

Leigh B. Pittman. The Role of the Elementary School Library in North Carolina's Character Education Curriculum. A Master's paper for the M.S. in L.S. degree. April, 2003. 52 pages. Advisor: Evelyn H. Daniel.

A questionnaire survey of school librarians in the elementary public schools of North Carolina was conducted to determine how and how much schools participate in the character education curriculum. An analysis of the one hundred eight schools that participated revealed that schools with larger student populations appear to place more emphasis on character education than do schools with fewer students. In addition, schools in more urban locations emphasize character education more than those in predominantly rural locales. The school librarian's number of years of experience at a particular school and age were also examined and show that more experience results in more passive methods of implementation, whereas less experienced librarians display more active methods.

This study also provides concrete ideas for implementation in character education programs for school librarians, such as posters, displays, book talks, and character trait subject headings in the cataloging system. A bibliography of titles used by North Carolina school librarians to provide a literature connection to character education is also included.

Headings:

School libraries - Character education

School libraries - North Carolina

Reading and morals

Ethics

THE ROLE OF THE ELEMENTARY SCHOOL LIBRARY
IN NORTH CAROLINA'S CHARACTER EDUCATION CURRICULUM

by
Leigh B. Pittman

A Master's paper submitted to the faculty
of the School of Information and Library Science
of the University of North Carolina at Chapel Hill
in partial fulfillment of the requirements
for the degree of Master of Science in
Library Science

Chapel Hill, North Carolina

April, 2003

Approved by:

Advisor

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Introduction

In 1996 character education was incorporated into the Standard Course of Study by the North Carolina Department of Public Instruction through a grant from the United States Department of Education (“NC Partnership”). The specific character traits included in the Standard Course of Study are respect, responsibility, caring, integrity, fairness, citizenship, courage, perseverance, self-discipline, and good judgment. Teachers are expected to incorporate these character traits into the curriculum through the English/Language Arts, Social Studies, and Healthful Living courses in kindergarten through the eighth grade.

I became interested in how school libraries fit into the character education program when I observed many elementary school librarians teaching lessons in character education using children’s literature - a very traditional approach in the school library. As a result, I wanted to survey elementary school librarians throughout North Carolina to determine which books they used for such lessons. Even further, I wished to sample and collect other ideas and ways in which the school library can contribute to the overall character education program of the school.

It is my intention for this study to be beneficial to school librarians, teachers, and administrators by serving as a clearinghouse for ideas for implementation in the school library. Having the support of this research can provide a measure of comfort and validation for the choices currently being made by some school librarians, and can

provide a wealth of ideas for others who may feel uncomfortable with their current level of involvement in the school's character education program.

Relevant Literature

The History of Character Education

In the earliest days of education in the United States, the Bible served as the primary focus of religious and moral teachings in our schools. Conflicts arose regarding which version of the Bible should be used and the McGuffey Readers, written by William McGuffey, were used to teach children the "natural virtues - honesty, hard work, thriftiness, kindness, patriotism, and courage" ("History," 2001).

Many of our nation's heroes and figures of authority have espoused the ideals of character education. The United States founding fathers believed that people of a democracy were in special need of character education since the people themselves governed. Democratic virtues, those same traits considered "natural virtues," were held in high regard ("History," 2001). Benjamin Franklin said, "Nothing is more important to the public weal than to train up youth in wisdom and virtue" (Wichita, 2002). Two hundred years later Martin Luther King, Jr. stated, "Intelligence plus character - that is the goal of true education" (King, 1947, para. 6).

Character education suffered a decline in the 1960s when a popular slogan of the day was, "Don't trust anyone over thirty." According to Kevin Ryan (1986) teachers abandoned "their moral authority and retreated to the role of technician" (Ryan, 1986, para. 11). New approaches to moral education emerged. Many people espoused logical

positivism, a belief that there is no right or wrong. Others argued for moral relativism in which all values are relative, and for still others there was an increasing emphasis placed on pluralism that questioned whose set of values should be taught (Ryan, 1986; see also “History,” 2001). The common element here was that character education was intellectual, with scant attention to actions. “Ought was out during this period. It represented ‘the cold hand of orthodoxy’ and an authoritarian stance with which few teachers were comfortable” (Ryan, 1986, para. 17). William Kilpatrick (1997) called this period a “dead-end” on the road of moral education and not merely a “detour.” Many educators believe that the new approach to character education today is the re-emergence of the themes of yesteryear - an emphasis on what children ought to do and be like (Kilpatrick, 1997; “History,” 2001; Ryan, 1986).

The State of Character Education Today

Character education is once again becoming a well-respected part of the school curriculum. After a rash of school violence culminating in the horrific events at Columbine High School in Colorado in April of 1999, people of the United States appear to be clamoring for more moral or character education in the public school system. (Matera, 2001). In 1996 the North Carolina Department of Public Instruction was awarded a three-year, United States Office of Education grant for developing a character education partnership (“NC Partnership”). Since then almost forty states have received similar funding. This development does not come without its critics. Many argue that character education may undermine values taught in the home and that it has little or no impact on standardized test scores (Otten, 2000). In order to overcome this argument, it

is crucial to gather a “critical mass of support or consensus among the stakeholders” (Huffman, 1994, p. 10) of a community. In North Carolina the Student Citizen Act of 2001, which mandates that local boards of education develop and implement character education programs, requires input from local communities in doing so (“Character Education”). Thus, the consensus or decisions from the educational stakeholders of the community should reflect the values of the community at large (Otten, 2001). Moreover, it has been found that “many schools with successful character education programs have observed ... higher performance on standardized achievement tests” (Wynne & Ryan, 1997 as cited in Otten, 2000).

According to a document released by the North Carolina Department of Public Instruction (“Character Education,” para. 5) in 2002, character education “is, or can be, a key component” in many areas of our schools, including:

- Improving school and classroom climate
- Creating safer and more caring schools
- Closing the achievement gap
- Helping address teacher recruitment and retention
- Academic achievement for all
- Academic integrity
- Professional ethics
- Athletic and extracurricular participation
- Health and physical education
- Service to others
- Community building and commitment

Many professionals have opinions on the basic tenets of today's character education. The Character Education Partnership sets forth eleven basic principles of which all character education programs should be mindful (Lickona, et al, 1995). These eleven principles correspond with "the five Es" of the new moral education espoused by Kevin Ryan (1986).

- **Exhortation.** Schools must develop a set of core values, take an "intentional, proactive approach," and "strive to develop students' intrinsic motivation" (Lickona, et al, 1995, items 3 & 7). Ryan (1986) calls these principles "exhortation." Teachers and other adults need to stand up to their own basic values and urge their students to do likewise. North Carolina has adopted the following ten character traits as the core of its character education curriculum: respect, responsibility, kindness, integrity, fairness/justice, citizenship/civic virtue, courage, perseverance, self-discipline, and good judgment.
- **Explanation.** Character education needs to have elements that affect students cerebrally, emotionally, and behaviorally as well as a full academic curriculum that is meaningful and challenging (Lickona, et al, 1995). Ryan (1986) would liken these principles to the "explanation" component of effective moral education.
- **Environment.** Schools need to be mindful of the "environment" (Ryan, 1986) they are creating. It ought to be a caring community with both the faculty and staff adhering to the same standards expected of the students (Lickona, et al, 1995).

- **Example.** Quality character education requires moral leadership from both the school's staff and its students (Lickona, et al, 1995), thus providing an "example" (Ryan, 1986) to follow.
- **Experience.** To assure effective character education, students must "experience" (Ryan, 1986) opportunities to extend themselves into the life of the community or of others through "opportunities for moral action." Recruiting "parents and community members as full partners in the character-building effort" can facilitate this principle (Lickona, et al, 1995).

The Character Education Partnership adds an additional component that could be considered a sixth "E" for Ryan's (1986) model - evaluation. There should be continual assessment of the character of the school climate, the staff, and the students to assure the success of such a program (Lickona, et al, 1995).

How Can the School Library Contribute to a Character Education Program?

School libraries and the school librarians who run them have a unique role in the school setting. *Information Power* (AASL & AECT, 1998) defines four major roles for the school librarian - teacher, instructional partner, information specialist, and program administrator. This enables school librarians to make significant contributions to the management of a school campus. The American Association of School Librarians maintains that school librarians work cooperatively with teachers, students, parents, school administrators, and community members. They are able to see the school's curriculum from a broad perspective. They are able to work with every student in the school, regardless of ability, grade level, or curricular area, and they design the library

media center program with a mind to the needs of the total school program (AASL, 2001). This provides the school librarian with an approach to all eleven of the basic principles of character education espoused by Lickona, Schaps, and Lewis (1995), as well as the “Five Es” of such a program developed by Ryan (1986).

As teacher, the school librarian has daily interactions with more students than almost anyone else in the school building. Classroom teachers are responsible for the instructional care of anywhere from eighteen to twenty-eight students, on average, whereas the school librarian can see that number multiplied by the number of classes on the campus. He/she is in a position to form relationships with all students in the school and “exhort” (Ryan, 1986) them to follow a standard, collective set of moral behaviors. Many people on the school campus look to the school librarian for guidance in “assessing, evaluating, and using information in effective and ethical ways.” (Harada & Donham, 1998) Donna W. Brown, Librarian at Hammonton Middle School in New Jersey, suggests that school libraries should set a standard of character from the beginning of the school year. One of the first lessons taught in the media center should be a class on Internet etiquette, plagiarism, and copyright laws (Brown, 2001). Even at the elementary level, modified classes in such ethical responsibilities could be undertaken, thus utilizing the school librarian’s role of teacher.

As teacher and as instructional partner, the school librarian can help students “experience” (Ryan, 1986) character education. In response to the suggestion of Lickona, Schaps, and Lewis (1995) that character education needs to have elements that affect students cerebrally, emotionally, and physically, the school librarian as teacher can use literature and the power of the story in his/her own lessons and in collaborative

lessons with the classroom teacher to engage students in effective character education lessons. Using scenarios to teach character education can cause a child to think about situational anecdotes, but stories are more predisposed to allow children to “feel” (Hall, 2000).

As program administrator, school librarians can affect the “environmental” component (Ryan, 1986) of character education. Recall that one of the important elements of a quality program is creating a caring community where faculty and staff adhere to the same standards expected of students (Lickona, et al, 1995). School librarians can use the school library as a tool in such character building. Bulletin boards, display cases, and bookmarks can continually highlight character education components and examples of persons of character. In addition, book talks, author visits, book clubs, and library-sponsored contests can be aspects of the school library program that extend character education (Brown, 2001).

As information specialist, the school librarian has an important and unique role to play in character education. With the emergence of the Internet, more than ever, school libraries are boundless (Lowe, 2001). School librarians have guidelines that urge them to network with others in the “learning community.” They are to be involved with parents, other schools, community contacts, and national organizations. In doing so, they are setting “examples” (Ryan, 1986) of reaching beyond themselves (Harada & Donham, 1998) and contributing to the greater good. Brown (2001) suggests leading students beyond the school campus, to find an activity in which students can join to foster relationships with those outside their school community.

Because school librarians enjoy these four roles of teacher, instructional partner, information specialists, and program administrator, and all that they entail, they can be significant partners in the character education program.

Research Methodology

In order to determine how the elementary school library program can best contribute to the character education curriculum in its school, it is necessary to assess what is currently being done to this end. By collecting, organizing, and then disseminating this body of information, all school library programs that participate can learn from one another and improve involvement in this area. This research was carried out by way of an electronic survey. The survey instrument and the accompanying cover letter were reviewed and approved by the Academic Affairs Institutional Review Board at the University of North Carolina, Chapel Hill for use in human subjects research (Appendices A and B).

In an attempt to reach as many of North Carolina's over one thousand elementary schools as possible, the survey was sent by electronic mail to at least one elementary school librarian, district media services director, or elementary school technology coordinator in each of North Carolina's one hundred seventeen school districts. The email addresses were obtained through the individual school websites as listed on the North Carolina Department of Public Instruction's website in directory format. Each recipient was requested to forward the survey to all elementary school librarians in his/her district. With the help of Gerry Solomon, Assistant Section Chief in the Instructional Technology Division of the North Carolina Department of Public Instruction, the survey also went out in an edition of *E-Reviews*, a service of the

Department of Public Instruction; it has a subscription of over four hundred school librarians in North Carolina. The survey was also sent to the North Carolina School Library Media Association listserv.

A portion of the survey instrument was designed to measure the degree to which the character education curriculum is emphasized at a school. Factors, such as location and size of the school, were examined from statistics on the North Carolina Department of Public Instruction's website for possible bearing on the extent to which schools participate in or emphasize character education. Also examined in the survey was any correlation between a school library media coordinator's perceived level of involvement in the school's character education program and number of years of experience at his/her school or the total number of years of experience in school media in general. Another factor examined was the importance the school places on character education and its reflection in the extent to which the school library media program participates in character education.

A second portion of the survey was designed to discover ways the school library program currently participates in the character education program of the school as well as other ideas for implementation school librarians might have. Much of this portion of the survey instrument was open-ended to allow for as many ideas as possible from the participants.

Quantitative Findings

A total of one hundred twenty-two responses to the electronic survey were collected. Because the focus of this research is on public elementary schools, sixteen of the one hundred twenty-two responses were rejected because they were received from

middle, high, or private schools in the state. A total of one hundred five responses representing forty-one school districts make up the quantitative data.

Perceived Importance of Character Education

Of the one hundred five responses, eighty-six percent of the respondents reported character education to be important or very important at their schools (Figure 1). None of the respondents reported character education to be not important. The fact that character education is included in the Standard Course of Study for North Carolina Public Schools surely contributes to its importance at the most basic level.

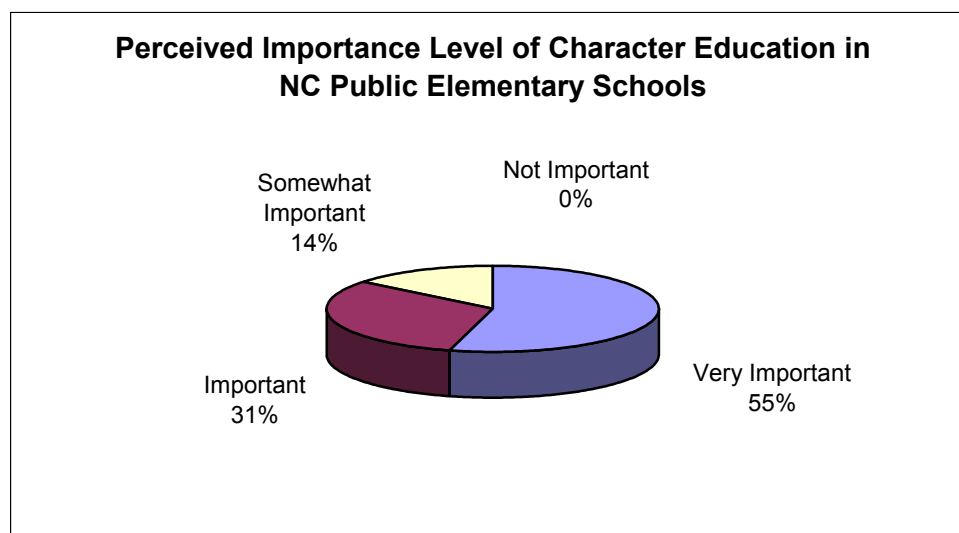


Figure 1

Factors Influencing Perceived Levels of Character Education Importance

The size of the schools participating in the research seemed to have an influence on the importance the schools placed on character education programs. The student population of the responding schools ranged from one hundred ten to one thousand one hundred thirty-six. When these schools were arranged into three groups by size - those schools with student populations of less than four hundred, those with a range of four

hundred to seven hundred students, and those with populations of over seven hundred students - some differences began to appear. It seems that schools with a larger student population placed a greater emphasis on character education. In the group with the largest student populations (over seven hundred students) ninety-three percent of the respondents reported character education as being important or very important. Only seven percent of this group perceived it as somewhat important. In the middle population group (four hundred to seven hundred students) eighty-eight percent of the participants reported that character education was important or very important, and twelve percent reported a somewhat important rating. In the smallest population group (less than four hundred students) eighty-one percent of the respondents felt character education was important or very important, while nineteen percent reported it as only somewhat important.

Influence of School Population on Perceived Importance

School Population	Percentage of Schools reporting Important or Very Important	Percentage of Schools reporting Somewhat or Not Important
> 700	92.9	7.1
400 - 700	87.8	12.2
< 400	81.0	19.0

Figure 2

Also examined was the influence of location on the perceived importance of character education. On the North Carolina Department of Public Instruction website, basic demographics of each public school in the state are available. These demographics were examined for those schools responding to the electronic survey. In recording the locale of each school, the terms rural, urban fringe of mid-size city, large town, small

town, and midsize city were used by the North Carolina Department of Public Instruction. Because of the number of responses in each demographic, and for the purposes of this research the rural and small town categories were combined and listed as rural, and urban fringe of mid-size city, large town, and midsize city categories were combined and listed as urban.

When comparing urban and rural areas, it appears that there is a slight effect of the perceived levels of importance in character education. Nearly sixty-one percent of urban schools rank character education as being very important as compared to fifty-three percent of rural schools. Twenty-seven percent of urban schools reported the level, important, while thirty-two percent of rural schools responded similarly. Finally, whereas twelve percent of urban schools reported that character education is only somewhat important, fifteen percent of rural schools felt the same. To ensure the validity of these results, the populations of the individual schools were examined to be certain this was not just the size influence that was previously noted being repeated. The populations of the student bodies appear to be evenly distributed among rural and urban schools.

Influence of School Locale on Perceived Importance of Character Education

School Location	Percentage of Schools Reporting Very Important	Percentage of Schools Reporting Important	Percentage of Schools reporting Somewhat Important
Urban	60.6	27.3	12.1
Rural	53.3	31.6	15.0

Figure 3

Methods of Teaching Character Education

Programs that schools employ for teaching character education are varied in North Carolina. Of the one hundred five respondents to this research survey, the overwhelming majority uses a “trait of the month” style strategy. This is when one character trait is emphasized individually each month of the school year. Strategies like special morning and afternoon public address announcements, posters throughout the school, and posted quotes reflecting the designated character trait are employed. Often, persons in a school exhibiting that month’s character trait are recognized in some way during that month. Lavaroni (2000) and Davidson & Stokes (2001) found this “trait of the month” approach to be an effective method of teaching character education.

Only nineteen percent of the respondents reported incorporating the character traits into the standard curriculum and not teaching them individually. Sixteen percent of the respondent schools reported having additional or alternative ways that character education is taught. Those alternatives will be examined further in the qualitative analysis portion of this research. Only one school reported that character traits were not recognized or celebrated.

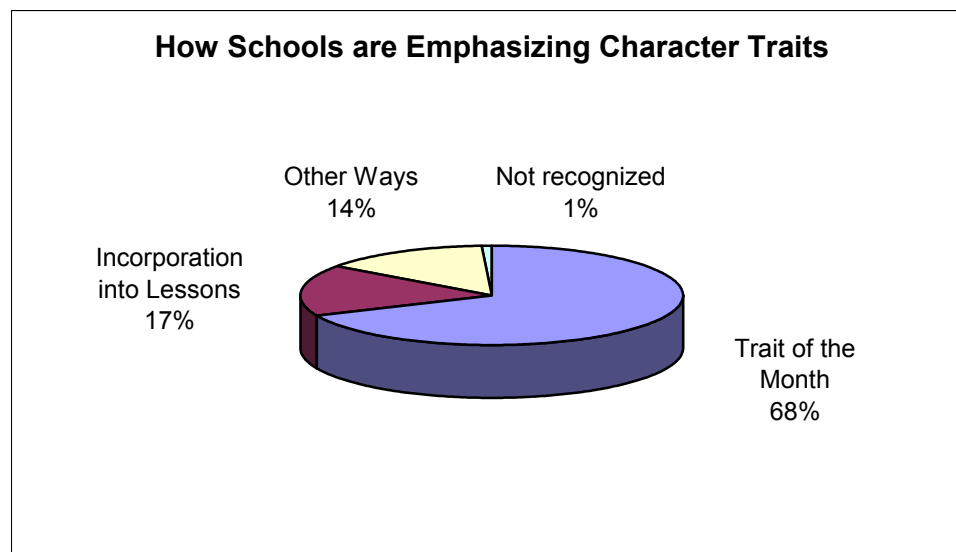


Figure 4

Committees on Character Education

Thirty-nine respondents (thirty-seven percent) reported that a committee devoted to character education had been formed. In some cases, this was a committee of the Parent Teacher Association (PTA) and in some it was a standing committee of the school. As expected, more schools that perceive character education to be very important had character education committees than those who perceive character education to be only somewhat important. Forty-nine percent of those schools who see character education as being very important had character education committees as compared with twenty-four percent of those who see character education as important, and twenty percent of those who see it as somewhat important. In addition, the group with the most media personnel on the character education committees was the group who rated character education to be very important at their schools.

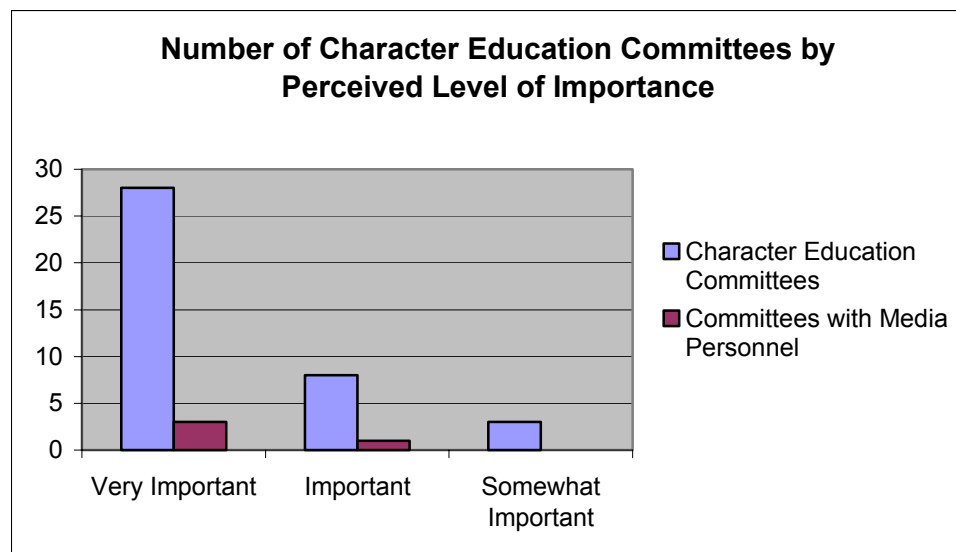


Figure 5

Involvement of the School Library in Character Education

In schools where character education is emphasized and reported to be very important, the school librarians appear to have a higher level of involvement in the character education program when compared to those schools that report character education to be important or somewhat important. On the survey instrument participants were asked how the school library specifically promoted character education in the school. Did they do so by the use of posters and bulletin boards or book displays that emphasize character education? Did they do book talks, read-alouds, storytelling, and/or lessons that emphasize character education or the specific traits? Did they add character trait subject headings to the cataloging system at their school? Did they use other ways to promote character education not listed on the survey? Figure 6 illustrates the breakdown of this level of involvement.

School Library Activities in Character Education

	% of Schools Reporting Very Important	% of Schools Reporting Important	% of Schools Reporting Somewhat Important
Posters or Bulletin Boards	37	27	33
Book Displays	47	33	20
Book talks or Read-alouds	56	36	40
Subject Headings in Cataloging	33	30	27
Alternate Ways	31	24	40

Figure 6

Curiously, fourteen percent of the school librarians in schools where character education is perceived to be very important report doing nothing specific in their school libraries for character education. In those schools where it is perceived as important, fifteen percent report doing nothing and in those schools where it is perceived as only somewhat important, just a little over six percent report doing nothing specific for character education in the school library.

Some of the methods that school librarians used to promote character education seemed to be affected either positively or negatively by the number of years the school librarian had spent at that school. In addition to being the school librarians at their schools, some study participants reported they had also been teachers, teacher assistants, and media assistants at those same schools. All these positions were taken into account when considering the number of years a participant had been at a school. It was felt that all these positions could contribute to the level of commitment or the general comfort level a participant would feel at his/her school. The breakdown of this data is shown in Figure 7.

Effect of Experience at a School on Methods of Promoting Character Education

	1-5 Years	6-10 Years	11-15 Years	15+ Years
Posters or Bulletin Boards	23%	41%	38%	47%
Book Displays	41%	37%	30%	41%
Book talks or Read-alouds	56%	37%	46%	35%
Subject Headings in Cataloging	37%	25%	28%	23%
Alternate Ways	35%	16%	38%	35%

Figure 7

As evidenced in Figure 7, those who have been at a school for fifteen or more years are more likely to rely on posters and bulletin boards to promote character education than those with fewer years experience. Those with five or less years experience are far more likely to use book talks, read alouds, storytelling, or school library lessons on character education or the specific character traits than any other group. This group is also more likely to add character trait subject headings to the library cataloging system. No data is available at this time to suggest why those school librarians with more experience seem to prefer more passive methods of participation in character education (posters, displays, and bulletin boards), while those with less experience seem to prefer more active methods of participation (book talks, read-alouds, and lessons).

Interestingly, the largest group of respondents to the survey was from the school librarians with five or fewer years experience at their respective schools. Most of the survey participants (just over sixty-four percent) were between forty and fifty-nine years of age.

Qualitative Results

The remainder of this paper will focus on specific ways in which the school library program can contribute to the character education program in a school by providing ideas for implementation. Many of the ideas discussed here come from the survey participants and what they are currently doing in their respective schools. Several respondents reported that by simply completing the survey, they were able to brainstorm additional ideas to use in their schools in the character education arena.

Before launching into courses of action, it is important to assess the reasons for becoming involved in the school's character education program. Huffman (1994) urges schools and their personnel to be "prepared to answer three critical questions" (p. 5) when developing character education programs: why, what, and how? The same holds true for the school library program. It is crucial to have a purpose and a plan for the school library's involvement in character education. Does it fit in with the mission statement of the school library? It is important to know why one is doing something before beginning. What are the goals to be accomplished - better student behavior in the school library, school campus, or everyday life? Is it being considered in order to reflect the school philosophy or stance on character education in the school library? Is it a means of becoming a more integral part of the school campus? No matter the nature of the goals, it is important to have them in order to assess the level of achievement.

Several of the study participants reported that the guidance counselor was responsible for character education in their schools and as school librarians, they had no real part in it. In some schools, the guidance counselor would have weekly forty-five minute lessons with individual classes, and in other schools it was reported that the

guidance counselor would provide classes on an as needed basis. While the guidance counselor is an important person in the character education program, it should be pointed out that no one person should carry the character education mantle, but all school staff should share in the responsibility. “All elements of the school system must feel responsible for nurturing students’ moral development” (Huffman, 1994, p. 7). School librarians can be educators and change agents in these attitudes.

One method is to approach the school administration about staff development opportunities in the field of character education. One can research the history of character education in the United States and the current theories or schools of thought on moral development in children and offer to present the findings to the school staff. This paper or many of the references used could be a starting point. Most teachers have never received any formal training on teaching character education. Many school librarians have been speaking to character education or to character traits in story times for years, and may be able to lead the staff through such a story time as an instructional model. School librarians can also provide book talks of materials in the school library that teachers can use in their classrooms or share with their students. One might also talk to the staff about teaching children the differences between “conventions and values.” (Huffman, 1994, p. 60) Huffman uses the example of the baseball cap. While many schools in the country do not allow hats of any kind inside the school building, others do. There are religious settings in which headgear is required and others where it is frowned upon. Teaching children the differences between conventions, like the hat issue, and values, like hitting being unacceptable because it causes injury, is an important distinction.

As reported earlier, many schools employ a trait of the month strategy in character education programs. Survey respondents put forth several ideas as to how this strategy could be implemented or enhanced. Many ideas focused on communication. The character trait of the month or week is announced each morning using the school's public address system. The trait of the month is posted throughout the school on posters and displays. Students demonstrating the month's character trait are recognized in a variety of ways: treats, monthly pizza parties, citations, bumper stickers, quarterly breakfasts, photograph displays, etc. Many schools have a weekly in-house morning news program produced by students. Some schools use this vehicle to recite quotations relating to the month's character trait, read stories with the month's character trait, or have students discuss the month's character trait on air.

One approach that was reported incorporates the effectiveness achieved when the whole school is involved in character education. Each staff member, including custodial and clerical staff, is a part of a "classroom buddy" program. Each staff member adopts a classroom for the year, and once a month they visit that class and read a book relating to that month's character trait. Many schools also involve parents by having parent volunteers work on a bulletin board dedicated to the character trait of the month.

Parents are also a target audience in the discussion of character education. One study participant reported working with parents to create a character education bibliography and parent reading program based on the designated character traits. Getting grade level input on this project would be another collaboration opportunity with teachers. The bibliography could then be posted on the school library's website and sent home in the school or the school library's newsletter.

For character education to have the greatest effect on the greatest number of people, it is important that it be integrated into the curriculum (Huffman, 1994). This does not preclude methods like the trait of the month approach that have been found to be quite effective (Lavaroni, 2000 and Davidson & Stokes, 2001), but it does require incorporating those monthly traits into the teaching and learning that is happening daily in our schools - finding the teachable moment. As reported earlier, many school librarians are already using the power of story to teach lessons in character education. School librarians have been using story times in elementary school libraries for generations to make the literature connection to curriculum objectives. This is one of the easiest and most powerful weapons in the school librarian's teaching arsenal. It may also be used as a method of collaboration with schoolteachers. The school librarian could approach them about books, videos, and other materials in the school library collection that might allow teachers to bring a character education discussion or insights into their curriculum teaching. The list of book titles used by school librarian participants gathered from this research is available in Appendix C. There is also a list of recommended titles compiled by the North Carolina Department of Public Instruction available at www.ncpublicschools.org/ncep/wake_county/page1.html. Several study participants have pointed out that many school districts have similar bibliographies.

A number of school librarians report using special spine labels or stickers to denote books and videos in the school library collection that relate specifically to the adopted character traits. Others use book displays and "character corner" locations in their libraries to display or highlight books that feature the character trait of the month. One respondent specifically said that she displays character education books on a ladder

with a replica of Bob the Builder beside it, accompanied by a sign that reads, “Building Good Character.”

School librarians also report that books and videos that reflect the chosen character traits are considered more and more when addressing collection development and acquisitions, and many report adding character traits as subject headings in the library’s cataloging system. This idea caused some librarians consternation because of the amount of time it would take to accomplish this task. One respondent provided a solution. As new materials are acquired for the collection, the school librarian can add the subject headings to these newest acquisitions and make that a part of the processing routine. School librarians could then use bibliographies such as the one provided in Appendix C, the Character Education bibliography of the North Carolina Department of Public Instruction, and the many that various school districts in North Carolina have compiled, to have a parent or student volunteer assess the titles currently held in the collection. At the school librarian’s convenience, he/she can enter the subject headings at a later date. The school librarian might also notify teachers and students of the goal of identifying the character education books and videos in the collection, and request they alert him/her when coming across such a find. This could be an ongoing process, not a project that must be completed in a few weeks.

On the survey instrument, many school librarians responded that they are careful to incorporate the character trait words into the posted rules of the school library. When students are “caught” obeying library rules or exhibiting character traits, one study participant stated that she invited those students to come and read a character education story to one of her kindergarten classes. Many respondents also reported promoting the

character trait of responsibility by employing a “shelf elf” program, in which students are responsible for the appearance and tidiness of their adopted shelf, and by “hiring” fifth grade library assistants.

One school librarian reported developing school-wide seminars that used a short video clip focusing on the designated character trait. She also developed sets of age appropriate questions (one set each for grades K-1, 2-3, and 4-5) to accompany the video. At a designated time, the whole school would watch the video clip broadcasted on the closed circuit television system and then use the questions to lead character education discussions. A few school librarians reported creating PowerPoint presentations that focused on character education lessons specific to the school library: responsibility of and respect for shared property such as library materials.

A study participant described a lesson in which she showed a video that dealt with self-esteem and perseverance. She used this to develop a lesson on short term and long term goal setting with fifth graders as they prepare to graduate to middle school. This could lead to another collaborative opportunity with fifth grade teachers and parents as they prepare for fifth-grade graduation in many schools.

Other ideas shared in the electronic survey included the following:

- Organizing book clubs centered on character education in which the books examined dealt with character education traits or issues.
- Purchasing or making bookmarks for each month that focus on the character trait of the month and include a list of titles the school library owns for that month’s character trait.

- Holding a “Guess the Character” contest in which students attempt to guess a literary character who is described exhibiting (or not) the designated character trait.
- Rewarding one student each month in the school library who exhibits the designated character trait with a paperback book also dealing with that character trait.

Though sometimes a controversial practice, more and more high schools throughout the country are requiring a set number of hours of community service as a graduation requirement. Rather than waiting for the high school years to encourage children to make a difference in the community and in the lives of others, many elementary schools are involving their students in community service at a much younger age. At the school of one of the study participants, each grade level was responsible for completing a service project for that year. Established charitable organizations like Samaritan’s Purse, Pennies for Patients, and the Cancer Services of the county hospital were some of the projects reported, but other projects could certainly be undertaken. The school library could sponsor a project or activity that might raise funds or collect new books for a local children’s hospital. The school librarian might work with a local assisted living facility to have residents participate in school book clubs or reading programs for the younger grades. Such programs could be beneficial to all.

Service projects do not have to benefit only those beyond the school campus. Many schools employ a “reading buddy” program where students in the upper grades pair up with kindergarteners and first graders to help in the reading process. If such a program does not currently exist at a school, the school librarian could be an outstanding

resource to assist or coordinate it. As has been previously discussed, many school libraries employ a “shelf elf” or student library aide program. The school librarian can help students see this as a means of service to the learning community.

Conclusions

Character education has experienced dramatic ups and downs in this country. What began as the overarching goal of public education and then slid into non-existence is dramatically on the rise again. States are being awarded grants to implement programs that put character education into the curriculum as an integral part of a student’s learning.

While findings of this study, such as the influence of school population and locale on the perceived importance of a school’s character education, are interesting, informative, and helpful in assessing the character education program, one finding continues to disturb me. Fourteen percent of the respondents who believe character education to be important or very important at their school report doing nothing in the school library to support it. This should not continue. As evidenced by the literature reviewed in this paper, the most effective character education programs are those in which all members of the learning community create an environment for and participate in the moral leadership of the community. Surely we all model good character traits for our students, but modeling alone is not enough. We must “exhort” (Ryan, 1986) our students to demonstrate good character. Let us not abandon our “moral authority” as teachers and become merely “technicians” (Ryan, 1986). It is my hope that this study will be a catalyst for school librarians to become more involved not only in character education, but also to all of the programs to which their schools subscribe.

School libraries are challenged by their national and state standards to become a hub of the school's campus and daily life. If school librarians are facing obstacles in achieving this goal, perhaps by becoming an integral player in the character education program (or even initiating one if it's not active) the school library program can make important steps in this direction. At the core of successful character education is the call for the whole learning community to model the core values of that community. This research is intended to provide schools and specifically, school libraries struggling with character education some concrete ideas for implementation. It is also intended to assist strong programs to become an even stronger part of their learning community.

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Appendix A

Character Education Survey

School Name:

School District:

School Involvement in Character Education

Our school considers character education to be (Please choose one):

- Very Important
- Important
- Somewhat Important
- Not Important

Does your school have a committee responsible for character education?

- Yes
- No

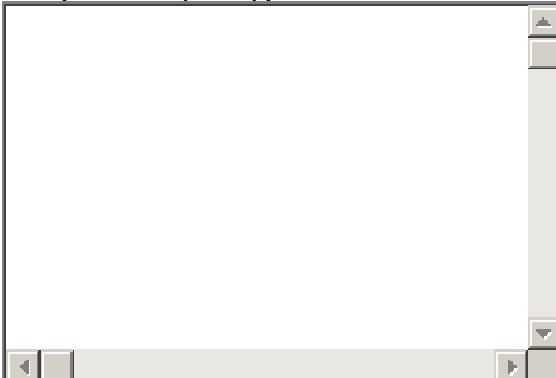
If the answer to the previous question was yes, do you or anyone from the school library media center sit on that committee?

- Yes
- No

How does your school recognize or celebrate the ten character traits designated by the North Carolina Department of Public Instruction (respect, responsibility, caring/kindness, integrity/trustworthiness, fairness/justice, citizenship/civic virtue, courage, perseverance, self-discipline, and good judgment)? (Please check all that apply.)

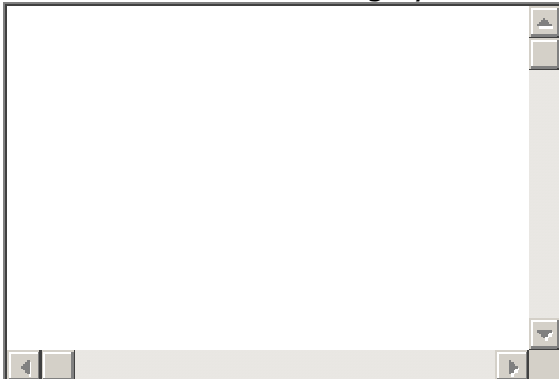
- One character trait is emphasized each month throughout the school.
- Character traits are incorporated into the standard course of study and are not emphasized individually or separately.
- Character traits are not celebrated or recognized.

(Please specify)



How does the school library media center specifically promote character education in your school? (Please check all that apply.)

- Posters and bulletin boards.
- Book displays that emphasize character education or specific character traits.
- Booktalks, read-alouds, storytelling, and/or lessons that emphasize character education or specific character traits.
- Character trait subject headings are added in our cataloging system.
- We do not currently promote character education in our school library.
- Other (Please list any or all examples of ways you currently promote character education through your school library.)



If you use children's literature to teach lessons on character education in your school library, please share some of the titles you choose.

For Respect

An empty rectangular text box with a thin black border. On the right side, there are three vertically stacked buttons: a small upward-pointing triangle, a square, and a downward-pointing triangle. At the bottom, there are four buttons: a left-pointing triangle, a square, a right-pointing triangle, and another square.

For Responsibility

An empty rectangular text box with a thin black border. On the right side, there are three vertically stacked buttons: a small upward-pointing triangle, a square, and a downward-pointing triangle. At the bottom, there are four buttons: a left-pointing triangle, a square, a right-pointing triangle, and another square.

For Caring/Kindness

An empty rectangular text box with a thin black border. On the right side, there are three vertically stacked buttons: a small upward-pointing triangle, a square, and a downward-pointing triangle. At the bottom, there are four buttons: a left-pointing triangle, a square, a right-pointing triangle, and another square.

For Integrity/Trustworthiness

An empty rectangular text box with a thin black border. On the right side, there are three vertically stacked buttons: a small upward-pointing triangle, a square, and a downward-pointing triangle. At the bottom, there are four buttons: a left-pointing triangle, a square, a right-pointing triangle, and another square.

For Fairness/Justice

An empty rectangular text box with a thin black border. On the right side, there are three vertically stacked buttons: a small upward-pointing triangle, a square, and a downward-pointing triangle. At the bottom, there are four buttons: a left-pointing triangle, a square, a right-pointing triangle, and another square.

For Citizenship/Civic Virtue

An empty rectangular text box with a thin black border. On the right side, there are three vertically stacked buttons: a small upward-pointing triangle, a square, and a downward-pointing triangle. At the bottom, there are four buttons: a left-pointing triangle, a square, a right-pointing triangle, and another square.

For Courage

An empty rectangular text box with a thin black border. On the right side, there are three vertically stacked buttons: a small upward-pointing triangle, a square, and a downward-pointing triangle. At the bottom, there are four buttons: a left-pointing triangle, a square, a right-pointing triangle, and another square.

For Perseverance

For Self-discipline

For Good Judgment

An annotated bibliography of many character education literature titles is found at the North Carolina Department of Public Instruction website at www.ncpublicschools.org/nccep/wak_county/page1.html. Were you aware of this resource?

Yes

No

Do you use this source for title recommendations?

Yes

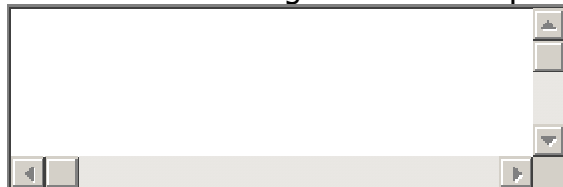
No

What, if any, other sources do you use for selecting titles to use for teaching character education? Please check all that apply.

Other Websites. Please name

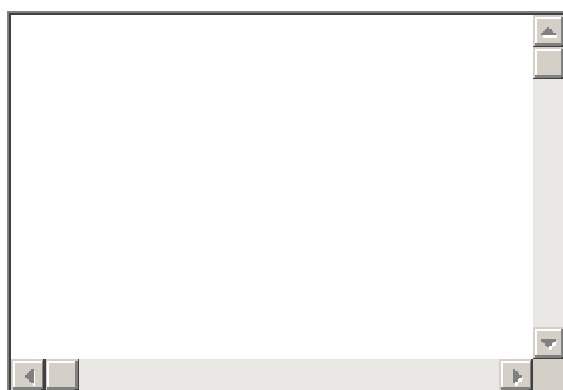
Personal examination of titles.

- Other selection guides. Please specify

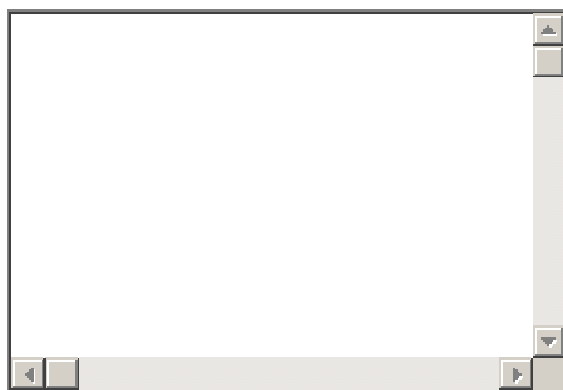
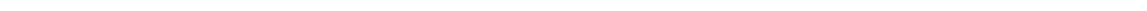
A rectangular text input field with a light gray border. It contains no text. On the right side, there are three small square buttons stacked vertically. On the bottom side, there are four small square buttons: a left-pointing arrow, a right-pointing arrow, a left-pointing arrow, and a right-pointing arrow.

- Advice from other professionals.

Please share any other ideas you have on how the school library can contribute to the character education program at your school.

A rectangular text input field with a light gray border. It contains no text. On the right side, there are three small square buttons stacked vertically. On the bottom side, there are four small square buttons: a left-pointing arrow, a right-pointing arrow, a left-pointing arrow, and a right-pointing arrow.

Please take this opportunity to provide any additional comments you wish to make about the school library media coordinator's role in the character education program at your school.

A rectangular text input field with a light gray border. It contains no text. On the right side, there are three small square buttons stacked vertically. On the bottom side, there are four small square buttons: a left-pointing arrow, a right-pointing arrow, a left-pointing arrow, and a right-pointing arrow.

Personal Information

School Library Media Coordinator

Age:

- 29 or under
 30 - 39
 40 - 49
 50 - 59
 60 and over

Gender:

- Male
 Female

Degree: (Check all that apply.)

- B.A.
 B.S.
 M.S.
 Ph.D.
 Other

Number of years at current school:

- As teacher
 As library assistant
 As school library media coordinator
 Other. Please specify

Total number of years as a school library media coordinator:

Thank you for your time and effort!

Please know that it is appreciated and will be used to further efforts in making our school libraries a **vital** partner in the character education program, a **vital** part in the life of our schools, and most importantly, a **difference** in the lives of the children we serve.

Results of this survey will be made available at:

www.unc.edu/~lpittman/char_ed/results.html. If you would like a reminder when the results are posted, please provide your email address here:

Email address:

Questions? Please contact [Leigh Pittman](#).

Appendix B

Dear Elementary School Library Media Coordinator:

My name is Leigh Pittman and I am a graduate student at the University of North Carolina at Chapel Hill. I am in the final phase of my graduate work and expect to complete the requirements for my degree this spring. I will be seeking work as a librarian in a public school setting. I am requesting your assistance with a research questionnaire for my master's paper.

I have become aware that many teachers and administrators rely on the school library media center for instruction in the character education curriculum in North Carolina. I am conducting research to determine if this is the case statewide, and to gather ideas and suggestions on incorporating character education into the library media program from media coordinators across the state. All elementary school librarians in North Carolina with Internet access are invited to participate. I would greatly appreciate the time that you would commit to the attached survey. It is anticipated that you can complete it in fifteen to twenty-five minutes, or less. The information that you share will be collected, compiled, and then formatted in a document that I hope will be very useful to school librarians across the state, even across the country.

The survey can be found at www.unc.edu/~lpittman/char_ed/survey.html . Your timely response is appreciated. I hope to have all data collected by February 7, 2003.

Your participation in this study is completely voluntary, and you may choose not to answer any question that you wish. All information you provide will be completely anonymous and kept confidential. Only aggregate data will be reported. Individual responses will not be attributed to you or your library. All survey responses will be destroyed on completion of this study. Return of this survey will be interpreted as an indication of your consent to participate in this project. If you have any questions about this study, please feel free to contact me or my faculty advisor, Dr. Evelyn H. Daniel (CB #3360) Manning Hall, University of North Carolina at Chapel Hill, Chapel Hill, NC 27599, 919-962-8062, (email: daniel@ils.unc.edu). If you have questions or concerns about your rights as a study participant, please contact the Academic Affairs Institutional Review Board, Barbara Goldman, Chair, at 919-962-7761, (email: aa-irb@unc.edu).

Thank you in advance for your participation. I know school librarians to be a generous group and I look forward to joining your ranks.

Sincerely,
Leigh B. Pittman
100 Manning Hall
University of North Carolina, Chapel Hill
Chapel Hill, NC 27599
pittl@ils.unc.edu

Appendix C

Character Education Titles Suggested by NC School Librarians

Respect

Adler, David A.	<i>Picture Book of Martin Luther King Jr.</i>
Albert, Richard E.	<i>Alejandro's Gift</i>
Allard, Harry	<i>Miss Nelson is Missing</i>
Amos, Janine	<i>After You</i>
Backstein, Karen	<i>The Blind men and the Elephant</i>
Bennett, William	<i>Book of Virtues</i>
Berenstain, Jan & Stan	<i>Berenstain Bears</i>
Brinckloe, Julie	<i>Fireflies</i>
Brown, Marc	<i>Arthur's nose</i>
Brown, Tricia	<i>Someone Special Just Like You</i>
Bruchac, Joseph	<i>The First Strawberries: A Cherokee Story</i>
Carle, Eric	<i>A House for Hermit Crab</i>
Carlson, Nancy L.	<i>ABC I Like Me</i>
Celsi, Teresa	<i>Rosa Parks and the Montgomery Bus Boycott</i>
Chbosky, Stacy	<i>Who Owns the Sun</i>
Cherry, Lynne	<i>A River Ran Wild</i>
Choldenko, Gennifer	<i>Moonstruck: The True Story of the Cow who Jumped over the Moon</i>
Coleman, Wim	<i>Constitution and the Bill of Rights</i>
Collins-Varni, H. Elizabeth	<i>Doll Lady</i>
Cooney, Barbara	<i>Miss Rumphius</i>
Cowcher, Helen	<i>Rain Forest</i>
Craig, Paula M.	<i>Mr. Wiggle's Book</i>
Douglas, Spencer and Ann D. Johnson	<i>The Value of Respect</i>
Fleming, Virginia	<i>Be Good to Eddie Lee</i>
Fox, Mem	<i>Wilfrid Gordon MacDonald Partridge</i>
Gray, Libba Moore	<i>Miss Tizzy</i>
Grimm	<i>Little Red Riding Hood</i>
Hamanaka, Sheila	<i>Screen of Frogs</i>
Hansen, Joyce	<i>Yellow Bird and Me</i>
Henkes, Kevin	<i>Chester's Way</i>
Hoose, Phillip M & Hannah	<i>Hey, Little Ant</i>
Houston, Gloria	<i>Littlejim</i>

Houston, Gloria	<i>Year of the Perfect Christmas Tree: An Appalachian Story</i>
Jacqueline Woodson	<i>The Other Side</i>
James, Simon	<i>Dear Mr. Blueberry</i>
Jeffers, Susan	<i>Brother Eagle, Sister Sky</i>
Johnson, Angela	<i>When I am Old with You</i>
Jukes, Mavis	<i>Like Jake and Me</i>
Keats, Ezra Jack	<i>The Snowy Day</i>
Kline, Suzy Weaver	<i>Mary Marony and the Snake</i>
Leaf, Munro	<i>The Story of Ferdinand</i>
Lionni, Leo	<i>It's Mine</i>
Lovell, Patty	<i>Stand Tall, Molly Lou Melon</i>
MacLachlan, Patricia	<i>All the Places to Love</i>
MacLachlan, Patricia	<i>Sarah, Plain and Tall</i>
Martin, Jane Read	<i>Now Everybody Really Hates Me</i>
Mathis, Sharon Bell	<i>Hundred Penny Box</i>
McKissack, Patricia C.	<i>Goin' Someplace Special</i>
Nunes, Susan Miho	<i>The Last Dragon</i>
Paterson, Karen	<i>Bridge to Terabithia</i>
Polacco, Patricia	<i>Pink and Say</i>
Polacco, Patricia	<i>Babushka's Doll</i>
Polacco, Patricia	<i>Just Plain Fancy</i>
Polacco, Patricia	<i>Mrs. Katz and Tush</i>
Raatma, Lucia & Madonna M. Murphy	<i>Respect</i>
Rappaport, Doreen	<i>Martin's Big Words: The Life of Dr. Martin Luther King, Jr.</i>
Raschka, Chris	<i>Yo! Yes!</i>
Rodanas, Kristina	<i>Dragonfly's Tale - Kristina Rodanas</i>
Ryder, Joanne	<i>Earth dance</i>
Sachar, Louis	<i>There's a Boy in the Girl's Bathroom</i>
Sendak, Maurice	<i>Pierre: A Cautionary Tale in Five Chapters and a Prologue</i>
Seuss, Dr.	<i>The Sneetches</i>
Seuss, Dr.	<i>The Lorax</i>
Seuss, Dr.	<i>Horton Hears a Who</i>
Seuss, Dr.	<i>Butter Battle Book</i>
Sorensen, Lynda	<i>Veteran's Day</i>
Stolz, Mary	<i>Coco Grimes</i>
Swensen, Judy Harris	<i>No One Like Me</i>
Taylor, Mildred D.	<i>Let the Circle Be Unbroken</i>
Taylor, Theodore	<i>The Cay</i>
Vigna, Judith	<i>Black like Kyra/ White like Me</i>
Williams, Marjorie	<i>Velveteen Rabbit</i>

Zolotow, Charlotte

The Hating Book
Cinderella
Goldilocks and the Three Bears
Beauty and the Beast

Responsibility

Arnold, Tedd
 Bennett, William J.
 Berenstain, Jan & Stan
 Berenstain, Jan & Stan
 Blaine, Mary

The Signmaker's Assistant
Children's Book of Virtues
Berenstain Bears
Berenstain Bears and the Blame Game
Terrible Thing that Happened at our House

Bourgeois, Paulette
 Brenner, Barbara
 Bridwell, Norman
 Brown, Marc
 Brown, Marc
 Brown, Marc
 Bryan, Ashley
 Bunting, Eve
 Cherry, Lynne
 Cleary, Beverly
 Daly, Niki
 de Paola, Tomie

Franklin is messy
Wagon Wheels
Clifford Gets a Job
Arthur's Pet Business
Arthur's Computer Disaster
Arthur Babysits
The Story of Lightning and Thunder
Summer Wheels
The Great Kapok Tree
Ramona Forever
Not So Fast, Songololo
Legend of the Bluebonnet: An Old Tale of Texas

Delton, Judy
 Delton, Judy
 Delton, Judy
 DeWitt, Jamie
 Flynn, Gabriel
 Garay, Luis
 George, Jean Craighead
 Graeber, Charlotte Towner
 Graves, Keith
 Haas, Dorothy
 Harper, Isabelle
 Havill, Juanita
 High, Linda Oatman
 Hodges, Margaret
 Houston, Gloria
 Hughes, Shirley

Best Mom in the World
Back Yard Angel
Angel in Charge
Jamie's Turn
Sammy Sosa
Pedrito's Day
Summer of the Falcon
Fudge
Pet Boy
Tink in a Tangle
My Dog Rosie
Sato and the Elephants
Maizie
Saint George and the Dragon
Year of the Perfect Christmas Tree: An Appalachian Story
Dogger

Kettelman, Helen	<i>I Remember Papa</i>
Locker, Thomas	<i>Water Dance</i>
Lyon, George Ella	<i>Cecil's Story</i>
Mattingley, Christobel	<i>Duck Boy</i>
McDonnell, Janet	<i>Fourth of July</i>
McKissack, Patricia	<i>Messy Bessey's Closet</i>
Meganck, Glenn	<i>Big Deal</i>
Moncure, Jane Belk B.	<i>The Child's World of Responsibility</i>
Naylor, Phyllis Reynolds	<i>Shiloh Season</i>
Pfister, Marcus	<i>Rainbow Fish to the Rescue</i>
Poydar, Nancy	<i>Busy BEA</i>
Raatma, Lucia & Madonna M. Murphy	<i>Responsibility</i>
Robertus, Polly M.	<i>The Dog Who had Kittens</i>
Roop, Peter & Connie	<i>Keep the Lights Burning, Abbie</i>
Sachar, Louis	<i>Marvin Redpost: Alone in His Teacher's House</i>
Salzmann, Mary Elizabeth	<i>I Am Responsible</i>
Schuette, Sarah L.	<i>I Am Responsible</i>
Seuss, Dr.	<i>Horton Hatches the Egg</i>
Steig, William	<i>Brave Irene</i>
Stwertka, Eve	<i>Rachel Carson</i>
Sutton, Elizabeth Henning	<i>The Pony Champions</i>
Ward, Lynd	<i>The Biggest Bear</i>
Wells, Rosemary	<i>Fritz and the Mess Fairy</i>
Western Publishing Company, Inc. (publisher)	<i>Growing Up is Hard Sometimes</i>

Caring/Kindness

Aardema, Verna	<i>Koi and the Kola Nuts: A Tale from Liberia</i>
Ada, Alma Flor	<i>The Gold Coin</i>
Aesop	<i>The Lion and the Mouse</i>
Ashabranner, Brent K.	<i>People Who Make a Difference</i>
Atwater, Richard	<i>Mr. Popper's Penguins</i>
Babbitt, Natalie	<i>Bub, or the Very Best Thing</i>
Bang, Molly	<i>The Paper Crane</i>
Bemelmens, Ludwig	<i>Madeline</i>
Bridwell, Norman	<i>Clifford the Big Red Dog</i>
Carlson, Natalie Savage	<i>The Family Under the Bridge</i>
Caseley, Judith	<i>ADA Potato</i>
Cherry, Lynne	<i>A River Ran Wild: An Environmental History</i>
Christelow, Eileen	<i>The Five-Dog Night</i>
Cooney, Barbara	<i>Miss Rumphius</i>

Cordova, Amy	<i>Abuelita's Heart</i>
Davis, Aubrey	<i>Bone Button Borscht</i>
Disalvo-Ryan, DyAnne	<i>Uncle Willie and the Soup Kitchen</i>
Eichenauer, Gabriele Gernhard	<i>Snow White and Rose Red</i>
Estes, Eleanor	<i>The Hundred Dresses</i>
Finn, Margaret L.	<i>Christopher Reeve: Actor and Activist</i>
Fox, Mem	<i>Wilfrid Gordon McDonald Partridge</i>
Ginsburg, Mirra	<i>Twelve Clever Brothers and Other Fools</i>
Goley, Elaine P.	<i>Kindness</i>
Henkes, Kevin	<i>Chester's way</i>
Henkes, Kevin	<i>Chrysanthemum</i>
Hoberman, Mary Ann	<i>One of Each</i>
Houston, Gloria	<i>My Great-Aunt Arizona</i>
Johnston, Tony	<i>Pages of Music</i>
Lobel, Arnold	<i>Frog and Toad are Friends</i>
McBratney, Sam	<i>Guess How Much I Love You</i>
Melmed, Laura Krauss	<i>Rainbabies, Vol. 1</i>
Miller, William	<i>Piano</i>
Moncure, Jane Belk	<i>Please... Thank You... I'm Sorry!</i>
Moncure, Jane Belk	<i>The Child's World of Kindness - Moncure</i>
Moon, Nicola	<i>Lucy's Picture</i>
Munson, Derek	<i>Enemy Pie: For My Best Enemy</i>
Naylor, Phyllis Reynolds	<i>Shiloh</i>
Naylor, Phyllis Reynolds	<i>Shiloh Season</i>
Nichol, Barbara	<i>Beethoven Lives Upstairs</i>
Nielsen, Shelby	<i>Caring</i>
Nielsen, Shelby	<i>Sharing</i>
Polacco, Patricia	<i>Chicken Sunday</i>
Polacco, Patricia	<i>Mrs. Katz and Tush</i>
Raatma, Lucia & Madonna M.	<i>Caring</i>
Murphy	
Rylant, Cynthia	<i>Silver Packages: An Appalachian Christmas Story</i>
Rylant, Cynthia	<i>Mr. Putter and Tabby Walk the Dog</i>
Schuch, Steve	<i>A Symphony of Whales</i>
Seuss, Dr.	<i>Horton Hatches the Egg</i>
Silverstein, Shel	<i>The Giving Tree</i>
Simon, Norma	<i>All Kinds of Families</i>
Speare, Elizabeth George	<i>The Sign of the Beaver</i>
Spinelli, Eileen	<i>Somebody Loves You, Mr. Hatch</i>
Steptoe, John	<i>Mufaro's Beautiful Daughters: An African Tale</i>
Williams, Vera B.	<i>A Chair for My Mother</i>
Wojciechowski, Susan	<i>The Christmas Miracle of Jonathan Toomey</i>

Yashima, Taro
Zolotow, Charlotte

Crow Boy
If it Weren't for You

Integrity

Adams, Lisa K.
Alexander, Lloyd
Ambrus, Victor G.
Bauer, Marion Dane
Bemelmans, Ludwig
Bourgeois, Paulette
Bunting, Eve
Cameron, Ann
Carlson, Nancy L.
Christopher, Matt
Cote, Elizabeth
Coville, Bruce
Cusack, Isabel Langis
Dahl, Roald
Demi
Greenaway, Kate (illustrator)
Grimm
Grimm
Havill, Juanita
Himmelman, John
Hoban, Russell
Holmes, Barbara Ware
Hurwitz, Johanna
Kimmel, Eric A.
Kline, Suzy Weaver
Kroll, Steven
Little, Jean
Locker, Thomas
Lowry, Lois
Martin, Ann M.
Martin, Rafe
McKissack, Patricia C.
Moncure, Jane Belk
Myers, Bill
Ness, Evaline
O'Connor, Jane
Polacco, Patricia
Raatma, Lucia & Madonna M.
Murphy

Dealing with Lying
The Truthful Harp
The Valiant Little Tailor
On My Honor
Madeline's Rescue
Franklin Fibs
A Day's Work
Stories Julian Tells
Harriet and the Garden
Undercover Tailback
Fairness, Vol. 2
The Skull of Truth
Ivan the great
Charlie and the Chocolate Factory
The Empty Pot
The Pied Piper of Hamelin
Cinderella
Little Red Riding Hood
Jamaica's Find
Honest Tulio
A Birthday for Frances
Charlotte Cheetham: Master of Disaster
The Cold & Hot Winter
Anansi and the Moss-Covered Rock
Mary Marony and the Chocolate Surprise
T.J. Folger, Thief
One to Grow On
Young Artist
Your Move, J.P.!
Karen's Pen Pal
Rough-Faced Girl
Honest-to-Goodness Truth
Honesty - Jane Moncure
The Big Lie
Sam, Bangs, and Moonshine
Sir Small and the Dragonfly
Chicken Sunday
Honesty

Seuss, Dr.	<i>Horton Hatches the Egg</i>
Seuss, Dr.	<i>And to Think that I Saw it on Mulberry Street</i>
Sharmat, Marjorie Weinman	<i>Big fat enormous lie</i>
Sharmat, Marjorie Weinman	<i>A Big Fat Enormous Lie</i>
Sills, Leslie	<i>Inspirations: Stories about Women Artists</i>
Soto, Gary	<i>Too Many Tamales</i>
Steptoe, John	<i>Mufaro's Beautiful Daughters: An African Tale</i>
Taylor, Theodore	<i>Trouble with Tuck</i>
Voigt, Cynthia	<i>Dacey's Song</i>
Wilde, Oscar	<i>The Selfish Giant</i>
Woodson, Jacqueline	<i>Other Side</i>
	<i>The Three Billy Goats Gruff</i>

Fairness

Berenstain, Jan & Stan	<i>Berenstain Bears and the Bully</i>
Carlson, Nancy L.	<i>Loudmouth George and the New Neighbors</i>
Carrick, Carol	<i>Stay Away from Simon</i>
Cote, Elizabeth	<i>Fairness, Vol. 2</i>
	<i>The Journal of Ben Uchida, Citizen 13559,</i>
	<i>Mirror Lake Internment Camp: California, 1942</i>
Denenberg, Barry	<i>Zinnia and Dot</i>
Ernst, Lisa Campbell	<i>How my Parents Learned to Eat</i>
Friedman, Ina R.	<i>Candy Corn Contest</i>
Giff, Patricia Reilly	<i>Little Red Riding Hood</i>
Grimm	<i>Frog Prince</i>
Grimm	<i>The Crack-of-Dawn Walkers</i>
Hest, Amy	<i>No Fair!</i>
Holtzman, Caren	<i>No Fair!</i>
Holtzman, Caren	<i>The Doorbell Rang</i>
Hutchins, Pat	<i>The Cow of No Color: Riddle Stories and Justice</i>
Jaffe, Nina & Steve Zeitlin	<i>Tales from Around the World</i>
Katella-Confrancesco, Kathy	<i>Economic causes</i>
Keats, Ezra Jack	<i>Peter's Chair</i>
Lionni, Leo	<i>Frederick</i>
McKissack, Patricia C.	<i>Goin' Someplace Special</i>
	<i>Dare to Dream: Coretta Scott King and the Civil</i>
	<i>Rights Movement</i>
Medearis, Angela Shelf	<i>Shadow Dance</i>
Perrone, Donna	<i>This is Our House</i>
Rosen, Michael	<i>The True Story of the Three Little Pigs</i>
Scieszka, Jon	<i>War with Grandpa</i>
Smith, Robert Kimmel	<i>The Little Red Hen Makes a Pizza</i>
Sturges, Philemon	

Taylor, Mildred D.	<i>The Well: David's Story</i>
Turner, Ann Warren	<i>Nettie's Trip South</i>
	<i>Alexander and the Terrible, Horrible, No Good, Very Bad Day</i>
Viorst, Judith	<i>Bernard</i>
Waber, Bernard	<i>Smuggler's Island</i>
Wortis, Avi	<i>Three Little Pigs</i>
	<i>Anansi tales</i>
	<i>Cinderella (and variants)</i>
	<i>Stone Soup</i>

Citizenship

Ajmera, Maya, et. al.	<i>Children from Australia to Zimbabwe</i>
Bender, Marie	<i>Good Citizenship Counts</i>
Blos, Joan W.	<i>Old Henry</i>
Brett, Jan	<i>Annie and the Wild Animals</i>
	<i>The Great Kapok Tree: A Tale of the Amazon Rain Forest</i>
Cherry, Lynne	<i>A River Ran Wild: An Environmental History</i>
Cherry, Lynne	<i>The Story of Ruby Bridges</i>
Coles, Robert	<i>Miss Rumphius</i>
Cooney, Barbara	<i>Manners, Vol. 2</i>
Goley, Elaine P.	<i>Move Over Columbus, Rosy Cole Discovers America!</i>
Greenwald, Sheila	<i>Rose Red and Snow White</i>
Grimm	<i>Brother Eagle, Sister Sky</i>
Jeffers, Susan	<i>The Kings Equal</i>
Paterson, Katherine	<i>The Ant and the Elephant</i>
Peet, Bill	<i>Officer Buckle and Gloria</i>
Rathmann, Peggy	<i>Araboolies of Liberty Street</i>
Swope, Sam	

Courage

Armstrong, William Howard	<i>Souder</i>
Babbitt, Natalie	<i>The Something</i>
Blegvad, Lenore	<i>Anna Banana and Me</i>
Bourgeois, Paulette	<i>Franklin in the Dark</i>
Brisson, Pat	<i>Wanda's Roses</i>
Bunting, Eve	<i>Your Move</i>
Canfield, Jack L. & Mark Victor Hansen	<i>Chicken Soup for the Kid's Soul: 101 Stories of Courage, Hope, and Laughter</i>

Cannon, Janell	<i>Stellaluna</i>
Carlson, Nancy L.	<i>Harriet and the Roller Coaster</i>
Creech, Sharon	<i>A Fine Fine School</i>
Cutler, Jane	<i>The Cello of Mr. O</i>
Dagliesh, Alice	<i>The Courage of Sarah Noble</i>
Edmonds, Walter D.	<i>Matchlock Gun</i>
Edmonds, Walter D.	<i>The Matchlock Gun</i>
Giff, Patricia Reilly	<i>The Girl Who Knew it All</i>
Golenbock, Peter	<i>Teammates</i>
Hall, Kirsten	<i>I'm Not Scared</i>
Hearne, Betsy Gould	<i>Seven Brave Women</i>
Henkes, Kevin	<i>Sheila Rae, the Brave</i>
Henkes, Kevin	<i>Owen</i>
Henkes, Kevin	<i>Sheila Rae, the Brave</i>
Hoban, Lillian	<i>Arthur's Loose Tooth</i>
Hoban, Lillian	<i>Arthur's Loose Tooth</i>
Hoffman, Mary	<i>Amazing Grace</i>
Houston, James A.	<i>Frozen Fire: A Tale of Courage</i>
Joose, Barbara M.	<i>Spiders in the Fruit Cellar</i>
Kraus, Robert	<i>Leo, the Late Bloomer</i>
Kurtz, Jane	<i>Fire on the Mountain</i>
Lionni, Leo	<i>Swimmy</i>
Locker, Thomas	<i>The Boy Who Held Back the Sea</i>
Lovell, Patty	<i>Stand Tall, Molly Lou Melon</i>
Lowry, Lois	<i>Number the Stars</i>
Martin, Rafe	<i>Rough-Face girl</i>
Mayer, Mercer	<i>There's a Nightmare in My Closet</i>
McCloskey, Robert	<i>Lentil</i>
McCully, Emily Arnold	<i>The Bobbin Girl</i>
McKissack, Patricia C.	<i>Goin' Someplace Special</i>
Moncure, Jane Belk	<i>Child's World of Courage</i>
Naylor, Phyllis Reynolds	<i>King of the Playground</i>
O'Dell, Scott	<i>Island of the Blue Dolphins</i>
Paterson, Katherine	<i>The Tale of the Mandarin ducks</i>
Peet, Bill	<i>Cowardly Clyde</i>
Peet, Bill	<i>Cowardly Clyde</i>
Pinkney, Brian B.	<i>Jojo's Flying Side Kick</i>
Polacco, Patricia	<i>Pink and Say</i>
Raatma, Lucia & Madonna M. Murphy	<i>Courage</i>
Robinet, Harriette Gillem	<i>Children of the Fire</i>
Sperry, Armstrong	<i>Call it Courage</i>
Spinelli, Jerry	<i>Wringer</i>
Steig, William	<i>Brave Irene</i>
Stolz, Mary	<i>Storm in the Night</i>

Taylor, Theodore
 Vaughan, Marcia K.
 Waber, Bernard
 Waber, Bernard
 Woodson, Jacqueline

The Cay
The Secret to Freedom
Courage
Ira Sleeps Over
The Other Side

Perseverance

Adler, David

America's Champion Swimmer:
Gertrude Ederle

Betancourt, Jeanne
 Blos, Joan W.

My Name is Brain Brian
The Heroine of the Titanic: A Tale
Both True and Otherwise of the Life of
Molly Brown

Brenner, Barbara
 Brisson, Pat
 Brown, Marc
 Burton, Virginia Lee

Wagon Wheels
Wanda's Roses
D.W. Flips
Katy and the Big Snow

Coerr, Eleanor
 Cohen, Miriam
 Creech, Sharon
 de Paola, Tomie
 Fritz, Jean
 Giff, Patricia Reilly
 Goley, Elaine P.
 Grimm
 Hoffman, Mary
 Hopkinson, Deborah
 Kellogg, Steven
 Larranaga, Ana Martin M.

Sadako
No Good in Art
Love that Dog
Oliver Button is a Sissy
Leonardo's Horse
Ronald Morgan Goes to Bat
Manners, Vol. 2
The Golden Buttons
Amazing Grace
Sweet Clara and the Freedom Quilt
The Three Sillies
Family Farm

Lester, Julius
 London, Jonathan
 Lovell, Patty
 Martin, Bill & John Archambault
 McKissack, Patricia C.
 Moore, Adam
 Myers, Tim
 Piper, Watty
 Polacco, Patricia
 Poydar, Nancy
 Quackenbush, Robert

John Henry
Where the Big Fish Are
Stand Tall, Molly Lou Melon
Knots on a Counting Rope
Goin' Someplace Special
Broken Arrow Boy
Basho and the Fox
The Little Engine that Could
Mr. Lincoln's Way
Mailbox Magic
Pass the Quill, I'll Write a Draft: A
Story of Thomas Jefferson
Determination
Keep the Lights Burning, Abbie

Raatma, Lucia
 Roop, Peter

Seeger, Pete	<i>Abiyoyo: Based on a South African Lullaby and Folk Story</i>
Seuss, Dr.	<i>Horton Hears a Who</i>
Seuss, Dr.	<i>Horton Hatches the Egg</i>
Steptoe, John	<i>The Story of Jumping Mouse</i>
Wright, Courtni C.	<i>Journey to Freedom: A Story of the Underground Railroad</i>
Yolen, Jane	<i>Wizard's Hall</i>
	Helen Keller biographies
	Theodore Roosevelt biographies
	Eleanor Roosevelt biographies
	Franklin Roosevelt biographies
	Wright Brothers biographies
	Alexander Graham Bell biographies
	Thomas Alva Edison biographies

Self-Discipline

Aesop	<i>Ant and the Grasshopper</i>
Avi	<i>The Barn</i>
Behrens, June	<i>How I Feel</i>
Berenstain, Jan & Stan	<i>Berenstain Bears and the Bad Habit</i>
	<i>The Little Red Ant and the Great Big Crumb</i>
Climo, Shirley	<i>Emma and the Civil Warrior</i>
Dahl, Candy	<i>Oliver Button is a Sissy</i>
de Paola, Tomie	<i>Koala Lou</i>
Fox, Mem	<i>Child's World of Self-Control</i>
Gambell, Henrietta	<i>Self Control, Vol. 2</i>
Goley, Elaine P.	<i>Lilly's Purple Plastic Purse</i>
Henkes, Kevin	<i>Bedtime for Francis</i>
Hoban, Russell	<i>Pinkerton, Behave!</i>
Kellogg, Steven	<i>The Carrot Seed</i>
Krauss, Ruth	<i>Me First</i>
Lester, Helen	<i>Stand Tall, Molly Lou Melon</i>
Lovell, Patty	<i>I Was So Mad!</i>
Mayer, Mercer	<i>Messy Bessey</i>
McKissack, Patricia	<i>Mr. Lincoln's Way</i>
Polacco, Patricia	<i>No, David!</i>
Shannon, David	<i>The Best Prize of All</i>
Taylor, Mark	<i>Pigsty</i>
Teague, Mark	<i>Eloise</i>
Thompson, Kay	<i>A Chair for My Mother</i>
Williams, Vera B.	<i>The Little Red Hen</i>
	<i>The Three Pigs</i>

Good Judgment

de Paola, Tomie
Goley, Elaine P.
Grimm
Henkes, Kevin
Jenkins, Jerry B.
Lionni, Leo
Ness, Evaline
Polacco, Patricia
Waber, Bernard
Zemach, Harve

Strega Nona
Manners, Vol. 2
Hansel & Gretel
Lily's Purple Plastic Purse
Darkening Skies
Fish is Fish
Sam, Bangs, and Moonshine
Mr. Lincoln's Way
Ira Sleeps Over
Duffy and the Devil