

**PRICE LABORATORY SCHOOL CITIZENSHIP
PROGRAM:
A QUALITATIVE ASSESSMENT**

**Lynn E. Nielsen, Ph.D.
Professor of Education
Department of Teaching
University of Northern Iowa
Cedar Falls, IA 50613
319-273-6457
Lynn.Nielsen@UNI.EDU**

**Character Education Partnership (CEP)
Denver, CO
October 23,1998**

INTRODUCTION

Increasing numbers of Americans are talking about character education. Closely allied with the study of ethics, morals, values, civics and citizenship, character education is receiving a renewed welcome in schools and communities across the nation. Many states have even passed legislation to mandate character education in schools (Nielsen, 1997). This rapidly growing movement has not gone unnoticed by the media. Nearly every major newsmagazine has at one time or another featured an article related to character in their coverage of education and social issues.

The need for character education is self-evident. The media regularly exposes an alarming increase in violent crime among children and teens. Even "safe" neighborhoods and communities are not immune to the disparaging results of irresponsible social behavior on the part of youth. Concern in local communities has grown into a collective national anxiety regarding the flagging social behavior of America's youth. Parents, teachers, business persons, religious leaders and politicians ask themselves and one another what can be done to inform and inspire the moral sensibilities of our youth. They ask how they can help young people become respectful adult citizens. Bennett (1998) reports that, "...Americans agree overwhelmingly about the importance of moral matters. These days, they care especially about the problem of moral decline: drug use, collapsing families, crime, callousness, vulgarity, incivility" (p.35).

These negative social forces are being met head on by a host of new educational programs designed to shore up the moral resolve of American youth. While considerable effort has been expended to implement these programs, the assessment of their effectiveness has received less attention. Few character education programs systematically measure effects on students and school climate (Leming, 1997). While research is lacking regarding the effectiveness of character education programs, a growing body of knowledge enlightens our understanding of moral reasoning and its progressive development from childhood through adulthood. Lickona (1991) draws upon the work of stage theory developmentalist Lawrence Kohlberg (1984), when defining the school as an agent of moral development in the lives of students. Lickona (1991) asserts, "It is important for teachers to realize that students are moral thinkers, with their own moral perspective. Just because they have been bombarded for years with moral rules and expectations.... doesn't mean they've made them their own. Many teachers, unfortunately, don't know how their students think morally because they haven't engaged them in the kind of dialogue that would reveal their moral reasoning" (p. 248). In this statement, Lickona puts his finger a fundamental tension many teachers experience in their work with students. They ask how they can require students to comply with conventional standards of behavior while mediating students' need to experience a sense of personal control over their world and the moral decisions they make within it? Kohn (19%) echoes this idea when he asserts, "What we have to face is that the more we 'manage' students' behavior and try to make them do what we say, the more difficult it is for them to become morally sophisticated people who think for themselves and care about others" (p. 62).

Against this backdrop, the current study was conducted. Its immediate and most local purpose was to evaluate the effectiveness of the Elementary Citizenship Program at Malcolm Price Laboratory School at the University of Northern Iowa. Because this program developed in the context of a Laboratory School program guided by a developmental philosophy of education, a less visible but equally powerful motivation behind this study was to explore the impact of collective and corporate school experiences on the moral development of individuals. This study sought to measure the impact of a "school-wide program" on the individual lives of students. Thus, the questions that guided this study were shaped by the content of the citizenship program and its place in the context of a curriculum built on principles of developmentally appropriate practices. This curriculum, structured around concepts of age *appropriateness* and *individual appropriateness*, integrated the following elements: curricular integration/thematic focus, parent and community involvement, emphasis on student independence, emphasis on continuous progress, blocks of instructional time, learning centers, contextual application of skills, heterogeneous/multi-age grouping, and a variety of teaching arrangements. This philosophy is consistent with and affirmed by the work of Wiley (1998) when she asserts, "...although there may be genetic predispositions and certainly there are environmental influences, character is internally controlled by each individual through personal choice, goal setting, decision making, and the habits of daily life.... Teachers who believe this, organize their classrooms so that students are taking responsibility for their own actions, making choices, participating in decisions making, solving problems, planning, and evaluating themselves: (p. 3).

Specific questions that guided this study and around which this paper was structured involved the following: 1) What is a good citizen? 2) To what degree do PLS students display good citizenship; 3) In what areas do PLS students need to improve in demonstrating good citizenship? 4) To what degree is the PLS Citizenship Program an effective tool in building citizenship behaviors in the lives of students? 5) What classroom qualities reinforce these citizenship ideals?

PRICE LABORATORY SCHOOL CITIZENSHIP PROGRAM DESCRIPTION

In April of 1993, an informal group of elementary educators at Price Laboratory School moved forward to address their concerns regarding a general lack of civility they observed among the elementary students at Price Laboratory School. These concerns were reinforced by comments from administrators, other faculty and staff members who enthusiastically welcomed a school-wide effort to address these issues. One of the founders of the program, the elementary counselor, recalled it this way:

[In 1993,] a group of teachers . . . helped me with a presentation on collaboration with the counselor. At lunch at that meeting we began to talk about the problem of students not being respectful. Not all kids, but enough individuals. They were being respectful in the classroom but it wasn't carrying over to the playground, the hallway, the lunchroom, to substitutes, and teacher associates. We felt we needed to do something developmental, proactive and preventative. Ironically, I had read nothing about character education at this point. We got rolling with this

and then character education and citizenship were all over. The President was even talking about it.

Titled the Price Laboratory School Elementary Citizenship Program, this project was implemented during the 1993-1994 academic year. Its purpose was to develop a cohesive community of learners who valued and respected one another. This program emphasized the establishment of an ongoing sense of community through prevention of anti-social behaviors and development of positive citizenship behaviors consistent with the school's commitment to developmentally appropriate practices. The following program elements were initiated and sustained over the course of five years from the 1993-94 school year through the 1997-1998 school year.

Monthly Citizenship Themes

Monthly themes were selected by the Elementary Student Council for each year's citizenship program and were displayed visibly in each classroom. The following themes are a sample of those selected by students:

- Rules & Safety
- Respecting & Valuing Each Other
- Kindness & Courtesy
- Thoughtful Words & Actions
- Cooperation (conflict resolution & problem-solving)
- Friendship
- Good Sportsmanship
- Active Learning
- Goal Setting
- Strengths and Limitations
- Keep Trying: Don't Give Up
- Helping Our Community
- Valuing Our Environment
- Rights & Responsibilities

Elementary Student Council

Each elementary classroom elected representatives (K-5) to the Elementary Student Council. The Council presided over the Citizenship Assemblies, conducted school-wide projects throughout the year, helped advise the administration on problems and concerns and assisted with the Annual PLS Carnival sponsored by the PTP (Parents and Teachers in Partnership).

Elementary Culture Council

The Elementary Culture Council included representatives from grades three through five. The purpose of the Culture Council was to encourage a supportive and inclusive school environment that welcomed students from all cultural backgrounds. Students became members of the Council by volunteering and by invitation from the elementary

principal and the sponsoring teacher. Every effort was made to make the Culture Council representative of the cultural diversity of the student body. Activities of the Culture Council included presentations at Citizenship Assemblies, cultural displays throughout the building, special programs highlighting particular cultures and hosting the Culture Week during the month of May.

Greeter Program

The Greeter Program began at the initiative of the school secretary. She observed that for many students, the school day would start better if the students were met at the door by a friendly face welcoming them into the school. Volunteer teachers, secretaries, custodial staff, parents and university students staffed the program.

Citizenship Assemblies

Once each month the elementary school held a citizenship assembly where classes took turns reviewing the month's theme as part of the assembly. Class presentations included dramatizations of the theme, performances of original songs written by students, slide and video presentations, and presentations of posters and artwork. The following illustrates a typical citizenship assembly:

Opening Songs.....	Music Teacher
Pledge of Allegiance.....	Student Council
Price Laboratory School Pledge.....	Student Council
Review of Last Month's Theme.....	Elementary Class
Featured Presentation.....	Culture Council
Introduction of New Theme.....	Guidance Counselor
	Resource Teacher
Closing Songs.....	Music Teacher

The PLS Pledge

An important component of the monthly citizenship assembly was the reciting of the Price Laboratory School Pledge that was developed by the 1993-94 Elementary Student Council. To frame this pledge, the student council representatives solicited ideas from each classroom to be included in the Price Laboratory School Pledge. These ideas were first synthesized into categories and then into statements that promoted students' ideas. The elementary principal and elementary counselor facilitated this process. The final document read as follows:

I promise to respect everyone at Price Laboratory School, to follow school rules, to value all property, to listen to others, to do my best at learning, and to cooperate. I will not hurt others with my words or actions. I want Price Laboratory School to be a safe and happy place for all.

The PLS Pledge was enlarged, mounted, and laminated for display in each classroom and throughout the building. At the beginning of each citizenship assembly,

the Elementary Student Council led the student body in reciting the PLS Pledge following the Pledge of Allegiance. The PLS Pledge was also recited in most classrooms as part of the beginning of each school day.

Introducing New Themes

At each assembly, the theme for the upcoming month was introduced under the leadership of the elementary guidance counselor and resource teacher. They solicited the involvement of the entire school community. For example, the music teacher and technology coordinator (a musician by avocation) wrote original songs related to various citizenship themes. The drama teacher assisted with skits related to the themes. The elementary art teacher coordinated student art projects that were displayed at citizenship assemblies. The physical education teachers presented on the theme. "Good Sportsmanship." The middle and high school students were even invited to help introduce selected themes.

School-Wide Involvement

Over the course of each month, classrooms implemented the themes in various and unique ways. During the "Valuing Our Environment" theme, one classroom read books on recycling. Another class developed a "Beautification Project" in which sections of the school were assigned to classrooms to maintain. Signs were placed in each section acknowledging which class was responsible for the beautification.

During the "Kindness and Courtesy" theme, the entire school community (secretaries, principals, cooks, janitors, teacher associates, teachers, the guidance counselor, elementary students, and university students) was involved. When a student was caught giving a hand in a "random act of kindness and courtesy" the behavior was described in writing on a green piece of paper cut in the shape of a hand. It was then placed in a box in the classroom. At the end of the day, the hands were read and placed on a large piece of poster paper cut in the shape of a tree. At the end of the month, the trees were brought to the elementary citizenship assembly. Everyone could see students' collective efforts in "Kindness and Courtesy." The trees were also displayed in the cafeteria for the entire school to view.

Citizenship Concern Form

Another example of school-wide involvement in the Citizenship Program was the development of a Citizenship Concern Form. Structured around the Price Laboratory School Pledge, this form was designed to provide a more formalized accountability system for those extreme instances when a student's behavior didn't conform to the spirit of good citizenship as defined by the Price Laboratory School Pledge. When an incident of extreme misbehavior occurred, the supervisor intervened and asked the student to complete the Citizenship Form. The form was then processed with the student and sent home for a parent signature. One copy was given to the principal and one to the classroom teacher. This procedure emphasizes the importance of the character education

principles upon which this program is built It also solicits the cooperation of parents and to the extent possible, places the responsibility for good behavior on the student

METHODOLOGY

Participants

The purpose of this study was to evaluate the effectiveness of the PLS Citizenship Program and its impact on students and classroom climate. Relying upon qualitative methodologies, parents, teachers and students were administered paper and pencil surveys requiring open-ended responses. In addition one parent and five teachers were interviewed regarding their perceptions of the effectiveness of the PLS Citizenship Program and its impact on the moral development of elementary students at PLS. The number of students (preschool through grade five) ranged from 200 to 250 each year over the course of the five years. The school was organized in two sections per grade level (preschool through grade five) with special teachers in special education, physical education, music, drama, art, Spanish, library, guidance and the health office.

Sources of Data

Questions guiding this study clustered around the following: 1) What is a good citizen? 2) To what degree do PLS students display good citizenship? 3) In what areas do PLS students need to improve in demonstrating good citizenship? 4) To what degree is the PLS Citizenship Program an effective tool in building citizenship behaviors in the lives of students? 5) What classroom qualities reinforce these citizenship ideals? Specific interview and survey questions were designed to provide answers to the five questions above but were phrased with the intended audience in mind. They did not necessarily rely upon the specific language of the five principal research questions nor did they appear in the order given above.

Parent Survey: A survey requiring open-ended response was administered to parents in 1993 when the program began. The survey was replicated in 1998. In both instances, parents were encouraged to complete the survey with the input of their child or children and return it to the school. Three items were included on the survey: 1) Identify the three most important characteristics of a good citizen; 2) Identify examples of how PLS elementary students display good citizenship; 3) In what areas do PLS elementary students need to improve as citizens?

Teacher Survey: A survey was administered to elementary teachers in 1993 and again in 1998. Ten teachers completed the survey both in 1993 and 1998. Three items were included in this survey: 1) Identify the three most important characteristics of a good citizen; 2) Identify examples of how PLS elementary students display good citizenship; 3) In what areas do PLS elementary students need to improve as citizens?

Survey of Sixth Grade Students in the 1998-99 School Year To assess the impact of the citizenship program on students from the perspective of those who were in the

program throughout their elementary school years, a paper and pencil survey was administered to sixth-grade students at the beginning of the 1998-1999 school year. They had been in the program from the first through the fifth grades. Thirty-six students completed the survey. Open-ended survey items included the following: 1) The PLS Pledge says: 2) The PLS Citizenship program helped me become a better citizen of my school by: 3) A good citizen is someone who: 4) The PLS Citizenship Program made a difference in my classroom by: 5) The PLS Citizenship Program could be improved by.

Interviews: Six interviews were conducted which included five teachers and one parent. Within that group were two teachers who helped to start the program—the elementary guidance counselor and the elementary resource teacher. Two fifth-grade teachers were also interviewed. One was a veteran teacher and one was new to the building at the time of the interview. The fifth teacher was a veteran third grade teacher. In addition, one parent who was formerly an elementary teacher was interviewed regarding her perceptions of the effectiveness of the PLS Citizenship Program and its impact on students. All interviewees were females. The interviews were structured around the five principal questions upon which the study was focused.

RESULTS

Data obtained from the surveys and interviews was analyzed descriptively to identify response categories corresponding to the research questions on which the study was focused. The presentation of results was organized around the four sources of data including the parent survey, the teacher survey the survey of current sixth-grade students and interviews.

Parent Survey

A survey requiring open-ended response was administered to parents in 1993 when the program began. The survey was replicated in 1998. In both instances, parents were encouraged to complete the survey with the input of their child or children and return it to the school. Sixty surveys (approximately 20 percent) were returned in 1993 and 54 surveys (approximately 20 percent) were returned in 1998. The first question on the Parent Survey asked for a definition of a "good citizen" in terms of three of the most important qualities. The results of this item are summarized on Table 1.

Table 1
Categorical Responses by year for Parent Survey Item 1:
Identify the Three Most Important Characteristics of a Good Citizen

RESPONSE CATEGORIES	1993	%	1998	%
A civic virtue such as "honesty, responsibility or respect"	113	63	134	87
Obedience to laws and rules	24	13	3	2
Maintaining the physical environment of school and city	14	8	3	2
A negative statement identifying what a good citizen is NOT	9	5	12	7
A patriotic characteristic such as "loyalty to country"	2	1	0	0
Involvement in the community	11	6	1	<1
A person who votes	4	2	0	0
A religious virtue	2	1	0	0
Total Responses	179		154	
Total Participants	60		54	

The data on Table 1 suggests that obedience to rules and laws was much more prominent in the thinking of parents completing this survey in 1993 than in 1998. In 1993, thirteen percent of parents associated "good citizenship" with compliance to rules and laws where only two percent appealed to compliance when describing "good citizenship" in 1998. In 1998 a greater percentage of parents framed their responses in terms of one-word civic virtues such as respect, responsibility, kindness and honesty. This may be partially explained by exposure to the PLS Citizenship Program and the civic virtues emphasized in the PLS Pledge. Parents responding in 1993 also showed much greater diversity in their response categories that ranged from religious sentiments to "care for the environment." Parents tended to focus on what a good citizen "was," rather than what it "wasn't." Only seven percent of responses in 1998 and five percent in 1993 were structured as negative statements such as "don't fight on the playground" or "don't push." This may be a reflection of the school's long-standing efforts to emphasize the positive in student behavior and student expectations.

Table 2 reports data from Parent Survey Item 2 that asked how PLS students actually display good citizenship. The results for Table 2 are parallel to those on Table 1 where parents were asked to define "good citizenship." For both items, responses in 1993 were more diverse and less focused than in 1998. In both instances, less than ten percent of responses were structured in negative terms, parents choosing rather to define what students should do rather than what they should not. In addition, a preponderance of responses were structured around common civic virtues such as honesty, respect and responsibility.

Table 2
Categorical Responses by year for Parent Survey Item 2:
How Do PLS Elementary Student Display Good Citizenship?

RESPONSE CATEGORIES	1993	%	1998	%
A civic virtue such as "honesty, responsibility or respect"	84	60	70	70
Students helping each other and older ones helping the younger	19	13	10	10
Obedience to laws and rules	13	9	7	7
Maintaining the physical environment of school and city	11	8	6	6
A negative statement identifying what a good citizen is NOT	7	4	6	6
Being crossing guards	7	4	0	0
Involvement in the community	1	<1	0	0
Total Responses	142		99	
Total Participants	60		54	

Table 3 reports data from Parent Survey Item 3 that asks in what ways PLS students need to improve as citizens. Again, parents were more diverse in their responses in 1993 than in 1998. Parents also tended to rely on one-word definitions of civic virtue to a greater extent in 1998 than in 1993. A significant change can be observed in the number of responses structured as negative statements. In both 1993 and 1998, nearly a quarter of the responses identified what students should NOT do rather than what they should do. This may be explained by the structure of the question where use of the term "improve" implies a behavior deficit that leads to identification of negative behaviors.

Table 3
Categorical Responses by year for Parent Survey Item 3:
In What Areas do PLS Students Need to Improve as Citizens?

RESPONSE CATEGORIES	1993	%	1998	%
A civic virtue such as "honesty, responsibility or respect"	54	56	46	62
Students helping each other and older ones helping the younger	2	2	0	0
Obedience to laws and rules	3	3	3	4
Maintaining the physical environment of school and city	10	10	1	1
A negative statement identifying what a good citizen is NOT	19	21	20	27
Frequency of using the term "respect" in survey response	5	5	5	6
Involvement in the community	3	3	0	0
Total Responses	96		75	
Total Participants	60		54	

Teacher Survey

A survey was administered to elementary teachers in 1993 and again in 1998. Ten teachers completed the survey both in 1993 and 1998. Three items were included in this survey: 1) Identify the three most important characteristics of a good citizen; 2) Identify examples of how PLS elementary students display good citizenship; 3) In what areas do PLS elementary students need to improve as citizens? The results of the teacher survey in both 1993 and 1998 suggest at least two important shifts in the way that teachers describe the characteristics of a good citizen (Teacher Survey Question 1). First, respondents tended to elaborate on good citizenship to a greater degree in 1998 than in 1993. In 1998, teachers tended to use sentences rather than one-word responses when describing "good citizenship." This may suggest a more thoughtful response and a more sophisticated understanding of the attributes of a "good citizen."

Second, in 1993, teachers tended to define "good citizenship" in terms of lower levels of moral development as defined by Kohlberg (1981). They were five times more likely to describe "good citizenship" in terms of compliance to rules such as "following directions when asked to," than they were in 1998. The same teachers responding to this question in 1998 were much more likely to frame citizenship in terms of principles of good conduct such as "being a positive and productive member of society" than they were in 1993. Constructing citizenship in these terms reflects a higher understanding of moral development that transcends compliance behaviors as Kohlberg (1981) demonstrated in his research on stages of moral development.

Third, when asked to define the characteristics of a "good citizen," (Teacher Survey Question 1) the concepts of "respect" and "responsibility" were prominent. The ten teachers responding to Teacher survey Question 1 in 1993, were less likely to use the terms "respect" or "responsibility" in their descriptions of good citizenship than they were in 1998 (see Table 4).

Table 4
Responses to Teacher Survey Item 1:
Identify the Three Most Important Characteristics of Good Citizenship

RESPONSE	1993	%	1998	%
Frequency of Use of Term "Respect" or "Responsibility" in Responses to Survey Item 1	11	36	14	46
TOTAL	30	100	30	100

These results are particularly significant when looking at the ways in which teachers described how students needed to improve their citizenship behaviors (Teacher Survey Question 3). As Table 5 reports, in 1993, teachers were twice as likely to identify deficits in student behavior in terms of a lack of "respect" or "responsibility" than they were in 1998. This inverse relationship would suggest that teachers in 1998 construct citizenship ideals (Table 4) in terms to which they see students actually conforming (Table 5). This pattern is consistent with the emphasis Lickona (1991) places on these virtues. He asserts, "Respect and responsibility are the 'fourth and fifth R's' that schools not only may but also must teach if they are to develop ethically literate persons who can take their place as responsible citizens of society" (p. 43).

Table 5
Responses to Teacher Survey Item 3:
In What Areas do PLS Elementary Student need to Improve as Citizens?

RESPONSE	1993	%	1998	%
Frequency of Use of Term "Respect" or "Responsibility" in Responses to Survey Item 3	12	44	5	22
TOTAL	27	100	22	100

Regarding Teacher Survey Item 2, (Identify examples of how PLS elementary student display good citizenship behaviors), teacher survey responses, in 1998 tended to include general principles of good citizenship where responses in 1993 tended to focus more on compliance to specific behaviors. For example, in 1993, one teacher described student behavior by "not calling other students [bad] names or making put downs." In 1998, the same teacher constructed improvements in student behavior in terms of "doing

their best at learning." The former was constructed in negative terms whereas the latter was defined in positive terms. In 1993, another teacher responded with the statement, "no put-downs." In 1998, she responded that students "show wonderful citizenship!"

Responses to Teacher Survey Question 3, (In What Areas do PLS Elementary Student need to Improve as Citizens?), were more qualified in 1998 than in 1993. In 1998, one teacher suggested that there were no behavioral improvements necessary for students. The same teacher identified three areas for improvement in 1993 having to do with the qualities of cooperation, consideration and tolerance. Other responses in 1998 were modified with terms such as "more consistent", "some students need..." and terms that would suggest an extending of the virtues of citizenship students already possessed. These examples would not only underline an improvement in student behavior but also a maturing of teachers' ability to articulate and define "good citizenship."

Survey of Sixth-Grade Students During the 1998-99 School Year

Thirty-six sixth-grade students (21 boys and 15 girls) completed an anonymous paper and pencil survey composed of five open-ended items. Each student had experienced at least one year in the PLS Citizenship Program and the majority had been part of the PLS Citizenship Program from first grade. Reporting of the results of the sixth-grade student survey were organized around the following five survey items:

Item 1: The PLS Pledge says . . . The purpose of this item was to assess the degree to which students retained the language of the PLS Pledge as common terminology identifying behavioral expectations for the school. The results of this item are reported on Table 6.

As the data for Table 6 indicates, 92 percent of students could either partially or fully remember the language of the PLS Pledge and write it for this survey item. This suggests that most students understand the school's behavioral expectations.

Table 6
Item 1 of Survey of Sixth-Grade Students During the 1998-99 School Year
The PLS Pledge Says . . .

RESPONSE	Number	%
Written partially correct	20	56
Written correctly	13	36
No response	3	8
Total	36	100

Item 2: The PLS Citizenship program helped me become a better citizen of my school by...

The purpose of this item was to determine the degree to which students felt that the PLS Citizenship Program actually had an impact on their behavior.

Table 7
 Item 2 of Survey of Sixth-Grade Students During the 1998-99 School Year
The PLS Citizenship program helped me become a better citizen of my school by . . .

RESPONSE	Number	%
Identified the program as helping them to "...cooperate with other students and other teachers."	9	25
Related the program to its influence on their development of respect for others.	8	23
Framed their response in negative terms defining what they should not do and drawing upon language of the PLS Pledge: "...not hurting others with my words and actions so I don't hurt anyone really bad."	5	14
Responded that the program helped them reflect on their behavior. "...letting me know exactly what rules I needed to follow. The PLS Pledge was easy to remember and helped me think before I did something."	5	14
Stated that the program had no impact on their behavior.	3	9
Related its benefits to the Elementary Culture Council .	2	5
Related the program with their development of responsibility .	2	5
No Response	2	5
TOTAL	36	100

An analysis of the data for Item 2 (Table 7) suggests that the majority of sixth graders (86%) identified the PLS Citizenship Program as a positive influence on their lives. Twenty-five percent cited support for "cooperation." Twenty-three percent cited "respect" as a program benefit. Fourteen percent cited "reflection on their behavior" as a positive influence of the program. Another fourteen percent identified benefits of the program in terms of what they should "not do." Five percent identified the program with helping them with "responsibility," and another five percent saw the program and its relationship to the Culture Council as a benefit to them.

The purpose of Survey Item 3 was to assess what students viewed as the characteristics of a good citizen in operational terms. The data on Table 8 identifies the responses to this survey item.

The majority of students responding to this item (80%) defined a good citizen in theoretical terms as someone who cares, is respectful or responsible. Another 17 percent drew upon compliance to rules and laws, in this case the PLS Pledge, to describe "good citizenship." Three percent defined it in negative terms. For the most part, students framed "good citizenship" in positive terms that reflected the purposes of the PLS Citizenship Program and its emphasis on building a sense of community.

Table 8
Item 3 of Survey of Sixth-Grade Students During the 1998-99 School Year
A good citizen is someone who....

RESPONSE	Number	%
Framed their response to this item in terms of a general ethic of caring about other people. For example, one student said, "...cares about people when they are down or hurt. So I want to make them feel good or do something for them."	13	36
Structured their response around the idea of respect . For example, one student said, "...respects others the way he or she wants to be treated."	12	33
Framed their response in terms of compliance to authority. They associated a good citizen with following the PLS Pledge and obeying the laws.	6	17
Associated a good citizen with the concept of responsibility . One student put it this way: "...is responsible, hard-working, and can have fun working with others."	4	11
Framed her response in negative terms . A good citizen is someone who "doesn't make fun of anybody."	1	3
TOTAL	36	100

Table 9 reports data for Survey Question 4 that asked students how the MPLS Citizenship Program made a difference in their classroom. Seventeen percent of students did not respond to this item. Of the remaining 83 percent, 64 percent framed their responses in terms of an increase in general good behavior, encouragement of respect and promotion of listening and attention to academic tasks. It is interesting to note that two students (five percent) constructed the program as a "reminder" of what is right and wrong. Two other students associated the program with the Culture Council that was created to promote sensitivity to multicultural values. Most students structured their responses in positive terms. However, five students framed statements that identified what they should not do rather than what they should do.

Table 9
Item 4 of Survey of Sixth-Grade Students During the 1998-99 School Year
The PLS Citizenship Program made a difference in my classroom by...

RESPONSE	Number	%
Ten students found the PLS Citizenship Program made a difference by helping them be better citizens in their general behavior . One student said, "...helping us cooperate with each other."	10	28
No response to this item.	6	17
Specifically mentioned respect . One student said it this way: "...by training us to respect everything and to be nice to all people."	5	14
Framed their response in negative terms. One student said, "...encouraging kids not to do something that's wrong."	5	14
Associated the program with improving their listening and attention to assigned tasks. One student said, "...helps people listen to the teacher and really concentrate on school."	5	14
Specifically used the term " reminder " when describing the effectiveness of the program. One said, "...reminding us what's right and wrong."	2	5
Specifically mentioned the Elementary Culture Council when talking about the difference the program had made. One student said, "...giving us (the classmates) the chance of knowing about other cultures and understand people from other countries."	2	5
Found that the program made a difference because "...it helped the students...realize that they themselves can make a difference."	1	3
TOTAL	36	100

Table 10 reports the results of Survey Item 5 that asked students to identify how the program could be improved. Approximately 30 percent either did not respond to this item or indicated that the program was fine and did not need to be changed. Nearly 30 percent suggested miscellaneous changes that could be made to the program ranging from harsh punishments to a Citizenship Club. Over 30 percent of the students suggested that it needed to be more fun including more variety in program aspects.

Table 10
Item 5 of Survey of Sixth-Grade Students During the 1998-99 School Year
The PLS Citizenship Program could be improved by ...

RESPONSE	Number	%
Suggested that it needed to be more fun. Some suggested more interesting programs, better songs, a new pledge and programs that were more fun.	14	39
Suggested miscellaneous improvements including punishments that are harsher, forming a Good Citizen Club, getting more people involved in the program and having dialogue about the appropriateness of behavioral consequences.	10	28
Responded that the program was good the way it was and needed no changes.	8	22
No response	4	11
TOTAL	36	100

Interviews

Six interviews were conducted which included five teachers and one parent. Within that group were two teachers who helped to start the program—the elementary guidance counselor and the elementary resource teacher. Two fifth-grade teachers were also interviewed. One was a veteran teacher and one was new to the building at the time of the

interview. The fifth teacher was a veteran third grade teacher. In addition, one parent who was formerly an elementary teacher was interviewed regarding her perceptions of the effectiveness of the PLS Citizenship Program and its impact on students. All interviewees were females. The interviews were structured around the five principal questions upon which this study focused.

What is a Good Citizen?

Interviewees responded to this question by appealing to the school's philosophy and the development of the individual in a social context. They saw this philosophy being translated into practice through the citizenship program. One teacher put it this way:

A person who understands their responsibility to make a community of learners. They use their individual rights for the common good. They are interested in learning. They care about each other.

Teachers also associated "good citizenship" directly with the PLS Citizenship Program and the PLS Pledge in particular. One teacher explained the connection between the PLS Pledge and good citizenship this way:

a

I think we defined it in the citizenship pledge when we said make sure you are following school rules, valuing property, doing your best at learning, respecting other people. I think that really defines it. You are looking at how your part fits into the whole and you aren't just an individual doing what you want to do... you are there to make sure that the whole experience is successful for the classroom and that you are not causing conflicts so that other people have their learning interfered with... and so that you are not interfering with your own learning as well.

All interviewees defined good citizenship in terms of the individual student's relationship to the group and the influence of the group on the individual. One teacher referred to this process as students "getting out of themselves" or "considering the needs of others." This process is gradual and developmental. In getting student "out of themselves" one teacher put it this way:

With the younger kids that is a gradual process. In the beginning of the year some of them just can't do that. We just have to keep reminding them and having them model after students who are able to do that.

Modeling does not happen in student-to-student relationships alone. As Bennett (1998) points out both adults and children influence the moral lives of children. "We—all of us, but especially the young—need around us individuals who possess a certain nobility, a largeness of soul, and qualities of human excellence worth imitating and striving for. Every parent knows this, which is why parents are concerned with both the company their children keep, and the role models they choose. Children watch what we

do as well as what we say, and if we expect them to take morality seriously, they must see adults taking it seriously" (p.46).

Building on this concept, one teacher described the importance modeling plays for children who are predisposed to be "followers" in a social setting.

But the 10-15 percent who are the followers will more likely follow the positive when you have a program like ours... if you let it alone they would more likely follow the negative. It's that 10-15 percent who are followers and you want to focus on them to get them to follow the mainstream as opposed to following [negative models]. Those are the key ones you have to work on.

This teacher clearly saw the developmental philosophy of the school as a support structure in helping students to voluntarily follow positive models rather than the negative ones.

To What Degree Do MPLS Students Display Good Citizenship?

When asked how students performed in the area of citizenship, teachers were very optimistic. One teacher described her class by saying, "We have students who want to treat each other with respect. They want to help each other." Where there were areas of behavioral concern teachers saw the need to extend social skills students already possessed. For example one teacher cited the social development of her students in the context of a bakery project they conducted throughout the school year:

Let's say we go in to do our bakery. We have to stop sometimes... and they have to work constantly on identifying what went well and what didn't. It's a long process. But by the end of the year we don't even have to have the assembly line set up. The third graders can walk in that kitchen, set up everything they need and it only takes one adult in there. They run the place. I am just floating around but it is not something that just happens. It's a long process.

When asked about the relationship between the way the classroom was structured and the way students performed as citizens in their classroom, several teachers constructed the citizenship program in terms of sharing decision-making and encouraging students to develop the classroom rules and guidelines. One teacher put it this way:

Well I do think that the elementary citizenship plan has created a structure for us to work out of. It sets the standards and makes clear the ideals. I see the teachers working out of that framework in their classrooms as well and then personalizing that to fit what is going on in their classroom. For example, several classroom teachers work with their classes to come up with class rules together. So getting the children's input is very important.

Teachers also related the good citizenship behaviors of their students to specific aspects of the MPLS Citizenship Program. In particular, one teacher talked about the value of the PLS Pledge and how it was used in her classroom:

And we refer back to [the MPLS Pledge] again. I say, "What is your job now?" And they say back. "My Job is to make this a safe and happy place. " They will repeat back the lines from the pledge. They know it and have it memorized... they can apply it without necessarily being reminded to go back to the pledge. They know this is what they are supposed to do.

Teachers also discussed the difference between self-evident universal principles of behavior and specific rules or procedures. In this same context they also placed importance on the construction of what students "should do" rather than what they "should not do." They saw the MPLS Pledge as a set of general principles that guided the social focus of the school-helping student performs as "good citizens." When asked about the development of classroom rules and students' place in that process, one teacher put it this way:

They are more general guidelines. They are not rules. Rules are more procedures and that comes later. Those are specific behaviors that help us to reach that goal. So there is a difference between what we consider to be a rule or a guideline. That is a general thing that the kids are able to identify/pretty easily. If you get the kids focusing just on identifying what are really just procedures, they tend to be pretty hard on each other. That's all you would get done. You could list a million of them. Your room would just be bound by all of these "do nots." I guess I feel more like we identify what we do.

In What Areas do MPLS Students Need to Improve in Demonstrating Good Citizenship?

When identifying areas for improvement in student social performance, teachers constructed their responses in terms of extending what students already know to do and are doing in their classroom, school and community. One teacher put it this way:

We work really hard on not letting our individual rights disturb someone else 's learning. We see other [middle school] students doing that and that is difficult. They know it, they recognize it, and they talk about it. I think the things we are doing are good. I think we understand that we are all part of a community and the responsibilities that we have in that. We need to broaden that community to the neighborhood, to the city, to the county. We need to look at service to those as well as serving ourselves. Getting into service learning, making it a true learning experience they can be proud of and feel that they have contributed to that community.

By contrast, Medved (1998) describes a general helplessness felt by many parents seeking to raise their children under the safe umbrella of moral principles in a culture that has lost its moral compass. He says, "...today, even the most conscientious and protective

parents feel helpless when it comes to shielding the innocence of their children. Moreover, this careless cultural assault on the innocence of small children can be directly connected to the development of more dangerous behavior in maturing adolescents" (p.5). He goes on to suggest that today; children are being raised under paradigm of "preparation for adulthood" that replaced the traditional paradigm of "childhood protection." He cites the erroneous belief held by many that, "...children must be exposed early to adult experiences in order to survive in an increasingly complex and uncontrollable world" (p. 5).

This sentiment was echoed as well throughout one teacher's comments. While her experience was somewhat unusual and not typical of all classrooms, she described problems she encountered with two students who began the school year by exerting negative social leadership in her classroom.

I am not seeing maliciousness, fist fights, smarting off in a really inappropriate way. What I am seeing are students who are full of themselves, a joke a minute, thinking they don't have to do this or that. Let's laugh it off... attitude stuff. I see this in my own children at home at times, in the neighborhood. We're talking culture here too. You watch anything on TV, there's a quip a second.

Consistent with the school's developmental philosophy, this teacher saw community building and the development of student leadership as an antidote to the negative behaviors of a minority of her students. She expressed it this way:

I would love to develop some clear leaders in my classroom. I want the girls who are quiet and bright, really bright but quiet, to have the self-esteem to become leaders in that classroom. And I also want some of the hoys who sit back and don't approve of some behaviors but aren't confident in their own skills, to be leaders, to achieve that. So I want them to become more of a community where they care about each other's behavior, their learning and growth as individuals.

Kohn (1996) expresses the dilemma often faced in this regard when he says, "We may not know exactly what to do when kids are disruptive or disrespectful or otherwise disagreeable, but in order to do any good, our point of departure should always be this: *How can we work with students to solve this problem? How can we turn this into a chance to help them learn?... it takes effort to look at misbehavior as an opportunity to teach*" (p. 121).

To What Degree is the MPLS Citizenship Program an Effective Tool in Building Citizenship Behaviors in the Lives of Students?

When discussing the value of the MPLS Citizenship Program, teachers repeatedly identified the importance of common behavioral expectations that translated into common language. They saw this as particularly important in its transfer value for special areas, recess and the lunchroom. Focusing on the MPLS Pledge as a symbol of the Citizenship Program, one teacher put it this way:

We do say the pledge every morning. They know it and they are respectful towards it. I think that has been a big help. They know it. They know the words and everybody knows the same words.

The parent interviewee saw the value of the MPLS Citizenship Program and reciting the MPLS Pledge as a way of communicating behavioral expectations:

But a lot of kids don't come knowing those things. I think it is good if they are saying those things everyday so they know those are the expectations. And when they do stray from those, it is no surprise and they can be held accountable. They knew what was expected. I think that is great.

Another teacher saw recitation of the PLS Pledge as a valuable ritual that reinforced citizenship expectations. When asked how the PLS Citizenship Program influenced the lives of children, she said:

It does that through two elements: common language and ritual. We have some routine things that we do together and a common set of terms. If I talk to students about being a good citizen, that is going to trigger something. Students aren't going to wonder what I am talking about. They know. Sometimes in my classroom... students will quote citizenship themes, they will break out spontaneously in the respect song, they will speak of the pledge.

Teachers also talked about the value of common experience as a unifying influence on the school as a whole. Despite the fact that some teachers were more enthused and involved in the program than others, one teacher said:

I think that the teachers feel that something is being done. It is one thing to whine and cry about it. It is another thing to do something about it and do something about it as a unified approach... teachers would exchange articles and we would talk and discuss this material and ask how we could expand our own knowledge base and do this better. With our teachers it just blossomed to service learning, this idea, that idea...the assemblies have been the most successful. We have had mixed involvement. Some people are very involved in the citizenship themes. Other people have not been as involved. But it has still heightened awareness. The lads are still seeing it. The teachers are still hearing it and people do participate in varying degrees... I think everyone has been pleased with the assemblies and the unified citizenship theme it provides for us.

What Classroom Qualities Reinforce These Citizenship Ideals?

Teachers repeatedly identified the developmental quality of the classroom setting as the basis for the MPLS Citizenship Program. Without an underlying understanding about the value of shared decision-making, project work, hands-on learning and a host of other developmentally appropriate teaching strategies, which build community in the classroom, all teachers understood that the MPLS Citizenship Program would be

ineffective. One teacher clearly identified the ubiquitous influence of the teacher throughout the school day in all aspects. When asked what aspects of the environment influenced the way student behavior was shaped, she said:

It starts with the greeter program in the morning. They are conveying to the child that they care and it is the little things that add up for to big things. That starts out the day for the kids. Then it moves into the classroom where the teacher talks to them and demonstrates that she cares about them by asking what they did last night. That goes through all the lessons as well. It is the things the teachers say to them, it's the structure of the lesson. Is the lesson interesting so the child has the opportunity to shine and show his strengths? It is the teacher capitalizing on her strengths so students feel that they are part of the group and that they can contribute to the classroom.

Another teacher identified the sharing of power in the classroom and in the school as an invaluable aspect of the program that helped to validate the place of students in the school community. When it was suggested to her that it would be more efficient in terms of time for teachers to dictate citizenship themes to students rather than having students develop them, she responded:

Oh sure. But if the kids are involved in the process they will have more ownership and feel a greater sense of responsibility. Establishing the elementary monthly citizenship themes could be done the second day of school. But we have sent out our memo to all the teachers and each student council representative from the respective classes are working with their class to bring the ideas. We are meeting next Tuesday and that group will decide the themes. Then we will be presenting that next Friday, as you know to the rest of the elementary students. Student Council is one of the structures that help to develop an authoritative rather than authoritarian atmosphere in the school.

Another teacher echoed this sentiment when describing her aspirations for citizenship in her classroom:

And I want them to feel that this is something they have bought into and it is important to them. It isn't just something that has been laid on them by a teacher. That's the only way it will work.

DISCUSSION

It is well documented that parents are not only supportive of schools teaching values but are asking for this instruction for their children. Lickona (1991) reports, "There are...reasons for optimism that families and schools can operate as allies. Recall the large majority of parents who tell the public opinion polls that they want schools to 'teach morals.' Not all of them are passing the buck. Many are saying, 'We're willing to do our part, but we need some help'" (p. 36). Medved (1998) reports, "Parents do think the school should teach values... a 1993 Galiup poll [indicated] that 90 percent of parents

agree that public schools should teach the Golden Rule, moral courage, caring, ethnic tolerance, and honesty" (p. 104).

As indicated earlier, the MPLS Citizenship Program began from a general anxiety on the part of teachers that students were not showing the quality of respect and responsibility throughout their school day that teachers and parents expected of them. Price Laboratory School has never suffered the effects of widespread violence, disrespect, incivility and vulgarity that have plagued many schools. For example, the elementary principal received very few student discipline referrals in his office. Fights on the playground were unusual. Students seldom if ever talked disrespectfully to teachers. However, teachers perceived that a growing minority of children was not conforming to the standards of good citizenship that produced a healthy school environment. Teachers felt there was a subtle but significant downward spiral in student engagement as good citizens. That sentiment coupled with strong support from parents, produced the beginnings of the MPLS Citizenship Program. But it was the continuation of this program that led us to ask some very important questions. What is good citizenship? How did MPLS students display good citizenship? Where did they need to improve? Did the MPLS Citizenship Program inspire good citizenship? If it did, how was that connected to the qualities of the classroom? In the following discussion drawn from the data collected for this study, a partial answer to these questions is provided.

"Compliance to rules and laws" was much more present in the comments of teachers and parents in 1993 than in 1998. When asked about the qualities of a "good citizen," in 1993, parents and teachers tended to cite compliance to rules and laws rather than community building. The reverse was the case in 1998. As Kohn (19%) asserts in his book Beyond Discipline: From Compliance to Community. "The next step is to recognize that trying to keep control of the classroom and get compliance, as virtually every discipline program assures us we must, is inimical to our ultimate objectives" (p. 62). Not denying the importance of following rules and laws, responses in 1998 from both teachers and parents suggested a more layered and complex concept of "good citizenship." They constructed it in terms of positive general values students should display in their everyday lives in the classroom rather than simple and possibly unreflective and detached compliance to school rules.

Both teachers' and parents' definitions of "good citizenship" were more focused in 1998 than in 1993. Responses from both teachers and parents in 1998 tended to be constructed as general civic virtues such as kindness, caring, respect and responsibility. In 1993, responses ranged across the moral spectrum from compliance to rules and laws to care for the environment and picking up litter. This observation may have two very distinct interpretations. Placing the most positive construction on this characteristic, responses in 1998 could reflect a more advanced and focused sense of what good citizenship should be. Clearly, the familiarity of the program, the language of the PLS Pledge and the citizenship themes worked to focus the thinking of students, parents and teachers around a common set of values expressed with common language. This is consistent with the research findings of Leming (1997) in his study of the Heartwood Institute's "An Ethics Curriculum for Children." He found, "Many teachers felt that a

major benefit of the program was that it gave students and teachers a common language and frame of reference for an objective that they felt was important, but didn't know quite how to approach" (p. 20). This response is consistent with that of MPLS teachers who referred frequently to "common language" and as one interviewee put it, "a common set of terms" and "ritual."

On the other hand, a darker and more pessimistic interpretation of this data would conclude that the narrowing of the language describing "good citizenship" could reflect conformity to a prescribed orthodoxy devoid of moral imagination and genuine moral engagement. Again Leming (1997) asserts that, "The development of character involves more than just behavior. It also involves doing things for certain reasons, and because one feels about things in certain ways" (p, 28). The survey of sixth graders during the 1998-199 school year found that most could recite the PLS Pledge after having left it behind in the fifth grade. Clearly, recitation of the PLS Citizenship Pledge by itself only increases the likelihood that students understand school expectations. It does not guarantee any personal commitment on their part to make moral decisions.

The PLS Citizenship Program was wedded to the school's philosophy and as such reflected an emphasis on the development of the whole child in a social setting. Consistent with the school's philosophy, parents, teachers and students tended to avoid phrases constructed in negative terms when describing "good citizenship." In surveys and interviews in both 1993 and 1998, parents, teachers and students described what students should "do" rather than what they should "not do." This is reflective of a "positive" school culture, which teachers have worked diligently to build around mutual respect and student engagement. Expressed as positive statements rather than negative statements, this sentiment is also revealed in the ways teachers talk to students about their behavior, teachers' interest in engaging students in decision-making in the classroom and the ways teachers view the distribution of power within the classroom. Kohn (19%) explores this idea when he says, "If we are committed to moving beyond discipline, we need an engaging curriculum and a caring community. But we need something else as well: the chance for students to make meaningful decisions about their schooling.... Community is not enough; we need autonomy, too. In fact, when both of these features are present, there is another way to describe the arrangement that results: it is called democracy" (pp. 118-119).

Data from this study suggests teachers perceive students as more respectful and responsible in 1998 than in 1993. Two sources of data support this conclusion. In 1998, teachers were more likely to describe "good citizenship" using the terms "respect" or "responsibility" than they were in 1993. However, when describing how students needed to improve their behavior as citizens, teachers avoided these terms. This would imply that by teachers' own definition of "good citizenship" students were doing a better job in 1998 than in 1993. A second indication can be drawn from the structure of teacher responses. Teachers' statements were more qualified in 1998 than in 1993 regarding needed improvements in student behavior. In 1998, teachers tended to describe how students needed to extend virtues they possessed as distinguished from responses in 1993 where teachers talked about student behavior in terms of deficits.

Data from this study suggests that aspects of the program reinforce and focus the role of adults as positive models for students. The role of adults as models for students is hardly debatable. Clearly, children learn from the models that are set before them. One teacher interviewed for this study captured a snapshot of this dynamic when she reflected on the greater program and her experience in the school over a long period of time. She said:

I have been here 17 years now. Within the last year or so I have noticed more and more students spontaneously opening the door for me than ever in the past. It gives me the opportunity to thank them for being a good citizen. There again it is language. I am using the language and they know what it means. They are modeling -what they see adults doing.

If students emulate adults in a simple gesture of courtesy like opening a door for another person, we can be confident that the thousands of little things that developmentally-minded teachers do every day to include children in the life of classrooms in a genuine way, make a difference in the lives of students. Kohn (1996) illustrates this point when he says, "You may be familiar with the hoary educational adage that teachers should not smile until Christmas...that is, that they should be severe and controlling for months and only then relent a bit, displaying a bit of kindness and revealing themselves to be actual human beings...It is difficult to imagine an approach more out of step with everything we know about child development and learning...the available research clearly demonstrates that nice teachers are highly effective...[and refutes] the myth that students learn more from cold stern, distant teachers'....except, of course, that they may learn to be cold, stern and distant themselves" (p. 65).

IN CONCLUSION

From the start, teachers saw the MPLS Citizenship Program as a concerted and collective expression of the school's philosophy and an integrated part of the curriculum. As distinguished from an isolated add-on program set apart from the goals of the school, the MPLS Citizenship Program would be imbedded in the thinking of teachers, it would be an integral part of the curriculum as teachers interacted with students day to day. It was not professionally insulting to teachers. Rather, as they found their voice in the program they would find a place for the child's voice as well. Kohn (1996) echoes this when he asserts, "The temptation is to turn to books or workshops that offer recipes that is specific prescription for what to do, how to talk, even where to stand, when students do something objectionable. But there is reason to be deeply suspicious of this kind of advice. It's disrespectful to teachers when someone proposes to replace their judgment with a packaged response" (p. 122).

One of the teachers interviewed for this study keenly illustrated the professional judgment cited above when identifying the greatest strengths of the citizenship program and the prominent place given to the children themselves. She said:

I think school-wide community building is one of the biggest strengths, the fact that we all rally and get together as an elementary school once a month...and the fellowship it has created among the teachers and the students. We aren't short on agenda items [for the citizenship assemblies]. People ask if they can get on the agenda. All the teachers are child-focused and they want the children to participate. A given teacher could stand in front of the group in the auditorium and talk about student projects. Instead, teachers say a few words and turn it over to the children.

Based upon an analysis of the survey and interview data collected for this study, it may be concluded that the MPLS Citizenship Program influenced the lives of MPLS students and had an impact on the learning environment in which they lived and worked. However, the most powerful evidence of the program's influence on students may be drawn not from a clinical analysis of research data alone, but also from the voice of the teacher, from the heart and soul of the classroom. The following "snapshots," illustrated in the words of one teacher, not only capture the power of "turning it over to the children" but also provide a fitting capstone to this study:

...from the experience of a fifth-grade boy who has severe learning problems... I went to the [fifth grade] class and asked who would like to be a peer tutor. I was thinking maybe four students would volunteer and I would train those students individually. The whole class said they would be peer tutors for that student...the teacher and I...didn't want to burden the other students. You sometimes hear people say that keeping [special education] students in the regular classroom just places a further burden on other students and their learning is going to be hurt... We didn't want to do that. That is why we opened this up as a choice and everybody said yes. I did the training and then I had a survey that went to everyone. I asked why they wanted to do this and why they would be good as a tutor. It was touching to read the comments. I would say nearly all of the class said that "wanting to help another person" motivated them. Some said that they wanted to be a teacher and that would be good training for them. Others said they wanted to know this boy better and that is why they wanted to tutor him.

...The same thing was true of a second grade boy who was often disruptive in class. The teacher just praised him and expressed what a great day he had. Then she said he [had behaved well] during art. The whole class cheered for him... to have the whole class cheer spontaneously and be proud of him... to me that is citizenship and it says that the program is working. It is like a little snapshot that says this is working and we are doing something positive here. We have done something to build community.

BIBLIOGRAPHY

- Bennett, W.J. (1998). The death of outrage. New York, NY, The Free Press.
- Bigelow, B. & Christensen, L. (1994). Promoting social imagination through interior monologues. In Rethinking Our Classrooms. Milwaukee, WI: 110-111.
- Coles, R. (1989). The call of stories: teaching and the moral imagination. Boston, MA, Houghton Mifflin.
- Etzioni, A. (1992). The spirit of community: rights, responsibilities, and the communitarian agenda New York, NY, Crown Publishers.
- Kohlberg, L. (1981). Essays on moral development vol 1: The philosophy of moral development and essays on moral development vol 2: The psychology of moral development. San Francisco, CA: Harper & Row.
- Kohn, A. (1996). Beyond discipline: From compliance to community. Alexandria, VA. Association for supervision and Curriculum Development.
- Leming, J. S. (1997). Research and practice in character education: A historical perspective. In A. Molnar (Ed.), *The Construction of Children's character: Ninety-sixth yearbook of the National Society for the Study of Education* (pp. 31-44). Chicago, IL: The University of Chicago Press.
- Leming, J.S. (March 1997). An evaluation of the Heartwood Institute's "An Ethics Curriculum for Children". Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Lickona, T. (1991). Educating for character: how our schools can teach respect and responsibility. New York, NY, Bantam Books.
- Lickona, T. (1993, November). The return of character education. Educational Leadership. 8-11.
- Medved, M. and Medved D. (1998). Saving Childhood. New York, NY, Harper CoUns Publishers.
- Nielsen, L.E. (February 1997). Ethics and character education: Theoretical perspectives and classroom practices. Paper presented at the annual meeting of the Association of Teacher Educator's, Washington D.C.
- Nielsen, L.E. (1997, Fall/Winter). Research summary: The status of character education from the perspective of state departments of education. Social Studies Review. Journal of the California Council for the Social Studies 37, 20-22.

Ryan, K. (1996). Character education in the United States: A status report. Journal for a Just and Caring Education 2, 75-84.

Wiley, L. S. (1998). The comprehensive character-building classroom: A handbook for teachers. DeBary, FL, Longwood Communications.