 19:**Remembering Madison****MAY 21 (NOON):**

Community Calendar listings' DEADLINE at NOON for our 2-month Summer issue, which covers June AND July! Please submit your listings for June AND July events directly through our website (see beg. of this Calendar for details).

MAY 25:**National Missing Children's Day; Full Moon****MAY 26 & 27:**

Newburyport Spring Festival; free for all ages. Celebrate the season in downtown Newburyport. Enjoy great live music, art, fine crafts and food from Newburyport's best

restaurants.

www.newburyportchamber.org

MAY 27:**Memorial Day****Happy Birthday, David!****MAY 28:****Amnesty International Day****MAY 30:****Happy Birthday, Aunt Dolores!****MAY 31:**

DEADLINE to Enter for a Chance to Win a pass (good for 2 tickets) to any North Shore Music Theatre musical! See how to enter on page 3; to buy tickets, see the back cover!

JUNE 1:

In Conversation: Modern African American Art exhibition opens at PEM, Salem. www.pem.org

JUNE 15:**The Red Rock Benefit Concert, 1-3pm, at Swampscott High School.**

Presented by the MA Coalition for the Homeless and Marblehead Community Charter Public School. Proceeds benefit *A Bed for Every Child*, an initiative of the Coalition. Concert is geared towards children & families. Enjoy music performed by MCCPS and Waring School students, plus professional musicians, food and activities. Proceeds help the Coalition with distributing new beds to children living in poverty. For additional info. about this program and to donate, please visit www.mahomeless.org or contact Alycia Dell'Orfanno at 781.595.7570, ext. 23.

ArtsFest Beverly 2013, 10am-4pm,

Cabot St., Beverly. Free outdoor festival, fun for the whole family. Over 100+ juried fine artists and crafters, music, entertainment, kids' activities, art-on-the-spot creations and food trucks. www.beverlymainstreets.org

Acting Out of Care

Continued from page 20

care for others are not incompatible.

How can we cultivate a life of moral purpose? One way to do this is to think of your life as a series of projects. What is a project? A project is a kind of creative activity that we perform in order to achieve a particular goal. It doesn't matter what the size of the project is – cleaning the garage, performing a presentation for a class, painting a portrait, designing a new product or fashioning a career. When we complete a project – or the many steps along the way – we experience a sense of satisfaction. We are even able to look back on it and savor the outcome of our work.

The successful completion of a project brings *personal satisfaction*.

This is true for any project or goal in which we invest ourselves. A project becomes a moral one when its goal is to advance the well-being of others. It follows that the key to living a satisfying, morally purposive life is to populate one's life with projects whose aims are to advance the well-being of others in specific and concrete ways. This can be done in many ways. Parents do this every day when they care for their children. They identify their own interests with the interests of their children. Teachers do this when they act out of a desire to improve the life of a young person. The most meaningful forms of work are those that make us feel as if we are contributing to the greater good. To live a happy and moral life, find ways to identify your personal interests with advancing the well-being of others.

North Shore Children & Families is available for free each month at over 450 family-frequented locations throughout the North Shore!

Attention Advertisers: Ask us about our ...

- ... "Try Us!" program for new advertisers
- ... Annual advertising frequency programs
- ... The Annual Planner for Schools program
- ... Annual Summer Camps & Programs Showcase series

Target your message to North Shore parents.

We've got the North Shore covered!

2013 PUBLISHING SCHEDULE

Issue	Ad Space Deadline (Noon)	Ads Due (Noon)
Summer (June/July)	Fri., May 17	Tues., May 21
August	Fri., July 19	Tues., July 23
September	Fri., Aug. 23	Tues., Aug. 27

To explore your advertising options or to secure your space, please contact Suzanne at 781.584.4569 or suzanne@northshorefamilies.com. To learn more, please visit www.northshorefamilies.com.



TICKETS & SUBSCRIPTIONS ON SALE NOW!



JUNE 11 - 23



JULY 16 - 28



AUG 20 - SEPT 1



JUNE 28 • 10AM & 1PM



JULY 5 • 10AM & 1PM



JULY 26 • 10AM & 1PM



AUGUST 2 • 10AM & 1PM



AUGUST 9 • 10AM & 1PM

NEW IN 2013

Family Fridays

KIDS SAVE 50%

KIDS 18 AND UNDER SAVE 50% OFF SINGLE TICKET PRICES ON THE FIRST FRIDAY EVENING OF ALL MUSICALS!

THE SOUND OF MUSIC • JUNE 14 AT 8PM

THE WIZARD OF OZ • JULY 19 AT 8PM

CATS • AUGUST 23 AT 8PM

LA CAGE AUX FOLLES • SEPTEMBER 27 AT 8PM

MISS SAIGON • NOVEMBER 8 AT 8PM

A CHRISTMAS CAROL • DECEMBER 6 AT 7:30PM

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JULY 25

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