

Coach and Instructor Guide
Focus: High School Student-Athletes

WHEN GAMBLING TAKES CONTROL OF THE GAME

Learning Objectives

- Help student-athletes distinguish between competition and gambling, recognizing the definitions of both.
- Guide student-athletes to understand that the concept of competition is present within everyday life, whether at school or in the workplace, yet it need not control or have a negative impact on a person's life.
- Aid student-athletes to acknowledge that pride and accomplishment are positive outcomes of competition. An individual should not need to place something of value at risk to appreciate the merit of a good challenge.
- Outline that a student-athlete's self-worth is not dependent upon winning, when often the best learning lessons stem from losing.
- Enable high school student-athletes to recognize that taking the high road will positively affect their future, versus a path that appears quick and painless on the surface.
- Help student-athletes to appreciate that the use of swift decision-making is not a rational approach for reaching important choices about one's direction or future. Rather, significant decisions need to be considered over time taking into account short and long-term benefits and impacts.
- Educate student-athletes to know that one lapse in judgment can have permanent and lifelong impacts on individuals and organizations.
- Illustrate how one person's actions can ultimately affect multiple individuals and institutions, as well as compromise the integrity of a sport.
- Demonstrate that gambling among high school students, as well as among student-athletes, is popular, despite the legal gambling age. Be certain to point out the various forms of gambling that young people participate and how gambling can become addictive, like alcohol and substance abuse.
- Make student-athletes aware that the National Collegiate Athletic Association (NCAA) has implemented a program, "Don't Bet On It," to spread the message among college student-athletes that gambling on college and professional sporting events is strictly prohibited and is grounds for ineligibility and lifelong termination from playing at an NCAA school. The NCAA also visits high schools to communicate its message. The "Don't Bet On It" program was initiated to educate school administrators, coaches, educators and high school student-athletes about the risks associated with gambling and the NCAA's strict rules and regulations pertaining to sports gambling. The NCAA also developed a web site, www.dontbetonit.org, which highlights NCAA rules and provides information on wagering and problem gambling impacts among student-athletes.
- Reveal how individuals with a negative intention can adversely impact upon a student athlete's education, sport, professional career and future.

- Caution student-athletes about being attentive to ways they may be inappropriately approached and/or potentially compromised by one or more persons and to furnish avenues for addressing.
- Guide student-athletes in understanding that because they are typically competitive in nature, upon later in life when they no longer are playing their sport of choice, they can become vulnerable to gambling as a means of substituting one form of action for another.
- Provide student-athletes with information regarding resources they can use to seek help for a gambling problem for self and others.

Activity Background

Competition can either be positive or negative and is a normal part of everyday life. At any age, competition can positively contribute to a healthy and diverse environment fostering motivation, teamwork and camaraderie. But, like other things, there is a negative side to competition, which for some can be taken to an extreme, leading to unhealthy and at-risk behaviors for self and others.

This lesson plan will provide insight into the disparity between positive and negative competitiveness, as well as the difference between gambling and competition. This exercise is also an opportunity to demonstrate how individuals can dedicate their time, energy and talent, in addition to personally benefiting by participating in healthy forms of competition.

Across the United States, high school and collegiate sports are extremely competitive and many times the battles are taking place off the field or court by presenting itself in the form of bets or favors. Sports-betting, whether it occurs on the Internet, with bookies, or in any other form, is not a lawful activity anywhere in the country, except within the State of Nevada. March Madness (i.e. NCAA's men's basketball tournament), which takes place over the course of several weeks and determines the NCAA Division I men's and women's champions in basketball, is one of the largest gambling activities of the year. However, the Super Bowl, which is one game that ultimately decides the championship of the National Football League, is the single largest annual betting event. Within the State of Nevada alone, where gambling is legal, nearly \$100 million was gambled on the 2005 Super Bowl game, according to the Nevada Gaming Control Board (NGCB). To access the NGCB press release, visit http://gaming.nv.gov/press_releases.htm.

At some point or another, all students, whether an athlete or not, are taught about the importance of sportsmanship, winning a competition fairly, as well as losing a challenge with pride. Regardless of a person's age, anyone involved in the sports world can appreciate how good it feels to win a close game. It is both exciting and satisfying. They can also understand the merit of a good competition and recognize that a team may grow from a loss. Losses are appropriate opportunities to examine what worked best and what may require improvement.

Unfortunately, in some cases, simply winning or losing does not provide enough of an outcome for a percentage of people, including students, athletes, fans and illegal bookies, whose livelihood is dependent upon the result of sporting events. In fact, bookies will often target college student-athletes because they are vulnerable to influence and do not recognize they are being enticed to participate in completion of an illegal act, such as throwing a game, scoring a certain number of points, etc. Bookies don't necessarily care what the outcome of the game is, as long as they are making money. The same analysis is true for sports wagering Web sites on the Internet. Operators of these Web sites are only concerned with the bottom line, making money, and they will take great pains to ensure that they reach this goal.

For many young people, when a sport itself is no longer sufficiently challenging or entertaining, gambling may take control of the game. Sports gambling is indeed a prominent gambling activity among adolescents ages 13-17 and adults 18 and older. For information on gambling among student-athletes in particular, see the Instructor Notes section below identifying the results of a nationwide survey conducted by the NCAA. It is also important to point out that although the legal gambling age varies throughout the United States from age 18 to age 21, minors are participating in all forms of wagering activities beyond sports betting. Other popular forms of wagering among young people include cards, especially Texas Hold'em poker, games of skill (like basketball or pool), lottery games and gambling on the Internet, some of which have forced a number of college students to leave school. In fact, some students, both athletes and non-athletes, are experiencing serious to severe difficulties due to gambling. Pressures brought about by gambling, such as debts owed, at times can prompt some students with significant gambling problems to consider illegal acts or to abandon their beliefs and principles for what may be perceived as an easy pathway to fame and/or fortune. It is also true that people with serious gambling problems often consider or attempt suicide as a way out. Two examples of such cases are discussed under the Optional Activities section at the end of this lesson plan. One case involves the story of Greg Hogan Jr., a 19-year old Lehigh University sophomore who went from the top of his game as class president, chaplain assistant, academic and musician (who had performed twice at Carnegie Hall by age 13), to bank robber within a 16-month period to pay off debts accrued from playing poker online. (To view The New York Times Magazine article, "The Hold-'Em Holdup, visit the following link: www.wehaitians.com/the%20hold%20em%20holdup.html.)

Another example is Moshe (Max) Pergament, a well-mannered 19-year old Long Island, Nassau County Community College student, who staged a chase with police officers, resulting in his death (i.e. suicide by cop), on account of a \$6,000 debt he incurred while gambling on sports. The article, prepared by the Associated Press, appears on page 12, as it is no longer available online. (Note: While the article does not identify the college Max Pergament attended or the type of gambling he participated, this information is provided as additional background.)

Instructor Notes

- This lesson plan is an addendum to the Florida Council on Compulsive Gambling's (FCCG) "Problem Gambling Prevention Program for High School Students." To obtain a complete copy of the FCCG's prevention program for youth, order your free copy today by calling 888-ADMIT-IT or forwarding your request by e-mail to fccg@gamblinghelp.org. Materials are only available to coaches, educators, counselors and other professionals furnishing supports to young people.
- The NCAA works closely with a number of governing bodies and organizations involved in compulsive gambling education as well as companies in the gaming industry. For a more complete view of initiatives undertaken by the NCAA with respect to sports wagering, please visit the sports wagering portion of the NCAA Web site at www.ncaa.org. Also, be sure to check out the NCAA's "Don't Bet on It" web site at www.dontbetonit.org.
- While there have been several college gambling scandals, some prominent ones include the following:

Arizona State University – Two Arizona State basketball players (Stevin "Hedake" Smith and Isaac Burton) shaved points in four games. Agreement to fix the game was made after these students accumulated nearly \$10,000 in gambling debts with a student bookie on campus (Benny Silman). Both players and the student bookie served time in prison. One article on this subject appears on page 11 of this lesson plan. (Note: The NCAA also has a powerful 10-minute tape available interviewing Benny Silman while incarcerated. For additional information, contact the Agent, Gambling and Amateurism Activities Department at the NCAA at 317-917-6222)

Northwestern University – Four players from Northwestern in Chicago shaved points in three of their Big 10 Conference games and pleaded guilty to perjury charges after lying to grand juries investigating sports betting at the school.

University of Florida – A Florida student athlete was banned by the University from playing basketball during his senior year upon learning that he may have violated NCAA bylaws by gambling on college and professional sports games.

Boston College – Thirteen members of Boston College's football team were suspended for betting on college sports, including three players who reportedly bet against their own team.

For additional information on point shaving within college sports, visit the following Web site <http://studentmedia.vpsa.asu.edu/webarchives/bulldog/981211/gambling.html>.

- It is also important to note that in 2003, the NCAA issued its first study of gambling and associated behaviors among student-athletes. The study's primary goal was to determine baseline information related to the level of gambling behavior within the student-athlete population. In conducting the study, information was requested from 2,003 teams at 1,032 NCAA institutions. The response rate was estimated at 65 to 75 percent, with 20,739 valid surveys entered. Males comprised 60.8 percent of respondents and females 37.3 percent. Some respondents did not identify their gender.

It was determined that if one extends the percentages from the survey out to the total student-athlete population, it was estimated that nearly 80,000 student-athletes engaged in some type of sports wagering activities in the year prior to administration of the survey. For a copy of the NCAA Executive Summary, visit <http://www.ncaa.org/gambling/2003NationalStudy/executiveSummary.pdf>.

The NCAA also developed its "Don't Bet on It" program which provides information to student-athletes, coaches and others about gambling and problem gambling. For more information, visit the web site at www.dontbetonit.org.

- The Florida Council on Compulsive Gambling Web site contains information regarding the prevalence of gambling among Floridians, including youth specific research. The agency has also conducted studies within Florida Department of Juvenile Justice facilities and completed a secondary analysis of a statewide youth survey conducted by the Florida Department of Children and Families; the findings of which may also be found online. See the FCCG Web site (www.gamblinghelp.org) and click on "About FCCG" then "Reports and Publications" or www.gamblinghelp.org/sections/about/research.html. Both the adolescent and adult prevalence studies have documented that sports betting is among the top three forms of gambling creating the greatest risk among Florida residents. The impact of gambling among youth, as well as nationwide prevalence data may be found on the National Council on Problem Gambling's Web site at www.ncpgambling.org.

Activity: Large group discussion. (Note: One (90 minute) or two class periods (45 minutes each), pending preference)

See accompanying PowerPoint slides

PERIOD 1 (Large group discussion)

1. Ask student-athletes to provide a definition of “gambling”. Pending responses, advise that gambling is any time something of value is placed at risk in anticipation of winning something of greater value. Explain that the definition of gambling will serve as the basis for the discussion.
2. Ask students to share their thoughts as to the types of gambling young people are most likely to participate in and advise of the legal gambling age.
3. Briefly outline that gambling is not a risk-free activity. Young people and adults do become addicted to gambling, resulting in short and long-term consequences, similar to alcohol and drug abuse. Also explain that in addition to experiencing physical and emotional difficulties, as well as problems in school and at work, problem gamblers very often encounter serious financial and legal issues and/or consider or attempt suicide due to circumstances brought about by gambling. Again, see articles appearing at end of lesson plan.

An important distinction to address is that problem gambling is considered a hidden illness because there are no visual or tell-tale signs, such as stumbling when walking, slurred speech or bloodshot eyes. As such, students need to be especially attentive to warning signs to help them stay on the alert for a gambling problem. Though none are sure signs, the warnings appearing on slides 30-31 can serve as indicators or clues.

4. Ask students to define the term “competition”. Outline that competition is typically used when referring to two or more forces seeking to attain the same goal or outcome. However, it should be acknowledged that often a student-athlete may compete against him or herself in an effort to improve upon a past performance.
5. Draw two columns on the board with a header reading “Competition,” and two sub-columns, “Positive Framework” and “Negative Framework.” Have student-athletes give examples of competition in positive and negative frameworks, being certain to record information furnished under appropriate category. (Be sure to leave sufficient space on the board for additional information.) Some examples follow:

COMPETITION	
Positive Framework	Negative Framework
Encourages people to do better	Thrives on putting others down
Enables a person to gain confidence	Destroys a will to learn and improve
Fosters internal commitment	Depends upon outside motivators
Directs and builds upon inner focus and drive	Tries to control or dominate others
Appreciates a good performance by self or others	Undermines a performance by self or others
Builds relationships and teamwork	Creates barriers and divisiveness
Promotes self-esteem	Defeats self-esteem

An important point to make is that negative competition is always destructive, ego-driven, selfish, and defeats self-esteem. On the other hand, positive competition is not concerned with individual personalities or dynamics between people but is a driving focus within each person striving to attain a personal or mutual goal or objective. To further clarify, positive competition can occur between parties provided they are working collaboratively to accomplish the same task or goal. For example, when a member of a team is only out for him or herself, often it is forgotten that while the squad’s objective is to perform well and win, it is to do so as a unified body. If each team player strives to personally achieve, the group as a whole will be successful, regardless of the actual outcome because competition is not only about the outcome but is process oriented. Sometimes, it’s the path taken to reach a goal that can be truly satisfying.

Furthermore, healthy competition promotes a person's self-esteem and recognizes that one's self-worth is not dependent on winning. Often, the greatest learning experiences by a team as a whole and student-athletes in particular have been during times of losses, when given the opportunity to process and evaluate the game.

6. Now, ask students their opinion as to whether "competition" and "gambling" are synonymous or different. Be sure to outline that competition, as in positive competition, does not require placing something of value at risk. Simply, positive competition is the act of being self-motivated toward a purpose or goal. It is a driving force within a competitor that strives to perform well for the reasons outlined above under the Positive Framework category. Competition does not need to be dependent upon outside motivating factors or for reasons delineated under the Negative Framework category above.

Gambling, on the other hand, always involves placing something of value at risk in anticipation of winning something of greater value.

7. Disseminate the one-page article appearing on page 11 and read aloud to student-athletes, "Silman gets 46 months for his part in ASU point-shaving scandal."
8. Write the following words on the board (**without definitions**) and ask students to define.

- **Bookie**

A bookie is a person who takes illegal bets. Most times, a bettor's action is on credit with a bookie and such betting is illegal in the United States.

- **Point-shaving**

Point-shaving is when the favorite team wins by more points than favored or when the underdog loses by fewer points than predicted.

- **Point spread**

The point spread is used to even the odds of a particular sporting event. Each team has points either added to its score, or subtracted from its score, to determine if the bet is a winner. The point spread is the number of points offered to equalize the chances of winning in a wager on a competition, usually between sports teams.

- **Sports bribery**

Sports bribery is usually in the form of money or favors offered or given to an athlete in a position of trust for purposes of influencing their views or performance (conduct).

- **Sports pools**

Sports pools are an organized form of sports wagering where the participants in the pool each put in money to wager on the outcome of a large number of games. The most common form of a sports pool is wagering on the NCAA Men's Basketball Tournament, or March Madness.

- **Fantasy leagues**

Fantasy leagues are a game where fantasy owners build a team that competes against other fantasy owners based on the statistics generated by individual players or teams of a professional sport. Under a technical definition of gambling, fantasy leagues are a form of wagering when individual participants must pay an entry fee in order to receive a prize at the end of the competition.

Pending student responses, furnish definitions as outlined.

9. Advise student-athletes that “Hedake” Smith was sentenced to one year in prison, three years probation and paid an \$8,000 fine. The student bookie, Silman, was sentenced to 46 months in prison, allowed to participate in a 500-hour drug program and was ordered to receive counseling for his gambling addiction.
10. Ask students to respond to the following question:
 - a. Was any person or organization hurt beyond these students and Isaac Burton? If yes, identify and provide specifics. Some examples follow:
 - Basketball team.
 - The school.
 - Students’ friends and families.
 - The NCAA.
 - Collegiate basketball.
11. Advise the class that you will continue the dialogue during the next class.

Period 1 - Anticipated Timeframe (45 minutes)

Definition of gambling, types and short and long-term consequences: 8 minutes.

Definition of competition: 3 minutes.

Positive and negative frameworks and healthy terrain: 15 minutes.

Article review and definitions: 10 minutes.

Who was hurt and affected: 9 minutes.

PERIOD 2 (Large group discussion)

1. In continuation of previous discussion, regarding any people or organizations hurt beyond the students and Isaac Burton, ask students the following:
 - a. Was any other person or entity affected in any way? Some examples follow:
 - Law enforcement (e.g. police, probation and parole).
 - Courts.
 - Fans.
 - Other.
2. Share information appearing in the Instructor Notes section with student-athletes relating to the different incidences that have occurred on college campuses, all of which have threatened the integrity of collegiate sports.
3. In addition, outline the information about the NCAA’s “Don’t Bet On It” web site and the NCAA survey among student-athletes appearing in Instructor Notes section.
4. Explain that national and state studies have concluded that sports betting is among the top forms of gambling presenting the greatest risk to youth and adults.
5. Advise student-athletes to be on the alert for people promising unrealistic expectations and/or those who present favors or offers that seem difficult to refuse. The old saying, “If it sounds too good to be true, it probably is,” should serve as a warning sign when examining or evaluating comments or situations presented. Therefore, promises of a car or other lavish gifts, or easy access to money, alcohol or drugs should serve as a red flag, as should inquiries about player injuries, etc.

6. Ask students to highlight some approaches they could use in response to bookie or other overtures or offers from similar types to engage in gambling related activities. Be sure to stress the impact and power behind an individual's ability to just walk away.
7. Be certain that students understand the need to pursue action without delay and to report any incidences brought to their attention to appropriate school officials to ensure the school athletics director, NCAA, law enforcement authorities and others are expeditiously apprised. Students must also be encouraged to notify their parents or legal guardians.
8. Outline warning signs and information relating to the 24-hour helpline and associated supports. Explain that in-school contacts, such as a SAFE Coordinator or Counselor, or athletics coach can prove helpful. Also provide specifics about the National Council on Problem Gambling and the Florida Council on Compulsive Gambling Web sites and helplines, as well as the NCAA "Don't Bet on It" program.

Indicate that these organizations will assist students on a confidential and anonymous basis and enable them to identify self-help and professional support options in or nearest their community for themselves or others.

9. Help student-athletes to understand that because they are typically competitive in nature, upon later in life when they no longer are playing their sport of choice, they can become vulnerable to gambling problems as a means of substituting one form of action for another. This is a very important point and is outlined as a cautionary note.
10. Review primary points of lesson plan as follows:
 - Healthy competition promotes a person's self-esteem and recognizes that one's self-worth is not dependent on winning.
 - Positive competition, unlike gambling, does not require something of value be placed at risk pending the outcome of a challenge.
 - Taking the high road will positively affect a student's future, versus a path that appears quick and painless on the surface.
 - Swift decision-making is not a rational approach for reaching important choices about one's direction or future. Instead, vital decisions by student-athletes need to be considered over time taking into account short and long-term benefits and impacts.
 - One lapse in judgment can have permanent and lifelong impacts on individuals and organizations.
 - One person's action can compromise the integrity of a sport.
 - Regardless of the legal gambling age, many students are participating in various forms of wagering, some of whom are experiencing serious to severe difficulties.
 - National and state studies have found that sports betting is among the top three of gambling presenting the greatest risk to young people and adults.
 - Gambling among student-athletes is strictly prohibited by the NCAA.
 - People with negative intentions are always looking to bring others down - resist overtures.

- Look for signs of a gambling problem, take steps to aid a teammate or other person in trouble, and when appropriate report to necessary authorities.
- Use the National Council on Problem Gambling, as well as the Florida Council on Compulsive Gambling web sites and helplines to access information and confidential and anonymous assistance.
- Visit the National Collegiate Athletic Association's (NCAA) web site to learn the NCAA rules on wagering, and to obtain information on gambling and problem gambling among student-athletes.
- Remember that later on in life, when playing sports may no longer be an option or a desire, student-athletes can become susceptible to gambling problems in their attempt to fill the void, and in response to their inherent competitive nature.

Period 2 – Anticipated Timeframe (45 minutes)

Was any person or entity affected: 6 minutes.

Other sports betting scandals: 5 minutes.

NCAA survey and prevalence: 5 minutes.

A watchful eye and approaches: 15 minutes.

Warning signs and resources: 8 minutes.

Review: 6 minutes.

Optional Activities: (Homework and/or other in-class activities)

1. Have student-athletes review the following four articles:
 - a. Point Shaving: ASU officials take steps to head off any more worries over gambling
<http://studentmedia.vpsa.asu.edu/webarchives/bulldog/981211/gambling.html>

This article provides more in-depth coverage of the events surrounding the Arizona State scandal, outlined in this exercise, and clearly illustrates how one school's reputation has been tainted by such an event.

Some questions student-athletes can be asked to research follow:

- Where are Benny Silman, Hedake Smith and Isaac Burton today?
- What are Arizona State and other schools doing to curtail both gambling on sports, as well as problem gambling among the general student body?
- What is government's role in the sports gambling picture?
- What has the NCAA done to date to address the issue of gambling among its student-athletes and what more can the organization do?

- b. How online gambling toppled Greg Hogan's world
http://www.mcall.com/news/local/all-a1_4hoganaug17.0.2279944.story

This article highlights the proliferation and impact of poker play among college students, particularly through the eyes of one university student, Greg Hogan, Jr., and demonstrates the onset of irrational thinking and rapid deterioration that compulsive gamblers experience when in the latter stages of the problem. It also reveals the following:

- Negative effects of Internet gambling among college students and their families.
- The roles played by the media, the online gaming industry, government, credit card companies, academia in the problem gambling equation.
- The accumulation of gambling debt can provoke well intentioned and successful young adults to turn to crime.
- The methods by which online companies allow players to participate for “fun,” which in short order likely progresses to gambling with real money.
- The correlation between compulsive gambling and binge drinking, which is commonly experienced among persons with gambling difficulties
- The widespread use of credit cards by college gamblers.
- The insidious nature of continuous play, which is a prominent aspect of online gambling, which allows users to engage in rapid game cycles with the ability to immediately reinvest winnings without the benefit of visually seeing the turning over of money.

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Another point of interest is that the Florida Council on Compulsive Gambling works closely with colleges, as well as middle and high schools, in establishing and maintaining problem gambling prevention and intervention programs. The FCCG designed the country's first campus wide program addressing problem gambling among student-athletes and the general population and prepared the nation's first state-approved curriculum for public school students. The NCAA has touted the FCCG programs as the national models.

c. **Suicide by cop (Distribute article, not available online)**
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This story of a 19-year old Long Island college student, who purposefully staged his own suicide by creating a situation that would prompt a police officer to kill him, reveals the level of hopelessness that people falling prey to gambling addiction experience. It can also serve to prompt discussion regarding the impacts that such tragedies can have on family members, friends, schools, law enforcement authorities and others. More importantly, this article can demonstrate the role and importance of friends and family members in aiding persons with a gambling problem as a means of preventing such catastrophes.

d. **College Sports Wagering: Dropping the Ball**
Copyright © “*FOCUS*,” Florida Council on Compulsive Gambling, Inc., by Robert Minnix, Associate Athletic Director for Compliance for Florida State University, and member of the FCCG Board of Directors, Fall 2004, pages 4-5
http://www.gamblinghelp.org/docs/general_fall2004.pdf

The Fall 2004 “*FOCUS*” newsletter, produced by the Florida Council on Compulsive Gambling, is devoted to gambling and problem gambling among youth and young adults. The newsletter features an article prepared by Robert Minnix, which provides important insight about the short and long-term consequences of sports wagering on college campuses and outlines recommendations for the NCAA. In addition, the newsletters addresses numerous activities and topics that may be broached with students, including but not limited to sports betting, Internet gambling, speeding as a risk-taking behavior among young gamblers, and the adverse affects of gambling on friends and loved ones.

Silman gets 46 months for his part in ASU point-shaving scandal

Posted: Tuesday, June 30, 1998, 8:34 PM, CNN Sports Illustrated

http://sportsillustrated.cnn.com/basketball/college/news/1998/06/30/asu_shaving/

PHOENIX (AP) -- The alleged mastermind of Arizona State's basketball point-shaving scandal was sentenced Tuesday to 46 months in prison, a tougher sentence than the government had sought.

Prosecutors had recommended that Benny Silman, 27, receive a 42-month sentence for rigging and gambling on the outcome of basketball games during the 1994 season, when he was an ASU student.

U.S. District Court Judge Robert Broomfield justified the harsher punishment by saying the scandal could discourage poor children from trying to succeed in sports and improve their lives. "The gambling here went beyond just yourself. It affects a lot of us," he said. Silman entered a plea agreement with prosecutors in April, admitting five counts of sports bribery.

"Through this all I think I've realized I was addicted to a lifestyle taken over by drug use, alcohol abuse and gambling," he said.

Silman admitted bribing Stevin "Hedake" Smith and Isaac Burton to miss shots during the 1994 season so he and other gamblers could beat the projected point spread in four games.

Smith and Burton pleaded guilty to their role in the scheme in December. Joseph Gagliano, 29, a Phoenix investment adviser, also pleaded guilty, as did alleged bookmakers Dominic Mangiamele, 61, of Mount Prospect, Illinois, and his son, Joseph Mangiamele, 36, of Arlington Heights, Illinois.

Silman is the first of the defendants to be sentenced. Assistant U.S. Attorney Joe Lodge said the others would likely receive reduced sentences because they cooperated with investigators.

"I think 46 months in prison sends a message to the next would-be campus 'bookkeeper,'" he said.

Lodge said Silman would likely serve almost his entire prison sentence. He refused to say whether prosecutors were investigating other possible suspects.

Neither Silman, of North Hollywood, California, nor his lawyer, David Chenoff, would comment after the sentencing.

At Chenoff's request, Broomfield agreed to recommend that Silman serve his sentence at a federal minimum-security prison camp in Southern California. Broomfield also agreed to request that Silman be allowed to participate in a 500-hour drug program, and ordered him to get counseling for his gambling addiction.

The Mangiameles, Smith and Burton are scheduled for sentencing September 28; Gagliano's sentencing is scheduled for September 14. The alleged conspirators placed more than 61 bets totaling \$506,000 on the basketball games in what the FBI said was a major sports gambling scandal.

A federal grand jury returned a 72-count indictment in December against the Mangiameles, Silman and Gagliano, accusing them of sports bribery, money laundering and racketeering.

Smith, the Sun Devils' No. 2 all-time leading scorer, agreed to fix the four games for \$20,000 a game, in part to erase a reported \$10,000 gambling debt to Silman, according to Smith and Silman's plea agreements. Smith also admitted to recruiting Burton to take part in the scheme; Burton was paid \$4,300 for helping fix two games.

Suicide by Cop

Copyright © Associated Press, Nov 18, 1997

SYOSSET, NY - By most accounts, Moshe "Moe" Pergament was a well-mannered college student. So polite that he addressed a note to police apologizing for what he was about to do. So polite that he wrote a stack of good-bye cards to loved ones.

"I'm sorry to get you involved," Pergament, 19, said in a letter addressed in advance "To the officer who shot me!"

"I just needed to die," he wrote.

Pergament, depressed over \$6,000 in gambling debts, got himself shot by threatening officers with what turned out to be a toy gun, police said. They call it "suicide by cop" – and they've seen it before on rare occasions.

Bob Loudon, director of the Criminal Justice Center at John Jay College, is a former hostage negotiator for the New York Police Department. He says the problem exists "anecdotally," although there are no figures on how prevalent it is.

Pergament appears to have set up the scene of his death Friday, buying a \$1.79 silver-colored toy revolver earlier in the day. He also went to a card store near his home in Manhasset, Long Island, and bought nine greeting cards that police say he made out to family and friends.

According to police, Pergament was speeding and driving erratically Friday night on the Long Island Expressway, apparently in an effort to get stopped by a patrol car. When Officer Thomas Pollock pulled the car over in Syosset, Pergament jumped out and began waving his arms wildly.

Pollock ordered Pergament back into the car, and Pergament pulled the toy revolver from his waistband. A second officer, Anthony Sica, arrived, and Pergament turned the gun on him, police say. They say he began advancing toward Sica, ignoring repeated commands to drop the gun.

When Pergament was 12 feet away, Sica fired two to three times, police say. Pollock, who said Pergament still kept walking toward Sica, fired once more. Pergament was hit at least once, police say.

After he collapsed, the officers said, they realized his weapon was a toy.

Police have not revealed the contents of the good-bye cards, found in the car with Pergament's suicide note. The note read:

"Officer, it was a plan. I'm sorry to get you involved. I just needed to die. Please send my letters and break the news slowly to my family and let them know I had to do this. And that I loved them very much.

"I'm sorry for getting you involved. Please remember that this was all my doing. You had no way of knowing. Moe Pergament."