A national survey of elementary principals' response to the events of September 11, 2001

Diane Mary McCarty

University of Northern Iowa
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UMI
A NATIONAL SURVEY OF ELEMENTARY PRINCIPALS' RESPONSE TO THE
EVENTS OF SEPTEMBER 11, 2001

A Dissertation

Submitted

In Partial Fulfillment

of the Requirements for the Degree

Doctor of Education

Approved:

Dr. Lynn E. Nielsen, Committee Chair

Dr. Steve Corbin, Committee Member

Dr. Connie Erpelding, Committee Member

Dr. Victoria Robinson, Committee Member

Dr. Sharon Smaldino, Committee Member

Diane M. McCarty

University of Northern Iowa

December 2002
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Dean of Graduate College

Diane M. McCarty
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ABSTRACT

The events of September 11, 2001, will be forever etched in the minds of citizens of the United States. Because students enrolled in the nation's elementary schools compose a significant segment of the population affected by these watershed events, this study investigated the responses of elementary school principals to the terrorist events of September 11. Specifically, this study sought to determine the degree to which elementary principals perceived their school's crisis management plan supported their leadership on September 11, 2001, and in the days and weeks that followed, and the degree to which elementary principals perceived these actions were connected to democratic values and national security.

A significant body of literature suggests that the quality of education in American schools is directly related to concerns of national security. From the Cold War to the present, this study provides a historical overview of the literature that relates the quality of the nation's schools to issues of national security. From the 1951 report *Schools and National Security* to the 2001 report *Road Map for National Security: Imperative for Change*, the quality of American education was consistently associated with issues of national security.

Surveys and interview data were collected regarding the actions taken by elementary principals on September 11, 2001, and in the days and weeks that followed. While over the past decade, many school districts have prepared crisis management plans, the degree to which such plans informed the leadership decisions of elementary principals on September 11, 2001, was yet unknown.
A survey was mailed to 1,000 randomly selected elementary principals across the nation. Follow-up telephone interviews were conducted with 30 volunteers from among the survey respondents. Interview questions were designed to illicit personal insights, reflections, and anecdotal information that would illuminate and expand upon the survey data. The results of this study provided implications for school leaders in future crisis management planning and in the formation of school environments that encourage reflective and participatory democratic citizenship on the part of students. Connections to national security were also examined.
ACKNOWLEDGEMENTS

No huge task is ever accomplished alone.

Thank you, God, for your everlasting love and faithfulness. I give you the praise and glory.

Thank you to my husband, John, and children, Michael and Bryan. I accomplished this dissertation because of your never-ending belief in me and my abilities and your support for this overwhelming endeavor. When I needed a hug, you provided it. When I needed a kick to get moving, you supplied it. When I needed encouragement, you gave it. You sustained me through the process.

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CHAPTER 1

INTRODUCTION

A Watershed Event in American History

September 11, 2001

Starting at 8:48 a.m. Eastern Daylight Time (EDT), a terrorist-controlled commercial airplane, filled with tens of thousands of gallons of aviation fuel, was transformed into a weapon as it flew into the north tower of the World Trade Center. Eighteen minutes later a second plane hit the south tower. As rescue teams worked to assist the injured, the intense inferno created by the jet fuel weakened the buildings' structural supports and the twin towers collapsed, crushing thousands of people under the pancaking rubble.

As the nation and the world watched on in horror via television, a third hijacked airplane crashed into the side of the Pentagon, killing another 190 people. At 10:00 a.m. EDT, a fourth hijacked plane went down 80 miles south of Pittsburgh, killing all aboard. Family members later described their final phone conversations with loved ones aboard that plane. Passengers, aware of the attacks on New York City and Washington, DC, worked together to overtake the hijackers and down the plane in a remote site.

As it became obvious that America was under attack, the White House and Capitol along with other key federal buildings were evacuated. The White House Situation Room was thrust into full operation as troops were deployed and authorities from coast to coast were placed on alert. All air traffic ceased across the nation while the United States-Canadian border was sealed and security was tightened at strategic locations ("Fear Spreads," 2001). In the days following
these attacks, the nation remained on maximum alert. President George W. Bush approved the call-up of thousands of military reservists and Congress quickly posted a $40 billion down payment for the war on terrorism ("America Remains on Alert," 2001). President Bush also created the Office of Homeland Security, a cabinet-level position, designed to coordinate efforts in the prevention of terrorism.

"This is perhaps the most audacious terrorist attack that's ever taken place in the world," said Chris Yates, an aviation expert at Jane's Transport in London in an Associated Press release on the day of the attacks ("Fear Spreads," 2001, p. A1). The tragic events of September 11, 2001, will be forever etched in the minds of all Americans. On this day the nation lost its innocence. No longer could citizens of the United States consider themselves immune to terrorism as if it were something that could only happen in other parts of the world.

School Leaders' Immediate Responses

A segment of society greatly influenced by the terrorist events was the young people attending America's schools. These students witnessed history in the making. Some even predict that the terrorist attacks on New York City and Washington, DC, will be the defining event of their generation (Allen, 2001). Additionally, experts say that just as Pearl Harbor imprinted the generation of World War II, the events of September 11, 2001, will leave an "indelible mark on psyches of today's children and adolescents—regardless of their proximity to New York City or Washington" (Bowman, 2001, p. 19). An October 2001 educational journal article entitled "Trauma of Terrorism: Helping Children Cope"
(Berson & Berson) was written about the September 11 terrorist events. The authors commented:

The horrors of conflict and organized violence have not escaped touching the lives of the young. A year is comprised of 525,600 minutes, but it takes only one moment to make a lasting impact on children and young adults. The powerful images of this (terrorist) event affected many students throughout the country, and the enduring influences is intensified as their imaginations are fed by the memory of this violence. (p. 341)

What impact will these events have on students? How did and will school leaders respond? As educational leaders, principals expect to respond to crises on a daily basis. On September 11, 2001, principals across America were overwhelmed with the shocking news of the terrorists' strike in New York City and Washington, DC. Undoubtedly, the following questions flooded their minds:

“How do I respond? What should I tell staff, students, and families? How do I minimize the impact these events will have on students and staff?”

By September 17, 2001, the National Association of Elementary School Principals (NAESP) had established an online forum website (naesp.org) for principals to share concerns and responses to the recent tragedy with colleagues across the nation. Following are a few of these responses.

Paul Young, an elementary principal at West Elementary in Lancaster, OH, responded on the first day the forum was in operation. He titled his response “September 11, 2001: A Date of Senseless Terror.” Since Young's elementary school is located in the Eastern Time Zone, school had just started when shortly after 9 a.m. one of his daughters called him informing him of the strikes. He wrote:

It is difficult to find words that describe my sense of disbelief and shock upon hearing and seeing the media reports. And like other principals and educators throughout the country, I quickly informed my staff of the breaking news and immediately set about securing our school. All the while, I tried to learn and process everything I could in preparation

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for explaining these sick, cowardly acts to my students. Despite a sense of numbness following the initial horror, my staff and I worked together the rest of the day to help our students learn, express their feelings, feel safe, and prepare themselves for a world that would never be the same.

I want the children in my school, and throughout the country, to avoid a sense of despair, fear, trepidation, depression, anger, or hatred in the wake of these events and the months ahead during the inevitable international war against terrorism. Common sense must now prevail. And I know that I, and principals throughout the nation and the civilized world, have a sense of duty to effectively lead their schools through these trying times. Only an informed and knowledgeable populace will persevere. We have no prescribed curriculum for the challenges we face. But together, in a public forum, with and through the strength of the public schools, we will proudly serve with the same bravery, courage, and commitment to the American way of life as others have before us when forced to confront critical challenges and opportunities. (NAESP, 2001b)

Time zones influenced the principals' responses. Most students on the East Coast were in class when the first plane hit the World Trade Center. At the same time, students in the Midwest were just beginning to arrive at school, while many students living in mountain states and in the Pacific Time zone were still sleeping. Some elementary principals in eastern and midwestern states reported that upon receiving the news of the terrorist attacks their schools went into immediate lockdown. In some schools in western states, principals knew many students would arrive with prior knowledge of the attacks. Some schools in western states were even closed for the day.

At Sugar Loaf Elementary in Killeen, TX, Principal Stephen Caruso said he utilized the following strategies to deal with the crisis after the hits: (a) communicated with parents through principal notes and newsletters providing information on how to help their child understand and cope with the situation; (b) provided teachers with information on how to respond to students' questions and concerns; (c) shared web page addresses with staff and parents on how to gather information about the terrorist tragedy; and (d) provided increased counseling services for students, staff, and parents. In addition to the above
efforts, the elementary students at Sugar Loaf wrote students in New York Public Schools, created poems with “America” as the stem, and started singing patriotic songs on a regular basis. Students were restricted to inside recess with all exterior doors locked during the first week following the attacks. Caruso posted U.S. flags outside each classroom door, sent flags home with every fifth grader, and provided more security on campus. He also stated that he was “just being available to faculty to help them deal with the emotional impact of this event” (NAESP, 2001b).

Another elementary principal, Lillie Carter from Arkansas, commented that she received an e-mail copy of an article written by the National Association of School Psychologists (NASP) from NAESP on September 11 (NAESP, 2001b). Carter sent a copy of the article home with all students. She also met with the students and told them about the tragedy and informed them that their parents would spend some time talking to them about it. The next day the school’s “Peer Helpers” started collecting $1 from each family to send to the American Red Cross.

In Martinsburg, WV, at Burke Street School, a pre-k through third grade facility, Principal Dean Warrenfeltz said that he, too, used the NAESP link to a NASP website to prepare a handout to send home with students (NAESP, 2001c). School stayed in session, even though this school is not far from the nation’s capitol. Events were monitored in the administrative offices and teachers were kept informed throughout the day. Counseling services were offered to any school site that might need additional help.
As events unfolded in the media on September 11, 2001, one elementary principal sent a communiqué to faculty in a Midwest school. This staff was instructed to respond to the terrorist events in the following manner:

Yes, this is current events and it falls in the same line as “Where were you when”. . . . It is my opinion that our news media does a very good job of covering late-breaking news, but they repeat much of the news over and over and over again to a degree that creates more anxiety to an already chaotic and anxious situation. I don’t think we need to be told so many times that this is serious and we should be concerned and/or worried. We know that already. We also should be leery about doing this exact same thing to the children of this school.

As you know, traumatic events have different effects on everyone. Some questions that go through our minds right now may include: Are we safe? Will the same happen here in Dubuque? Where are my parents/siblings/friends right now? Are they all safe? We are working with young children and they will take our lead. The lead I hope all of you take is to keep this all in perspective. I believe we are safe in Dubuque, but I don’t know and you don’t either.

It is for this reason I want your tvs off while students are in the room today. We will need to talk as a staff after school today to debrief today’s events and discuss our plans for handling this tomorrow. (Dubuque School District, 2001)

One of the largest metropolitan schools on the West Coast, Los Angeles Unified School District (LAUSD), held school as usual in light of the terrorist attacks on September 11, 2001. This message was posted on the LAUSD website from the Los Angeles School Board to all district employees:

Thank you for keeping our schools open, our district safe, and most especially, giving our children safe passage and a safe harbor in the midst of chaos, uncertainty, fear and confusion. That you sacrificed your own needs to try and cope, mourn, grieve, adjust—feel rage and anger, fear and moral outrage at the events that took place on September 11 is a testament to your courage and commitment to our children and the cause of education. As all of you know, it is education and only education that will end ignorance and terrorism of all kinds within the human heart and spirit.

That it took all of you together in partnership, yet separately, doing your piece of the work says how we should be, how we can be, and what we must remember—it will always take all of us individually harnessed to a collective vision and purpose to keep the institution running and the children cared for and nurtured into a new reality for this city and this nation. (LAUSD, 2001)
Across the country, administrators reacted in a variety of ways to the events of September 11, 2001. The location of the school, its proximity to the actual events, the size of school district, and the age of the students were all factors principals considered. The examples cited here demonstrate the deep feelings that principals felt towards the events of September 11 and the importance they placed on communicating with families, students and teachers not only on September 11 but also in the days that followed.

Crisis Management Plans

Schools' Planned Response

Armistead (1996), a public relations specialist, stated: “Today's society is a violent one, and with violence comes crises. . . . Sadly, the question is not whether but when violence will involve the school. When it does, how will you handle it? A large part of the success or failure is determined through communication” (p. 31). Armistead contended that one of the best ways to be successful in a crisis situation is to have an effective crisis communication plan. Such a plan should identify the key audiences the leader needs to communicate with. In Complete Crisis Communication Management Manual for Schools (1993), the National School Public Relations Association suggested that action taken in the first 30 minutes of a crisis is crucial in shaping people's perceptions of the crisis and how it was handled.

Trump (2000) asserted that schools have done a poor job of recognizing the need to have effective crisis management plans in place.

Denial, image concerns, politics, and the lack of understanding of professional school security and crisis preparedness strategies have all contributed to the current state where many educators are attempting to catch up overnight for decades of neglect in even the most basic security and crisis preparedness measures. (p. 44)
Lichtenstein, Schonfeld, and Kline (1994), clearly stated that schools need to be prepared for the unexpected:

One school crisis is handled so poorly that students are endangered and their psychological trauma is exacerbated. Another is managed so effectively that school operations quickly return to normal, students' psychological needs are addressed, and community confidence in school leadership is reinforced. What accounts for the striking differences between these two situations? The second school district has been involved in systematic planning to deal with crisis situations. The first school district is—well, perhaps no different from yours. (p. 80)

In an article in Principal, Quinn (2002) believed preventive measures are critical to crisis management. He stated that "no one can predict when or where the next disaster or tragedy will strike" but that schools must be "prepared to deal with the inevitable crisis" (p. 6). According to Oates (1988), schools have three basic considerations in responding to a crisis situation: (a) ignore it, (b) respond spontaneously, or (c) respond based on preplanning.

At the local level, preparation and enforcement of the crisis management plan rests with the principal. Other staff members assist in developing and implementing such plans, but "the principal is the one person the community holds responsible for action taken and not taken" (Decker, 1997, p. 22). In the last few years, schools across the country have established crisis management plans. But, are these plans adequate to guide school leaders in shaping an appropriate response to the threats presented by the current terrorist environment?

Educational Organizations Assist in School Crisis Response to 9/11/01

NAESP posted the following statement on their website immediately following the attacks: "The September 11 unfathomable attack on the United States is an event that principals, superintendents, teachers, counselors—anyone
working in a school--are struggling to understand and explain to the students of this nation" (NAESP, 2001a). Many educational organizations and professional associations, such as NAESP who listed multiple resources for staff, parents and students on their website, acted immediately to help schools respond to the terrorist events. The National Association of School Psychologists posted a release prepared for educational organizations' use to provide support for adults and children in the schools on Sept. 11 (see Appendix A). As indicated earlier, the National Association of Elementary School Principals also quickly established an online forum to serve as a non-threatening platform for principals to communicate with peers.

In Greensboro, NC, the Guilford County Schools had a Parent Handout dated September 11, 2001, posted on the NASP site for other schools to model. The letter began:

Children in the U.S. have never experienced an attack on the United States as a reality. Never have our children experienced anything like the events that began Tuesday morning with planes crashing in the World Trade Center. All children need the support of caring adults to help them deal with this national crisis. (NASP, 2001)

This two-page handout included information on emotional responses, what a parent could do, and how parents could help their children put their fears in perspective (see Appendix B). This information was adapted from authors Waddell and Thomas's (1991) guide called "Children and Responses to Desert Storm: A Parent Handout."

By September 12, 2001, the New York Times Learning Network, in partnership with the Bank Street College of Education in New York City, had already posted an interdisciplinary lesson for teachers on their website. It was called "Another Day that Will Live in Infamy." A second lesson was posted the
following day called "Reaching Out: Exploring Ways that You Can Help in the Wake of the September 11, 2001, Terrorist Attack on the United States." In subsequent days and weeks that followed the attacks these titled categories of lesson plans were posted on this website: (a) Attack on America, September 11, 2001; (b) Personal Reactions; (c) National and International Responses; (d) The War in Afghanistan; and (e) Impact on Society (NY Times, 2001-2002).

Educators for Social Responsibility (ESR) posted "Suggested Lesson Plans for Teachers Following the Attacks of Sept. 11, 2001, and the Bombing of Afghanistan" on their website shortly after September 11, 2001 (ESR, 2001a). These lesson plans were designed to assist teachers and students in discussing the aftermath of the terrorist events including concepts such as war, peace, conflict, and retaliation. The lessons were geared to help students avoid a one-dimensional image of Arabs, Sikhs, Jews, Afghans, or Americans as "the enemy." ESR also posted a guide by Lantieri and Diener (2001) that explored ways to talk about violence and other sensitive and complex global issues with children.

In Social Education, the official journal of the National Council for the Social Studies (NCSS), four articles dealing with the terrorist events and their repercussions were published in the October 2001 issue. The journal issue was entitled "Teaching About Tragedy." These selections included: (a) diary entries of a New York social studies teacher from the day of the attacks until the end of the following week (Schur, 2001); (b) ways in which children are likely to be affected by witnessing or learning of dramatic acts of terrorism (Berson & Berson, 2001); (c) fears of prejudice towards Muslim-American and Arab-American communities, reminiscent of the interment treatment of Japanese-Americans.
following the attack of Pearl Harbor (Seikaly, 2001); and (d) identification of common stereotypes faced by Arab-Americans, background on the Arab community, and references for publications and websites offering information about the Arab world (Alavi, 2001). As a follow-up, articles in the November/December 2001 issue of Social Education dealt with the aftermath of the crisis and the influences the crisis placed on social studies instruction.

**Participatory and Democratic Citizenship**

**School Response in the Days and Weeks that Followed September 11**

Students throughout the United States were affected by the terrorist events of September 11, 2001. Berson and Berson (2001) emphasized that “terrorism is insidious in infiltrating the collective psyche with fear and the pervasiveness of our horror. Children and young adults are especially vulnerable to the psychological impact” (p. 341). Slaikeu (1990) stressed that crisis events redefine how we view the world and our position in it. Failure to cope with a crisis can hinder multiple areas of social and emotional development in youth. Schools today are expected to address not only the intellectual development of students but also the physical, social, and emotional needs. Schools often serve as the back-up support that used to be offered by extended family members (Kline, Schonfeld, & Lichtenstein, 1995; Petersen & Straub, 1992; Pitcher & Poland, 1992).

The executive director of ESR, Larry Dieringer, surmised that following the terrorist attacks “many children will be scared for their own and their loved ones safety after hearing about and watching the tragedy on television.” He was afraid that some students would have “violent retaliation fantasies” and “stereotype
Arabs and other ethnic groups, and harass students perceived to be from the Middle East. Still others will ask why some people in other parts of the world are so angry at the United States” (ESR, 2001b, p. 1).

Franklin (2001) reported on a project that Wisconsin teacher, Norman Porter, and his seventh and eighth grade students conducted as a class response to the tragic events to attempt to counter a backlash against the Arab community. Porter and his class reached out to local Muslim students at Salam School at the Islamic Society of Milwaukee by arranging a meeting between the two groups. This Islamic school had repeated threats made against it after the attacks, and Porter wanted to be sure local Arab-American children did not become targets. The visit to the school gave Porter's students a chance to learn about Islam, with an emphasis on accepting these peers as neighbors and community members. Porter stated in the December 2001 issue of Education Update: “I tell my children that truth and righteousness have to be seen, not talked about. Kids need to be taught that democracy and love are active, not passive” (p. 4).

Nudrat Hassan, a social studies teacher at Salam who helped arrange this visit between the students, confirmed Porter's thinking through these words: “You don't judge people by their religion or their race but by what they do. That's what it means to be a good citizen—a good person” (as cited in Franklin, 2001, p. 5).

Following the terrorist acts, articles in newspapers and magazines repeatedly shared individual and collective acts of kindness and compassion by school students as a way of coping following the crisis. Letters and pictures were
sent to firefighters and rescue crews who were honored for their courage. Across the country students collected money for the Twin Towers Fund, established to help families of fallen New York City rescue workers. A Trail of Tears, a path lined with elementary students holding American flags, was used to remember the victims of the tragedy in a small rural community a week after the events (Miller, 2001). Discussions of Muslims, tolerance, and justice took place in many school settings (Alavi, 2001; Risinger, 2001). Such efforts were common ways of expressing grief in a time of disaster. It was an attempt to make sense out of a tragedy, "to make some good come of this great evil" (Brock, Sandoval, & Lewis, 2001, p. 3).

In the weeks following the terrorist attacks school leaders focused on positive responses from this event involving heroic deeds as well as flag-waving displays of solidarity. Advocates of social and emotional learning, though, suggested that such civic responsibility shouldn't be "episodic" but more common actions of citizens (Allen, 2001). Elias (2001), a Rutgers University psychology professor, revealed in Education Week: "We must educate children for civic participation at every level, so that they and we come to see more committed, generous, and heroic actions as a part of everyday life, not just a reaction to crisis" (p. 4).

Quality of Responses

According to Singleton (2001) and Berson and Berson (2001), classroom activities conducted in a safe and supportive community that allowed students to express their feelings and fears are helped students believe they were making a difference. "A powerful counterresponse to powerlessness is action..."
Survival does not mean insulating our youth from further trauma, but rather providing them with skills to make a positive impact on their lives and the lives of others" (Berson & Berson, 2001, p. 386, 387).

On their website shortly after the attacks, Educators for Social Responsibility concluded that, in the midst of helping students cope, a broader vision for education in a democracy was necessary. This article stated:

In the aftermath of the September 11 tragedy, children and young people are struggling to deal with their feelings and to make sense of what is happening in the world. Schools must respond to these immediate needs. At the same time, the tragic events call upon our nation to forge a broader vision of education-one in which we commit to educating your people for living in a democratic society.

Educating for democracy and responsible participation means helping young people become emotionally intelligent, socially skillful and ethically principled. It means helping develop good character, teaching social responsibility and promoting active citizenship. These are vital complements to our current emphasis on intellectual development and academic success. (ESR, 2001b)

Harwood (2001) declared that all U.S. citizens must now consider acquiring the following skills: (a) learn more about the world, (b) move from comfort talk to public talk about the attacks, (c) search out differing opinions, and (d) expand their ideas of patriotism. This is the only way he felt the public could counter the devastation wrought by the September 11 hits. Benjamin Barber (1984) described the necessity to educate citizens who are the sovereigns in a democracy earlier than September 11, 2001, in these terms: “The literacy required to live in a civil society, the competence to live in democratic communities, the ability to think critically and act deliberately in a pluralistic world, the empathy that permits us to hear and thus accommodate others, all involve skills that must be acquired” (pp. 4-5).
Alter (2002) commented on the importance of thinking more broadly of what a “selfless commitment to country might mean” with a post-Sept. 11 viewpoint in an article entitled “Patriotism.” His suggestions included the following: be brave, bullish (optimistic), patient, vigilant, educated, independent, supportive, critical, constructive, tolerant and clear. He advocated:

Just as the Soviet Union’s 1957 launch of Sputnik, the first satellite, shocked the United States into funding math and science education, so this calamity should force a fundamental rethinking of what we teach. Right now, few states require any knowledge of international relations. In a complex world, patriotism and jingoism—once nearly indistinguishable—must be decoupled for good. (p. 3)

Giroux (2002) strongly stated that there was no room for jingoistic patriotism in the aftermath of September 11. He feared that a newfound sense of collective unity that is partially organized around surface level displays of patriotism had developed since the crisis. In Giroux’s view, schools might play a role in developing an alternative discourse that could redefine democracy. He added:

... it is crucial for the American public to begin to understand how the past might be useful in addressing what it means to live in a democracy in the aftermath of the bombings in New York and Washington, DC. Public schools should play a decisive role in helping students configure the boundaries between history and the present, incorporating a critical understanding of those events that are often left out of the rendering of contemporary considerations that define the roles students might play as critical citizens. Of course, this will be difficult since many public schools are overburdened with high-stakes tests and harsh accountability systems designed to get teachers to narrow their curriculum and to focus only on raising test scores. Consequently, any struggle to make schools more democratic and socially relevant will have to link the battle for critical citizenship to an ongoing fight against turning schools into testing centers and teachers into technicians. (p. 7)

Wood (1992) suggested that we often limit what schools can do to nurture democratic dispositions because of the restrictive way we think about what students learn at school. Assuming that textbooks, curriculum guides, and
designed goals and objectives constitute the importance of the school experience is misleading. He said that what students learn in school is not what shows up on the standardized test. “More important is what they learn from the daily treatment they receive in school. This is what tells them who they are, what they can be, how their world is ordered” (p. 82).

According to the Center for Civic Education (1995), “schools ... bear a special and historic responsibility for the development of civic competence and civic responsibility” (p. 1). They fulfill that responsibility “through both formal and informal curricula beginning in the earliest grades and continuing through the entire educational process” (p. 3). The National Standards for Civics and Government (1994), developed by the Center for Civic Education commissioned by the Department of Education, identified the following values as critical to American civic life: individual rights, the common good, self-government, justice, equality, diversity, truth, patriotism, openness and free inquiry. Such values should make us wonder: How are we, as citizens, “obligated to consider how proposed responses to a tragic event promote these fundamental values?” (Singleton, 2001, p. 413).

Are responses to the terrorist attacks at the school level promoting participatory, democratic actions on the part of students? Are students acquiring a deeper understanding of patriotism or rallying around the flagpole with little understanding of democratic principles?
National Security

History Revisited

On September 11, 2001, American security was breached through terrorism. "The audacious air assault on the political and financial capitals made a mockery of Fortress America and ended the illusion that its citizens can somehow float above the hatreds of the world" (Thomas, 2001). This wasn’t the first time that national security had been jeopardized by such an attack. September 11, 2001, like December 7, 1941, will “live in infamy” in the minds of many Americans. Thomas (2001) offered the following comparison:

The thick clouds of smoke and dust billowing up from the spot where the World Trade Center once stood were eerily reminiscent of the photographs from the Japanese attack on Battleship Row in Pearl Harbor—only the clouds were engulfing lower Manhattan, where hundred of thousands of civilians live and work. (p. 2)

The bombing of Pearl Harbor on December 7, 1941, thrust the United States into World War II. The terrorist events of September 11, 2001, ushered in a new war on terror. Both attacks revealed the vulnerability of a nation that rested in presumed impenetrable national security.

Following World War II, the United States became locked in a power struggle with the Soviet Union. The Cold War, as it was called, thrust both nations into the race for space. This became a contest for technological superiority that symbolized the competition between nations for global supremacy—militarily, culturally, socially, politically, and economically. Over the next five decades, the threat of nuclear war with the Soviet Union waxed and waned often but was always a very present concern of national security. Because the Cold War was often fought on the ideological level, every strata of society became engaged, even the schools.
The Cold War had just come to a close in 1991 when a new threat emerged on the horizon—terrorism. In recent years, a number of terrorists’ threats were carried out against U.S. interests both within the United States and throughout the world. Ironically, one of the most visible terrorist attacks on U.S. targets was conducted on February 26, 1993, with the bombing of the World Trade Center. A bomb exploded two stories beneath the Trade Center killing six and injuring about 1,000 people. The terrorists’ goal was to “topple the twin towers, killing tens of thousands of people. The thwarted attacks against New York City’s infrastructure . . . were intended to cause mass casualties” (National Commission on Terrorism, 2000, p. 2).

In 1995 a bomb ripped through the Alfred P. Murrah Federal Building in downtown Oklahoma City, killing 168 people and injuring more than 700 people. As the Constitutional Rights Foundation (1995) stated: “The bombing of the federal building in Oklahoma City on April 19, 1995, did more than end the lives of 168 persons. It also brought terrorism to the heartland of America” (p. 17). This event had taken the largest “toll in human life on American soil (by terrorism)” (Laquer, 1999, p. 3) until the September 11, 2001, attacks. A U.S. citizen, Timothy McVeigh, was tried, convicted, and executed for this terrorist act.

In June 1996, terrorists attacked the U.S. military complex at Khobar Towers in Saudi Arabia, killing 19 U.S. citizens and wounding hundreds more. The United States’ embassies in Kenya and Tanzania were bombed by terrorists in 1998 killing 224 people, 12 of those being American-born. On October 12, 2000, a small harbor boat was used as an instrument of death as it pulled along the USS Cole naval ship when it was refueling in the Yemeni port of Aden. The
boat detonated explosives that killed 17 sailors and injured 39 others on the

The warning signs for continued terrorist attacks existed, but nothing
garnered the attention of nations around the world as the terrorists’ attacks on

As the National Commission on Terrorism (2000) reported:

Terrorist attacks are becoming more lethal. Most terrorist organizations
active in the 1970s and 1980s had clear political objectives. They tried to
calibrate their attacks to produce just enough bloodshed to get attention
for their cause, but not so much as to alienate public support. . . . Now, a
growing percentage of terrorist attacks are designed to kill as many people
as possible. (p. 2)

National Security and Schools

One institution that showed great promise in teaching and reinforcing the
importance of national security was the nation’s public school system. Since the
Cold War, schools have been seen as players in national security. In a 1951
book entitled The Schools and National Security: Recommendations for
Elementary and Secondary Schools the foreword and summary are very clear
about the necessary role of schools in regards to national security:

The schools occupy a very strategic position in the national security
program. They possess tremendous potential which, when properly
developed, may contribute much to the military and productive powers of
the nation. The proper development of this potential requires careful long-
term planning. It also requires certain short-term measures to meet
immediate needs.

During World Wars I and II the schools contributed much through
programs that were largely designed to meet immediate military and
production needs. Relatively little long-term planning was undertaken.
The Schools and National Security has been prepared to aid schools in
meeting the long-term and immediate needs incident to the present crisis.
Obviously, such needs demand diligence on the part of educators in
seeing to it that schools focus attention upon projects that promise truly
significant contributions to national security.

In short, our national security depends on what the people—all the
people—know, believe, and do. At root, then, our national security can be
grounded adequately only in universal education. (pp. vii, 266)
The role that schools played in developing this sense of "national security" was evident in many ways. Air raid drills, bomb shelters, and civil defense plans were created. Many modern-day adults remember the 1950s very well for this increased emphasis on securing the nation against foreign intrusion. Yancey stated in his book *Soul Survivor: How My Faith Survived the Church* (2001):

I doubt that anyone born in the last thirty years could possibly imagine the fear we lived under, those of us moving through adolescence at the height of the Cold War. For our school science projects we made bomb shelters, digging deep holes in our backyards and stocking them with our favorite comic books and snack foods. We watched educational films on the effects of thermonuclear war and learned, to the accompaniment of a bouncy soundtrack, the "Duck and Cover!" technique of crawling under our school desks to lessen exposure to radioactive fallout. (p. 273)

The government showed continued interest in the role schools should play in national security. The Office of the Civil Defense of the Department of Defense commissioned a study in 1966 to be conducted by the National Commission on Safety Education through the National Education Association (NEA). This study found that schools were unprepared for a nuclear disaster, if it should happen. Administrators were given 22 guidelines for action through this report. This document proclaimed that if a nuclear disaster should occur, the federal government would be a source of assistance and guidance to the state and local governments in matters relating to civil defense. Usually these functions were unique to state and local governments. The NEA report continued:

Education, however, must now exercise its autonomous authority also in preparation for possible disasters affecting the school population. School boards and administrators must work in cooperation with other units of local government under existing community plans to achieve a state of readiness (p. 2).

During the 1960s, Democratic President Johnson attempted to use the schools as agencies of social change through his Great Society and War on
Poverty programs that provided vast federal aid to education. Consequently, the role of national security through federal government interventions was more pronounced in the 1960s than in the 1970s. With Republican President Nixon in office in the early 1970s, the government ideology believed that initiative and control for education should be returned to states and local school districts. Nixon activated a revenue sharing program between states and federal government and his educational policy "turned away from large issues that related schools to socioeconomic change. Rather, it sought more limited objectives, especially innovations more specifically related to curriculum and instruction" (Gutek, 2000, p. 251). With more local education control and the ensuing détente between the United States and the Soviet Union, emphasis on national security lulled. In the mid-1970s, though, President Carter attempted to raise the visibility of education because of its importance to "national interest." He proposed and eventually was able to create a cabinet-level education position by establishing the Department of Education in 1979 (Gutek, 2000).

The defeat of President Carter in 1980 ushered in the Reagan presidency and the role of schools in national security was emphasized through "reform." A Nation at Risk (1983) and numerous other reports from the 1980s pointed to the demise of the education system in the United States, especially in math and science. The majority of these reports alleged that students from other countries were achieving at an academically higher level than American students. The results of this academic deficit were perceived to place the United States at an economic disadvantage. If the country's economic status was jeopardized, would not national security be jeopardized as well? Throughout the decade of
the 1980s, basic education was again promoted, with principals as major players in academic and educational leadership.

In the 1990s violence erupted in schools as students attacked their classmates with weapons that resulted in the shooting and killing of their peers. Crisis management plans were created which involved "no tolerance" policies regarding the possession of weapons on school property. In addition, school leaders were urged to advocate for violence prevention programs. Attention at the local level to ensure safety and security of students overshadowed attention at the national level for security. In her book *Crisis Intervention: Theory and Methodology*, Aguilera (1998) confirmed this: "The problem of violence in schools, which is part of the overall problem of violence in society, has become one of the most pressing issues in the United States" (p. 102).

Throughout the decades of the Cold War, educational and government leaders frequently associated schools with issues of national security. Just eight months before the September 11, 2001, terrorist attacks, this relationship was again underscored in a report by the U.S. Commission on National Security/21st Century called *Road Map for National Security: Imperative for Change*. The report bluntly reminded everyone that schools and education still played a paramount role in national security. "The hard fact is that the U.S. need for the highest quality human capital in science, mathematics, and engineering is not being met... this is not a matter merely of national pride or international image. It is an issue of fundamental importance to national security" (p. 30).
Purpose

All history is local history. That is, all historical events occur in a specific time and in a particular location. However, all events are not equal. Historical events will vary in their degree of significance. The effects of some events will reverberate only on the personal and local level. The vacation trip, the new car purchase, or the simple task of preparing a meal may hold special personal significance but will not command attention outside local or personal boundaries. Other historical events such as the signing of the Declaration of Independence that sowed new seeds of democracy, the issuing of the Emancipation Proclamation that brought freedom to millions of Americans held in slavery, and the bombing of Pearl Harbor that threatened the safety and security of all U. S. citizens, cast long shadows across the landscape of history.

So, too, the violent terrorist acts of September 11, 2001, while carried out in a very narrow window of time and in three specific locations, riveted the attention of the international community in a manner as unprecedented as the acts themselves. A small group of 19 men working in coordinated fashion took the world hostage through shockingly violent acts designed to create fear in the hearts of people everywhere. The terrorists' tactics were premised on the principle that a very localized event can produce results that reverberate internationally. “The basic law of terrorism is that even the smallest threat can ripple out to touch those a thousand miles away” (as cited in Berson & Berson, 2001, p. 387). The attack also showed that the “world of 2001 was stocked with technical instruments of destruction that enabled a very few people, or a feeble state, to wreck almost incalculable devastation” (Schell, 2001, p. 8).
The terrorists who attacked the Twin Towers and the Pentagon on September 11, 2001, demonstrated that they could impact national and international events far beyond their limited numbers and resources would suggest (Livingstone, 1982). Can the same principle work to the advantage of those concerned with resisting and suppressing terrorist threats and those vested with the responsibility of responding to terrorist attacks? Can peace negotiators, politicians, social service workers, teachers, and school administrators work locally to realize national and international results? If so, what will be the quality of these results? Will they be characterized by indoctrination, jingoistic patriotism, and muted dissent, or will they include a deeper commitment to shared democratic values and citizenship with the promotion of social action?

Since World War II, federal agencies have produced a steady stream of rhetoric linking the quality of America’s schools to national security. The substance of this link has been variously constructed ranging from the school’s curriculum, measures of student achievement, social climate, civil defense and crisis management plans, and even the school’s architectural design. However, the education system in the United States is composed of thousands of individual units held accountable to state and federal regulation, while existing locally and operating to meet local needs. Following the terrorist events of September 11, 2001, principals throughout the nation responded locally to ensure the safety and security of their students and staff in the face of a terrorist crisis. To what extent then do individual principals see themselves drawn as players into a process that links them directly to a national quest for safety and security?
This study sought to determine the degree to which elementary principals perceived their school’s crisis management plan supported their leadership on September 11, 2001, and in the days and weeks that followed, and the degree to which elementary principals perceived these actions were connected to democratic values and national security. Specifically this study sought to answer:

1. What were the immediate actions taken by the elementary principal at his/her school site in response to the September 11, 2001, terrorist attacks?

2. Did the school’s crisis management plan guide the actions of the principal on September 11, 2001?

3. What subsequent actions were taken by the elementary principal at his/her school site in the days and weeks following September 11?

4. Did the school district’s crisis management plan guide the subsequent actions of the principal in the days and weeks following September 11, 2001?

5. Did these subsequent actions result in the formation of a school environment that encouraged reflective and participatory democratic citizenship on the part of students?

6. Did the principal consider his/her actions on September 11, 2001, and the days and weeks that followed, to play a role with regard to national security?

**Definition of Terms**

Terms used throughout the study are defined to enhance understanding.

**Citizenship**: “The dynamic relation between an individual and his or her
"state" (Shafritz, Williams, & Calinger, 1993, p. 144). "Status of being a member of a state; one who owes allegiance to the government and is entitled to its protection and to political rights" (National Standards for Civics and Government, 1994, p. 151).

Civil Defense: "The efforts of a civilian population to minimize, by passive measures, the effects of enemy action against all aspects of civilian life" (Shafritz et al., 1993, p. 145).

Cold War: "War with no traditional combat that emphasizes instead ideological conflict and constant international tension" (Shafritz et al., 1993, p. 152).

Crisis: "From a systemic perspective, a crisis is a strong shock to the structure that holds the system together" (Krieger et al., 1993, p. 205). A classic definition of a foreign policy crisis presented by Hermann (1972) consists of three conditions: "a high threat to values and interests, a short time to respond, and the element of surprise" (as cited in Shafritz et al., 1993, p. 186).

Crisis management: "Controlling reactions in an unstable situation to maximize one's own interests and limit an opponent's options into an action-reaction mode" (Shafritz et al., 1993, p. 186). "Crisis management research establishes a standard for the quality of decisions and then identifies circumstances in policy-making that tend to produce a deviation from the standard. Proposals for avoiding these crisis-induced difficulties are then recommended" (Krieger et al., 1993, p. 206).
Democracy: “Form of government in which political control is exercised by all the people, either directly or through their elected representatives” (National Standard for Civics and Government, 1994, p. 152).

Democratic Citizenship: The ability of citizens to participate in the basic dimensions of a democratic setting involving deliberating, voting, knowledge, dispositions, values, and community service and action (Parker, 2001).

National Security: “The physical integrity and value system of a state, particularly in regard to threats from other states. Threats to security are endemic in an international system that remains anarchic in character. . . . Consequently, governments have to take prudent precautions against the possibility of aggression. . . . Because states can never be sure that the precautionary measures of others are simply that, the result may be a spiral of fear and mistrust” (Shafritz et al., 1993, p. 470).

Patriotism: “Love and loyalty toward one’s state” (Shafritz et al., 1993, p. 525).

Terrorism: “Violence against randomly selected civilian targets designed to create a pervasive sense of fear and thus affect government policies” (Shafritz et al., 1993, p. 655).

Significance of the Study

This study represents an initial effort to investigate responses to the terrorist attacks of September 11, 2001, by focusing on elementary school principals and their perceptions of their responses utilizing the school crisis management plan. Gathering data in a nationwide survey and reporting about elementary principals’ responses to a terrorist event will improve the way
elementary principals prepare for future crises in the school setting. Principals may create and/or reexamine their crisis management plans with a proactive design in mind that helps "promote individual and organizational resiliency to traumatic events by promoting communication, collaboration, and service provision in an efficient and comprehensive manner" (Kline et al., 1995, p. 245).

How do school leaders respond in the face of terrorism? This study investigated an answer to this question. Berson and Berson (2001) noted that "we have little empirical research to guide our responses to this form of tragedy because so few terrorist attacks have occurred in the United States" (p. 341).

This study will contribute to a better understanding of how principals view their response to the events of September 11, 2001, in promoting participatory democratic actions on the part of their students. This study also explored how elementary principals perceive the school's role in national security. This information will add to the limited body of knowledge regarding the role of education in national security as viewed by the educational administrator at the local school district level.

**Limitations of the Study**

Data collection for this study were derived through survey research methodology and semi-structured telephone interviews. Elementary principals volunteered to participate in this study. Because the principals volunteered from a randomly selected sampled group, they may have biased perceptions.

Because the sample population is limited to elementary principals, the conclusions drawn may not be applicable to all schools. Conditions under which
junior high and high school principals operate would offer additional insights on this topic.

The subjects participating in this study were drawn randomly from the membership of the National Association of Elementary School Principals. The profile of principals that participate in NAESP consists of members who mainly are responsible for schools in rural and suburban communities. This profile may exclude some perspectives that could be provided by principals in more urban centers.
CHAPTER 2

REVIEW OF THE LITERATURE

“Our schools are strong points in our national defense,” President Dwight D. Eisenhower stated in 1957, “more important than Nike batteries, more necessary than our radar warning nets, and more powerful than the energy of the atom” (as cited in Sava, 1984, p. 68). Indeed, one of the primary findings of the 1984 Gallup Poll of the “Public’s Attitudes Toward the Public Schools” was:

Americans continue to feel that public education contributes more to national strength than either industrial might or military power. More than eight in 10 say that developing the best educational system in the world will be “very important” in determining America’s future strength, compared to 70% who favor developing the best industrial production system and only 45% who favor developing the strongest military force. (p. 24)

Education in the United States has been seen as a major force in procuring and creating national security. The review of the literature will provide a historical overview of the Cold War crisis and the roles schools in the United States have played in national security from the Cold War to current times.

The Cold War, Schools, and National Security: A Historical Perspective

The threat of a crisis situation from the Union of Soviet Socialist Republics (U.S.S.R.) really began on August 6, 1945, the day the United States (U.S.) dropped an atomic bomb over Hiroshima, Japan. With that event and the detonation of another bomb over Nagasaki days later, the nuclear era was born. Fear struck in the hearts of many U.S. citizens. “It burst upon the world with terrifying suddenness. From the earliest moments, the American people recognized that things would never be the same again” (Boyer, 1985, p. 4).
Following World War II, "everyone longed for 'normalcy,' but in truth there was no normalcy" (White, 1997, p. 23).

The Atomic Bomb

The possibility that the power of atomic bombs the United States released to end World War II could eventually be used against U. S. citizens on U.S. soil was ominously relayed by local newspapers and radio broadcast announcers at the time. On August 7, 1945, reporter Don Goddard stated in an evening radio broadcast: “There is reason to believe tonight that our new atomic bomb destroyed the entire Japanese city of Hiroshima in a single blast. . . . It would be the same as Denver, Colorado, with a population of 350,000 persons being there one moment, and wiped out the next” (as cited in Boyer, 1985, p. 15).

Such expressed fear became the constant companion of that generation for the rest of their lives and for the millions not yet born. The vision of U.S. cities smoldering in ruins like Hiroshima brought open fear to millions of people in this country. The people of the United States didn’t necessarily see themselves as a potential threat to others, but as possible victims (Boyer, 1985). The Detroit News on August 17, 1945, implied that if the atomic bomb was attached to a guided missile, the threat to civilization would rise to “a new pitch of terror.”

. . . weeks and months following August 6, 1945, were a time of cultural crisis when the American people confronted a new and threatening reality of almost unfathomable proportions. Equally clearly, the dominant immediate response was confusion and disorientation. But woven with all the talk of uncertainty and fear was another, more bracing theme: Americans must not surrender to fear or allow themselves to be paralyzed by anxiety; they must rally their political and culture energies and rise to the challenge of the atomic bomb. (as cited in Boyer, 1985, pp. 25-26)

Educators rapidly defined their role. Todd (1945), a young instructor at a Connecticut teachers college, insisted that every activity must be subordinated to
"the job of social engineering" in this age of atomic bombs. "The social sciences must become the keystone . . . of public education. And . . . the increased time we devote to the study of human relations must be taken from the physical sciences" (p. 358). Todd said that if the social studies curriculum were to prove equal to the crisis the bomb created, it must be organized around a "directing moral principle" to give the future generation the ethical base it would desperately need in the atomic age. Textbooks used in classroom teaching would need to change to promote a more global way of thinking.

Gallup poll data from the 1945 American Institute of Public Opinion (as cited in Boyer, 1985) and a comprehensive survey conducted by the Social Science Research Council in 1946 (Cottrell & Eberhart, 1948) showed that the bomb had a "phenomenal" impact on society. Through survey responses, the public didn't hide the fact they believed: (a) other nations either already had bomb-creating capability or would achieve it in a few short years, (b) a "real danger" existed that atomic bombs would be used against the United States someday, and (c) another world war (nuclear in nature) was predicted in the next quarter century.

"From the earliest moments of the atomic age, a spontaneous and well-justified surge of fear swept over the United States" (Boyer, 1998, p. 170). Atomic scientists were among the first to believe that this immediate reaction, the public's instinct for self-preservation, could rally enough support to control the arms race. In lectures, radio programs, and magazines, the horrors of atomic war were vividly shared with the nation. These scientists, along with other advocates of international control of atomic energy, thought their fear campaign
was the only way to gather necessary support in the political arena. The belief was "from mass fear would spring a mass demand for the abolition of atomic weapons" (Boyer, 1998, p. 171).

Rabinowitch wrote of the atomic scientists' movement in an editorial in January 1951 in Bulletin of the Atomic Scientists. Having promoted the fear-based campaign, he summarized that these tactics had failed. He believed these methods had actually encouraged the reliance on atomic weapons that scientists had hoped to avert. People had learned of the bomb's devastating power but not that diplomacy and negotiations were the best possible means for escaping another tragedy (Rabinowitch, 1951).

By the summer of 1946, Cottrell and Eberhart found less than expected anxiety to the worries of the bomb. Their explanations for this, derived from in-depth interviews, included the participants' belief that an effective atomic-bomb defense would soon be developed. This generalized a confidence in the nation's leaders, and indicated the pointlessness of worrying about such a threat. The surveyors speculated that American culture in 1946 may have been infused with "much more anxiety than people admit, but that it is repressed" (Cottrell & Eberhart, 1948, p. 29).

Some of this repression may have resulted because of the advice from opinion-makers of the time, such as President Harry Truman and others, who continually accentuated the positiveness of the atomic bomb. As Wylie (1945) wrote: "Atomic energy is only incidentally a military weapon. As a source of power it will be more important to human beings than all the wars recorded" (p. 18). A committee from the American Psychological Association (1946) advised
educators and public officials of the following: “The possible benefits of atomic energy must be emphasized and developed. The atmosphere of demoralizing fear which surrounds the phrase atomic energy can be reduced by presenting the facts in honest, unexaggerated peacetime terms” (p. 406). An educator, Burnett (1948), wrote that the job of the teacher is “not to scare the daylights out of people by regaling them with the horrors of atomic destruction” (p. 545). The schools’ major efforts, he stated, should be to provide stimulus and analysis on the positive aspects of atomic energy control so that in the end it can serve humankind.

No Peace Following World War II

After World War II, both Germany and Japan were defeated and occupied. European states were in devastating decline having been used as a warfront. The old international system collapsed and two dominant powers remained, the United States and the Union of Soviet Socialist Republics. These two countries assessed each other across the international destruction of lands and states, attempting to determine gains and losses. The U.S. and the U.S.S.R. stood opposed to each other as nation-states, economic and political systems, and as ideologies. Consequently, World War II did not conclude with peace, but with a new conflict, the Cold War, an armed truce, cautious and dangerous (Yergin, 1977). “The Cold War was also the first total war between economic and social systems” (Walker, 1994, p. 1).

The U.S.S.R.’s aggressive behavior to spread communism started soon following World War II with the intent to occupy Greece and overcome Turkey. Truman recommended to Congress in 1947 $300 million in aid for Greece and
another $100 million for Turkey to assist these countries in meeting the communist challenge. This recommendation, part of the Truman Doctrine of 1947, called for:

- global containment of communism and elicited the political support that enabled US leaders to act on their beliefs about the relationship between politics, economics, and US security. Anti-communism became a guiding principle of US foreign policy and a significant force in US domestic politics. It provided an explanation for what was wrong in the world; a prescription for what to do about it; and an ideological justification for US actions. (as cited in Painter, 1999, p. 19)

Government agencies were created to reinforce this new active foreign policy. The National Security Act of 1947 established the National Security Council (NSC), designed to advise the president on defense policy and foreign affairs. The Central Intelligence Agency was started to gather and analyze foreign intelligence matters and conduct covert operations, and the Department of Defense was created to coordinate the armed services (Kaufman, McKitrick, & Leney, 1985; Painter, 1999; Walker, 1994). The NSC’s working definition of national security (Peterson & Sebenius, 1992) was “to preserve the United States as a free nation with our fundamental institutions and values intact” (p. 57).

In the introduction of her dissertation, Zeal for American Democracy: Civic Education and the Cold War, 1947–1954, Jacobs (1999) argued that Truman’s foreign policy of containment directly affected education programs during that time in history.

... the Truman Administration institutionalized a cultural contradiction within the Cold War paradigm. This contradiction simultaneously encouraged and restricted the values central to American democracy in the name of national security. The outstanding feature of this cultural contradiction was the exaltation of the core values of the nation as expressed in the Declaration of Independence and the Bill of Rights, and the limitations placed upon the exercise of those core values by the new national security policy. The contradiction tended to coalesce around two issues within American society. The first concerned the extension of rights, through substantive action, to the African-American community,
and the second involved the suppression and denial of rights to those citizens of the United States who held beliefs that were thought to be subversive. Both of these issues would directly effect the public schools of the United States between 1947 and 1954 as educators sought to reconcile the contradiction through civic education programs. (p. 2)

The Truman Doctrine was eventually seen as the first step in a "global ideological crusade against Communism" (Powaski, 1998, p. 72). Gaddis (1972), a historian, observed that Washington officials' simplistic view of the Cold War through this ideological struggle perhaps contributed to the continuation of the Cold War.

Nuclear Build-Up and Civil Defense Response

During the first four years of the Cold War, the U.S. held a monopoly on nuclear weapons (Gaddis, 1987; Painter, 1999; Powaski, 1998). On September 24, 1949, the Soviet Union tested an atomic bomb, taking the United States by surprise. Statesmen of the time did not believe that the Soviet Union had the ability to accomplish this even though leading atomic scientists had predicted the possibility that the Russians could do so three to five years after Hiroshima (Boyer, 1985).

To counter this situation, Truman approved plans to make more atomic weapons and accelerated the U.S. development of a hydrogen bomb. Truman also approved a study of U.S. armed force requirements resulting in a seminal document drafted in 1950 called the National Security Council—68 (NSC-68). This document stated that the Soviet Union's continual expansionistic desires to overtake the world had only been controlled because of U.S. military superiority (Walker, 1994). Now with the atomic superiority in question, the U. S. and its allies faced the renewed prospect of communist advances. This paper analyzed the Soviet intentions, capabilities, description of the threat, and requirements of
U. S. "national security" to combat the communist advances (Yergin, 1977, p. 401). To prevent this Soviet threat, NSC-68 called for the United States to undertake an immediate build-up of political, economic, and military strength (Gaddis, 1987; Painter, 1999; Walker, 1994; Yergin, 1977).

Implementing the suggested tripling of military expenditures only happened when North Korea forces (backed by communist China) invaded South Korea on June 25, 1950 (Fordham, 1998). As Yergin (1977) stated in *Shattered Peace*:

The Administration certainly did not want that war, but once embroiled in the conflict, it did not hesitate to use it to promote the general buildup of American military strength. . . . Expenditures for major national security programs rose to $22.3 billion in fiscal year 1951, to $44 billion in fiscal year 1952, to $50.4 billion in fiscal year 1953. Obviously, some of this money went to fight the Korean War, but a very substantial part supported the general buildup of American strength. . . . With the Korean conflict, a new phase had opened in the Cold War. With the expanded funding, the architecture of the national security state was complete. And so, equipped with the requisite budgets, the national security state grew as an awesome collage of money, institutions, ideology, interests, commitments, capabilities, and firepower. (p. 408)

With the deterioration of the U.S.-U.S.S.R. relationship following World War II, Russia's detonation of nuclear warheads, and the conflict between the United States and North Korea, civilian defense became a serious matter. Whatever illusions U.S. citizens had of safety prior to this incident evaporated. In January 1951, Truman created a new federal organization called the Federal Civil Defense Administration (FCDA), Public Law 920, to limit civilian vulnerability to an U.S.S.R. atomic hit. From the start, the FCDA served as a supervisory agency with no allocated federal resources for civil defense projects. Instead, it produced educational and propaganda materials intended to jump-start state and local agencies, as well as the private sector, to spend their own monies to
implement programs. "Although the FCDA did not limit its educational activities to the public schools, it found in the schools a system for conveying information to the public" (Brown, 1988, p. 70). Materials intentionally created for use in schools comprised a large portion of all FCDA publications (Fitzsimons, 1968).

Since no federal funds were forthcoming, state and local agencies responded to the new civil defense directives as best they could with existing budgets. The local educational institutions were the most logical place to move massive information forward to redefine the concept of civil defense through children as well as their parents (Weaver, 1952). "Schools were identified as key agencies and teachers as key people in civil defense" (Gutek, 2000, p. 49). Public school officials recognized the opportunity to serve their country while promoting their profession. In the end, the new civil defense gave educators the momentum needed to demonstrate the importance of the nation's schools to national security, which justified federal funding to education (Brown, 1988).

During and immediately following World War II, the anti-communism movement attacked the progressive education movement that had been the major influence in the educational system in the 1920s and 1930s. An aggressive "back to the basics" movement within professional schools of education began, and the drive for federal aid helped open the doors in schools to civil defense (Raywid, 1962; Spring, 1989).

Roblee (1953), a school relations office of the FCDA, saw the educational purpose of "functional civil defense" as a form of "protective citizenship." He identified four important areas of civil defense education: (a) creating an "intensified sense of social interdependence and group solidarity," (b) broadening
"understandings of interpersonal responsibilities," (c) improving knowledge of current political trends and "modern social and scientific power," and (d) mastering the "skills which enable mankind to meet adequately the dangers and tensions of emergency situations" (pp. 152-154).

Johnson (1953), provost of Hofstra College and former assistant administrator in the Federal Civil Defense Administration, wrote an article for School Life entitled "Protective Citizenship—Its Education Implications." He stated that teachers are forever molding education in the light of realities of modern day life. Among the reality of this time "was the continuing probability of a state of international tension. Because of the implications of a long period of crisis, all of our schools must make adjustment" (p. 150).

Johnson saw protective citizenship as a fundamental aspect of life in the U.S. that should be studied and thought of as "merely a new dimension of citizenship education" (150). He promoted civil defense education in the following 10 ways, some of which reflect Roblee’s suggestions:

1. Schools and colleges in potential target areas should develop protective plans; i.e., locating shelters, instructing students in self-protection methods, informing parents of plans to care for children during emergency.
2. Each school should define the role it is to play in an emergency both in regard to its own program and that of the community; i.e., use of school facilities or school personnel in time of crisis.
3. Educators should recognize the general education aspect of civil defense; i.e., the role of social interdependence, better understanding of personal responsibilities.
4. An understanding of civil defense should be integrated with specific subjects that are already part of the curriculum; i.e., problems of panic applied in courses in psychology, need for individuals skilled in agency mass care emphasized in home economics ("and so it goes for every subject in the curriculum and at all levels").
5. Graduate schools and all other educational institutions should shoulder the responsibility to focus upon the problems of the atomic age; i.e., civil defense is a proper topic for further investigation.
6. Professionalization of plans, objectives and principles of civil defense should occur since they were new.
7. A corollary to the professionalization of civil defense should be the use of established school and college programs for specialized skill training.
8. Teachers should offer advice when called upon to help with preparation for adequate training materials.
9. Local schools should be ready to assist local civil defense directors to solve specialized problems if called upon to do so.
10. Finally, the schools should take the lead in formulating plans for the continuity of education during the time of crisis. (pp. 150-151)

In an edited report called “Civil Defense and the School Principals” (1952) by the National Association of Secondary School Principals (NASSP), The Department of Elementary School Principals, and the Department of the National Education Association, principals were called upon to become leaders in integrating civil defense concepts into the school curriculum. Five areas were emphasized in the report: (a) the need for civil defense, (b) the need for civil defense education, (c) the role of the schools in civil defense, (d) responsibility of the principal, and (e) the specific challenge of making civil defense an essential part of the education of boys and girls to maintain “life, liberty, and the pursuit of happiness” (p. 20).

The full report, Civil Defense Education Activities in Schools and Colleges (1952), was prepared by members of the Research and Statistical Standards Section of the Office of Education. In the introduction those members said: “That civil defense is a part of our pattern for national survival cannot be gainsaid. While there are many divergent opinions on the intensity with which civil defense should be introduced to the American people, there are few who hold that it should not be introduced at all” (p. 3). This study was requested and funded by the Federal Civil Defense Administration.

Writers of the edited report stated that “an adequate civil defense demands the mobilization of 150,000,000 Americans keenly aware that freedom
is at stake and that every citizen has a responsibility for its preservation" (p. 13).

They saw the need to adapt schools to the "present world crisis" and reappraise the entire school program "both in terms of the immediate and the long-range civil defense needs" (p. 14).

"Civil Defense and the School Principals" (1952) continued:

The duties of the school principal in normal times seems so all-absorbing that it is almost impossible for him to reorient his thinking and his work. Yet, this is what he must do. He is the responsible head of the school, and on his shoulders rests the weight of initiating, inspiring, developing, and coordinating the total program. If he is sufficiently convinced of the need for civil defense education, his school will have it.

As the leader of the school, the principal has many responsibilities. The safety and security of the pupils, the plant, and the staff at all times are fundamental. This is a troubled world so that now he must plan carefully and rehearse frequently in order that danger of panic is eliminated and the response becomes automatic. (pp. 17, 19)

Such suggested pushes in civil defense education resulted in practices including civil defense drills, new identification programs for school children, innovations in school architecture, new emphasis on community-school relations, and greater interest in child psychology (Brown, 1988). In cities that were thought to be "targets" for a nuclear air raid, elementary school children of the 1950s were required to practice "duck-and-cover" drills. This meant they crawled under desks and placed their arms over their heads to ward off nuclear fallout (Carey, 1982b; Ridgeway, 1954; White, 1997). A professor of education called this "the atomic head clutch position" having the distinction of being the most common air raid drill (Carey, 1982b, p. 116). Two other drills practiced at this time were "shelter drills" where students were marched to a predetermined designated "safe" area in the school. A third drill, used primarily in large cities on the East Coast, was called the dispersal drill which assumed that there would be enough time for children to get home without harm before the enemy target hit. These
drills were soon dropped once school officials realized they had no control over the students once they left school (Carey, 1982b).

McMahon (1953), a civil defense administrator, informed teachers that the "threat to our national security" made it imperative that schools adjust the curriculum to incorporate the "qualities and characteristics" needed in such an emergency (p. 442). Procedural suggestions for responding to a disaster were recommended in this journal article. In addition, though, McMahon suggested that students think critically about the social, political, economic, and moral problems and issues created by the release of atomic energy, gain knowledge of world affairs and critical issues facing humankind, and use group problem solving as a way to address concerns that arise from the study of civil defense.

As Van Kleeck (1951), then New York commissioner of education and coordinator of civil defense for schools and colleges of New York State, commented, the major purpose of the civil defense plan was to "alert, not alarm." He stated the aim of such plans was to avoid "unfortunate emotional effects on school children" (p. 24). Educators prided themselves on the fact that very few children became upset during the air drills (Rankin & Pritchard, 1951; Van Kleeck, 1951). Myrdal (1976), an arms race specialist, wrote: "People rightly should have become more startled and fearful as the nuclear arms race went into swing. It is a psychological riddle how people everywhere conditioned themselves to live with fear without mobilizing opposition" (p. 84).

School Structures and Civil Defense Planning

The architectural design of schools was also considered important in the civil defense planning. Schools from the 1920s to 1950s had been built with a
“wall of light,” a result of Progressive Era reforms, which amplified the use of windows. This light-filled exuberant image suddenly became a “wall of death” according to civil defense leaders (Brown, 1988). McGrath (1954) spoke of protecting school buildings, particularly those in the “hot” cities, considered prime targets for a nuclear attack. It was suggested that these buildings order “war-protection devices, such as continuous-frame construction” (p. 502).

Student populations grew after the war which meant new schools needed to be constructed. This student population increase also coincided with families moving from urban centers to the suburbs. In these circumstances, architects focused on “dual purpose” buildings. Building designers attempted to maintain some of the progressive style utilized earlier to retain education functionality but also to make the building safe in case of a nuclear attack. These new designs included the fewer and smaller windows, solid walls on the exterior design, and graphite bomb curtains in some facilities (Brown, 1988; Gutek, 2000). Some of the philosophy of the time for administrators and architects reflected what has been called “double duty.” It was a fundamental contradiction in the national defense policy of deterrence:

- **Prepare for war in order to keep the peace.** If such preparations are successful, peace will prevail, which makes its own daily demands on institutions like public schools. For education administrators, the contradiction was embodied in the practical problem of preparing for civil defense without subverting the primary, peacetime functions of education. (Brown, 1988, p. 87)

- Much of the literature in the early 1950s included the following: air raid information, directives for what to do after a bombing, bomb-shelters, possible evacuation procedures (in major cities), suggestions for radiation contamination...
detection, and the requirement of teachers to complete an eight-hour American Red Cross First Aid Course (Van Kleeck, 1951).

Civil Defense Activities in Schools and Psychological Effects on Children

In the spring of 1952, an extensive study of civil defense education activities in schools and colleges was conducted. The survey was limited to samplings of elementary and secondary schools in larger cities and to teacher colleges and schools of education across the U.S. The goals of the study were to discover whether schools had developed civil defense education programs to any large extent and to provide the Federal Civil Defense Administration with "grassroots" information so they could further develop programs to better meet the needs of the schools. "The study of civil defense in elementary schools showed that on the basis of the data contained in the reports submitted by 437 elementary school principals, more than 95 percent of the schools have some form of civil defense education program" (Roblee, 1953, p. 153).

In an article called "The Schools and Civil Defense: The Fifties Revisited," Carey (1982b) stated:

The bomb's presence is particularly ominous to the former school children of the fifties, who, as they grew to maturity, watched nuclear weapons proliferate in number, variety, and destructiveness. They discovered at an early age and never forgot that the United States could be destroyed by a nuclear holocaust in a few minutes. How these children of the fifties learned about the bomb is a special chapter in American education's history, special because this generation had a formal bomb-threat education: civil defense training, conducted by principals and teachers, that taught young people where to hide from the bomb and how to protect themselves from its deadly if mysterious forces. (p. 115)

These children of the 1950s also remembered the civil defense activities. In a different article published in the Bulletin of the Atomic Scientists, Carey (1982a) interviewed former students. A New York teacher recalls his childhood
and said: “First of all, the (school) gong would go off and the teachers would tell everybody to get under the desks. You could feel the tension in the air, fear. The kids are fidgety and jumpy and talking-whispering--but then there would be absolute silent. You never knew if it was a drill--a test--or the real thing” (p. 22).

A New York psychologist, even as a young student, had reached a simple conclusion regarding the bomb-threat education that was inconsistent with the purposes of the education--hiding did no good.

Why are they bothering? . . . There is no way we can survive. Because if kids get under desks, face away from the windows so the glass doesn't get in your eyes, close your eyes so the blinding flash doesn't blind you, close your ears so the deafening noise doesn't deafen you, you'd be at least deaf or blind aside from crippled--they didn't talk about the (bomb's) impact and being crushed. (as cited in Carey, 1982a, p. 23)

A California cab driver admitted the following: “If it happens, it happens. They drop it, then we are blown away, and that's it. Only the young, the naive, and the teachers were fooled by the drills” (as cited in Carey, 1982a, p. 24).

Thinking about the Cold War years later, schoolteacher John Driscoll, a child of the 1950s, reminisced: “It seems surreal now. Every summer, when I (saw) heat lightning over the city and the sky would light up, I was convinced that it was all over. My whole childhood was built on the notion that the Soviets were the real threat” (as cited in Goldman, 1966, p. 134).

Some adults worried about the emotional and psychological impact of such a world state and the response to it with the civil defense education. Knight (1951), a medical doctor, thought the world crisis should be examined through the eyes of the social sciences, which corresponded with the thoughts of Todd (1945) six years earlier. Knight said this underfunded field of study, when compared to the physical sciences, would need to be explored because:
in human understanding of human behavior lies the hope for understanding between nations. . . . Millions of the world's children have had no experience of a world at peace, and it may well be that they and millions more will never know anything but a world in chronic crisis. . . . they are forced to realize that a world out of joint, which is our legacy to them, has an individual impact on each of them (Knight, 1951, p. 3).

Lane (1951), a professor of education at New York University, wondered if schools were bombing the mind and emotional health of all the children in those trying days. According to Lane, conditions essential to emotional health involved feeling relatively safe from the threat of being hurt. A sense of adequacy to meet problems was more important to mental health than the severity of the problems. Knowledge was critical to elevating fear. Lane further stated:

At present, primary school children believe that communists are bad men that want to kill us; they hear father infer that the neighbor who raises questions about the local civilian defense program is probably a communist! We need some hard, realistic study of Russia, Southeastern Europe, and Asia. How can we deal effectively with people of whom we know nothing more than that their behavior seems very odd? (p. 8)

Carey (1982b) concluded that adults taught school children of the 1950s that it was "not normal to fear the bomb" (p. 123). In fact, literature from the 1950s continually stated that using "fear" as a technique to teach or motivate was not appropriate (Brown, 1988; Carey, 1982b; Meredith, 1952; Thompson, 1951; Van Kleeck, 1951). School civil defense education was presented in a ritualistic fashion, which muted some of the reality of the situation. "The school had been called on to perform a task for which they were clearly inadequate" (Carey, 1982b, p. 124).

The impact of civil defense in schools came through safety education, atomic bomb drills, and changes in school architecture as well as through the formal curriculum. As Gutek (2000) cautioned this information must all be couched in what was happening at this time in history--anti-communism,
information about the Soviet threat and nuclear developments, and civil defense. All of these were a part of the Cold War's effects on the United States.

**Criticism of U. S. Education in the 1950s and National Security**

The 1950s became a decade of intense criticism of education in the United States, incomparable to anything before (Kliebard, 1995; Ravitch, 1983; Spring, 2001; Zilversmit, 1993). Two reasons for this were the infamous campaign of Senator Joseph McCarthy of Wisconsin to root out communists and subversives from positions of influence, and verbal assaults by university professors about anti-intellectualism. A leading figure in the academic arena was Arthur Bestor.

**McCarthyism and Effects on Schools**

From 1950-1954, McCarthy was the leading advocate and much-publicized investigator of anti-communism. This era, when he and his followers pursued a communism witch-hunt, became known as McCarthyism. The witch hunt to purge the United States started with McCarthy's claim that he had lists of varying numbers of communists in the State Department (Gutek, 2000; Walker, 1994; Yergin, 1977). Led by McCarthy, "anti-communist hysteria reached fever pitch" (White, 1997, p. 67). A month after McCarthy's claim, a March 1950 Gallup poll found 54% of the nation believed that McCarthy's charges were true, 29% thought he was "playing politics." Two years later opinion was even more supportive of McCarthy: 81% agreed there had been "a lot of Communists or disloyal people in the State Department" (as cited in White, 1997, p. 68).

In 1952, Dwight Eisenhower became president. In the new Congress, McCarthy became the chairman of the Permanent Investigating Subcommittee
on the Government Operations Committee, a position he cherished because it could be used to continue his anti-communist investigations (Gutek, 2000).

Teachers did not escape attempts to eliminate communism from the school systems either. In the fall of 1952, the Senate Internal Security Subcommittee began investigating “subversive influences” in United States' schools. “Despite the obvious threat to academic freedom, educators refused to take a clear stand against the congressional investigations, which increasingly turned into witch hunts” (Zilversmit, 1993, p. 108). In fact, Zilversmit (1993) continued: “many teachers went further and endorsed the rhetoric of the Cold War” (p. 108). Progressive education became the scapegoat for these investigations. It was an easily identifiable target for the forces that allegedly undermined the ability of U. S. citizens to resist communism, the threat to national security (May, 1988).

**Progressivism and the Traditional School**

According to Kluebard (1995), the differences between progressive and traditional education have raged since 1890 when Joseph Mayer Rices wrote of “progressive” practices in education in a series of articles on schools in the United States. Progressive education reforms that focused on activity and/or child-centered interests and curriculum dominated the first half of 20th century education in the United States. This philosophy contrasted with another educational philosophy of the time, essentialism. Essentialists believed “only those things that were vitally important should be taught” (Tonne, 1941,
p. 312) and that the progressive educational theories feminized schools, producing weak links in common cultural heritage that undermined the most needed ideals of democracy in the amphitheater to World War II (Kliebard, 1995).

Given these conditions of the progressive movement before World War II, the war itself provided new fuel for the progressive movement.

Educational leaders were convinced that the public school system would play an important role in preparing young Americans to help make thoughtful decisions. For many of these leaders, the results of the war gave a sense of direction to their efforts—postwar education would have to prepare youth to become responsible citizens of a new international community in democratic classrooms. The times, they firmly believed, called for the aims and methods of progressive education. (Zilversmit, 1993, pp. 90 - 91)

Progressive educators hoped to create social reform by promoting peace and international understanding. Their theme developed calling for “one world” (Boyer, 1985; Brown, 1988; Zilversmit, 1993).

The conditions of the schools at this time were considered abysmal (Brown, 1988). After 10 years of a depressed economy and then almost five years of war, school buildings themselves were in great neglect. Teachers were in short supply. Many had left their low-paying teaching positions for various higher-paying jobs to support the military during World War II. With the baby boom following World War II, the school population would soon reach an all-time high.

In spite of these conditions, a new sense of professionalism arose among educators. National standards existed through well-developed national organizations of teachers and administrators and became more recognized. Considered experts, school administrators began using the national standards as
a way to improve the quality of their schools. They asked their communities to provide funds to meet these standards (Gutek, 2000).

A progressive ideology was developing even though the tenets of progressive education had an inconsistent philosophy. Many educators who saw themselves as progressives still believed in using the science of testing to place students in classes appropriate for their abilities. School consolidation and centralization started replacing the one-room schools that would enrich curriculum for children in rural communities. This practice, though, was considered another contradiction because it promoted efficiency and standardization that often impeded the need for spontaneity and flexibility (Ravitch, 1983).

As Zilversmit (1993) stated:

Despite its inherent contradictions, however, this ideology served important purposes. It united the profession and provided teachers and administrators with specialized methodology and language. More important, it gave them a sense of common purpose. The prevailing creed pictured schools as crucial institutions for the communities they served, working to promote prosperity, peace and democratic harmony. At the same time, it allowed teachers to see themselves as performing a significant role in the lives of the children they taught, going far beyond simply imparting information. Imbued with this faith, teachers and administrators saw themselves as having a vital role in the life of the nation. The prevailing educational ideology, despite its internal inconsistencies, reinforced the new professionalism and unified teachers and administrators, giving them a noble purpose and conferring dignity and prestige. (p. 95)

**Progressive Education Promotes Life Adjustment Curriculum**

During the post-war period, the progressives focused on the psychological "adjustment" needs of children, concentrating on secondary schools. More students than ever attended high school and juvenile delinquency was on the rise (Gilbert, 1986). Educators worried that the majority of these students would not be able to function with courses designed for college-bound students nor would
the current traditional vocation programs serve their needs. New secondary
curriculum called education for “life adjustment” resulted. As Cremin (1962) said,
this movement was the most important of the “post-war refinements of
progressive education” (p. 333). The movement was closely aligned with
attempts to create a core curriculum that focused on concerns of young people
and the need to prepare these young people for citizenship. Educators believed
this could best be done through courses that emphasized special problems
rather than the traditional academic courses (Zilversmit, 1993).

This experience-based curriculum was to help reduce the dropout rate and
retain more students in school at the secondary level. The emphasis on
academic subjects would be substituted by a different curricular pull—students’
personal, social, and economic needs. Some proponents of life adjustment
wanted it completely infused into the curriculum. The old courses, including
academic subjects, would be reconfigured to include functionality in all areas of
living. The new curriculum was to be based upon four broad areas: (a) personal,
(b) personal-social, (c) social-civic, and (d) economics. This movement put
professional educators, rather than academic colleagues, in possible positions of
power (Gutek, 2000).

Part of adjusting for psychological needs of students by progressives
involved “mental hygiene.” Mental health had been stressed prior to World War II
but few schools had instituted any type of comprehensive plan. With the end of
the depression and the fear of juvenile delinquency, educators promoted the
expansion of counseling services. During the post-war era, progressive
education devoted more attention to the need for guidance counseling (Douglass, 1950; Gutek, 2000; Zeran, 1953).

Spring (1989) noted that the life-adjustment education movement attempted to establish a national curriculum. The federal government's role in education was evident before World War II but became much more pronounced in post-war years. Decisions about course content, school materials, and curricula were made at the national level by groups sponsored by the federal government or national professional organizations. Public school leaders attended five regional conferences in major cities and decided to use a public relations and advertising program to create a curriculum that had not existed in the past. Two national commissions followed on life adjustment curriculum that moved the organizing of life-adjustment education program to the state level under the control of state departments of education. This was part of the plan to spread life adjustment curriculum to this level (Spring, 1989).

As the dean of education at Colorado State University, Douglass (1951) addressed the need for secondary schools to respond to the constantly changing society. He believed the needs of the students had changed and so should the schools. He foresaw the progressive movement as a possibility of breaking down walls that had characterized the nation's secondary education for 200 years. As he stated: "Today there is underway in almost every state in the United States a movement which is rapidly becoming definitely a grassroots movement for the improvement of education for life adjustment" (p. 43).

As the progressive movement continued in its attempts to carve out a functional secondary curriculum, others at the collegiate level became alarmed...
and adamantly decried these efforts. This vocal group of professionals saw “progressive education as subversive because it did not prepare children for the coming battles” (Zilversmit, 1993, p. 108). Probably the most persistent and effective of these critics was Arthur E. Bestor, Jr., a professor of history at the University of Illinois. In the 1920s, Bestor had attended Lincoln School of Columbia University Teachers College, one of the best-known progressive schools in the nation.

Bestor’s most predominant theme in his influential writings was that schools had detoured from their primary function, the development of the intellect (Cremin, 1961; Kliebard, 1995). His articles and books, most notably *Educational Wastelands* (1953), were called “the most serious, searching, and influential criticism of progressive education to appear during the fifties” (Ravitch, 1983, p. 75). In this book, Bestor defended liberal education as synonymous with intellectual freedom. He criticized professional educators for their misrepresentation and undervaluation of a liberal education. He said this contributed to the growth of an “anti-intellectualism hysteria that threatens not merely the schools but freedom itself. . . . schools exist to teach something, and that this something is the power to think” (Bestor, 1985, p. 10).

Bestor stated that the downfall was not created by progressive education as he had experienced at Lincoln but by “regressive education” because public school educators had “severed all real connection with the great world of science and learning” (1985, p. 47). Bestor rejected the substitution of “life needs” for the basic disciplines. He stated that it was a “curiously ostrichlike way” of meeting life needs to de-emphasize foreign languages during a period of world war and
postwar global tension, and to de-emphasize mathematics at a time when the nation's security had come to depend on Einstein's equation (Bestor, 1985).

An incident during the Korean War added fuel to the education critics' concerns. A small group of American prisoners of war made propaganda speeches for the North Korean and Chinese communist captors. As Gutek (2000) surmised:

It was charged by some critics that American schools had not prepared these defectors to withstand Communist brainwashing. Too much progressive education had not prepared them to stand up for their country nor given them the kind of patriotic education needed to best the Communists in debate. An argument was mounted that, though simple on the surface, had subtle interpretive underpinnings. American schools needed to be proactive in the ideological battle against Communism. They had to educate students about the evils of Communism without conveying sympathy for its theories and doctrine. (p. 92)

Two other major writings of the time emphasized the anti-intellectual conditions of American life. These were Quackery in the Public Schools (1953) by Albert Lynd, a business man and former school board member, and Mortimer Smith's book And Madly Teach: A Layman Looks at Public School Education (1949). Lynd added another perspective to Bestor's thinking when he proposed changes in teacher certification requirements and reorganization of teachers' salary schedule. Smith, executive director of the Council for Basic Education with Arthur Bestor as its first president, placed great emphasis on the idea that schools were undemocratic. He believed that schools had become increasingly "totalitarian" by trying to assume too much responsibility for the total education of the child (Gutek, 2000; Ravitch, 1985; Spring, 1989).

Vice Admiral Hyman Rickover, credited with the development of the atomic submarine, also criticized America's "soft" education system compared to the Soviet's system. His favorite target was life adjustment education (Kliebard,
He continually called attention to the Soviet technological advances stating that "the greatest mistake a nation can make is to underestimate a potential enemy. Russian engineering and scientific development constitute a threat to our military power" (Rickover, 1963, p. 50). Rickover agreed with the academic critics of the time that the "intellect" was the school's only concern. He believed, according to Kliebard (1995), that "the development of the intellect was not so much a good in itself or a way of giving the individual a way of mastering the modern world but a direct avenue to victory in the Cold War" (p. 227). By comparing U. S. students to European students, Rickover warned of dangers to national security that the U. S. educational deficiencies posed (Gutek, 2000). This promoted the battle between academicians and professional educators for the control of curriculum into a matter of national concern.

Major foundations also became involved in attempting to "cure" the ailing public education system. James Conant, former atomic scientist and former president of Harvard University and ambassador to West Germany, joined the debate of the "crisis in the public schools" through funding provided by the Carnegie Corporation in 1956 (Ravitch, 1983; Smith, 1956). Conant's (1959) first report was called The American High School Today. Conant urged that spreading the comprehensive high school concept nationally would fulfill three tasks: (a) provide a good general education for all the pupils; (b) offer the noncollege-bound majority good elective nonacademic courses; and (c) provide academically talented students with advanced courses in mathematics, science, and foreign language. He also suggested what an appropriate high school class size should be in order to be comprehensive. Blending dedication to both
academic excellence and democratic value, Conant's high school report became a best-seller book (Ravitch, 1983).

According to Ravitch (1983), the Ford Foundation also participated with two major education reform programs in 1959. These included: "Comprehensive School Improvement Plan" (CSIP) which provided funding for communities to provide model districts for educational reform and "Great Cities—Gray Areas Program," designed to help urban centers create additional remedial supportive programs for low-income students. Ford’s CSIP encouraged innovative practices in curriculum, staffing, technology, and facilities. Both programs also recommended team teaching, flexible schedules, open-space classrooms, program instruction, federally sponsored science curricula, teacher-devised curricula, and independent study (Ravitch, 1983).

Federal Policies Impact Education

As noted in the following quote, the federal government's role became more prominent in education following World War II:

After World War II, American schools were increasingly linked to the policy needs of the federal government. The Cold War between the United States and the Soviet Union spawned demands for more academic courses in the schools and a greater emphasis on science and mathematics as a means of winning the weapons race with the Soviet Union. This emphasis on science and mathematics was considered essential to producing enough scientists and engineers to keep the U.S. technologically ahead of the Soviet Union. (Gutek, 2000, p. 358)

Spring (2001) agreed with Gutek that following World War II, schools and national educational policy became interrelated. Spring concluded "the Cold War was generating a stream of educational policies designed to use schools to strengthen national defense" (p. 415). He added, though, that social and political problems and public criticism shaped these policies. In addition to the Cold War
demands by government and industry that schools educate more scientists and engineers, Spring described three other reasons for this interwoven concept of national educational policy. First was the problem of youth and unemployment that led to the creation of the Servicemen's Readjustment Act of 1944 (known as the GI Bill of Rights) which provided educational benefits to veterans. The GI Bill allowed a large number of men to attend school instead of entering the labor force. In fact, it doubled the existing college population with over one million veterans attending college in 1945. The second reason involved the criticism of federal officials and academic communities in claiming that control by professional education “had made the schools anti-intellectual and turned them into the weakest link in America's defense against the Soviet Union” (Spring, 2001, p. 360). Infiltration by communists into the U. S. schools was the final claim.

The federal government's need to link national policy to schools became pronounced in the fall of 1957 when the first space satellite, Sputnik I, was orbited by the U.S.S.R. This launching awakened the public's attention to the possibilities of anti-intellectualism in the school system and in the “American way of life.” Sputnik became the symbol of indifference to high standards. In the public's eye, Sputnik happened not because of what the Russians had done but because of what American schools had failed to do (Ravitch, 1983).

"Suddenly the national distaste for intellect appeared to be not just a disgrace but a hazard to survival. After assuming for some years that its main concern with teachers was to examine them for disloyalty, the nation now began to worry about their low salaries" (Hofstadter, 1963, p. 5). Television, magazines,
businessmen, scientists, politicians, admirals, and university presidents now championed the former cries of educational critics such as Bestor, Lynd, and Smith. They were soon joined by many other voices in the country (Hofstadter, 1963).

Sputnik I, launched on October 4, 1957, weighed 184 pounds which was six times heavier than Vanguard, the satellite the U.S. was preparing to send into space. Sputnik II, weighing 1,120 pounds and carrying a dog on November 3, 1957, continued to shock the U.S. nation. To U.S. citizens, it was simply unbelievable that a people supposedly as backward as the Soviets could demonstrate such technological supremacy (Powaski, 1998; Kliebard, 1995). "America has lost a battle more important and greater than Pearl Harbor," Dr. Edward Teller, the father of the American H-bomb, told the national TV audience shortly after the Sputnik launching (as cited in Walker, 1994, p. 114).

In Oklahoma City in November 1957 and then before Congress in January 1958, President Dwight Eisenhower spoke about the relationship between education and cold-war strategy in context of the recent launching of Sputnik. He outlined his program of education for national defense. He pointed out that the Soviet Union had converted itself from a nation of peasants to an industrial nation in only 40 years. This was accomplished through major technological achievements and a rigorous education system. He argued that the Soviet threat must be met on its own terms, by outmatching them in military power, technological advances, specialized education, and research (Spring, 1989). Eisenhower understood that the shock of Sputnik raised an expectation among the U.S. people looking for some reassurance, and it had also pointed to a
useful long-term solution. "The Soviet investments in education and science were impressive; the American education system could do with some improvement" (Walker, 1994, p. 116-117).

"As the school system had been called upon to prepare the nation for a world of atomic warfare, it was now called upon to prepare the nation for the space age" (Spring, 1989, p. 66). Educators, defense contractors, and congressional Democrats worked together to create and pass the National Defense Education Act (NDEA) in 1958. The Act called for $5 billion dollars to be spent on higher education in the sciences, foreign languages, and humanities to counter the perceived danger presented by the Soviets. This investment in education was explained as a way to prevent the Russians from winning the "brain race" (Walker, 1994).

As Gutek (2000) succinctly stated:

Throughout most of the 1950s, federal aid to education was restricted to categorical aid to areas impacted by federal defense and military installations. It would take a dramatic event occurring elsewhere in the world, the Soviet launching of Sputnik, to unravel the intricate spider’s web that imperiled federal aid in the past and that led to the enactment of the National Defense Education Act (NDEA) in 1958 during President Eisenhower’s second term. (pp. 37-38)

Through the previously created National Science Foundation (NSF), the National Defense Education Act provided monies for fellowships, grants, and loans to encourage studies in the sciences, humanities, foreign languages, and guidance services for talented and gifted students, but it also funded school construction and equipment. Federal funds were given to the states to hire additional math and science teachers (White, 1997). Lobbyists had been defeated many times in the past for such funding (Ravitch, 1983). Now they were more than happy to utilize national security as a vehicle for the federal
government's legitimate role in supporting education, a role that had previously been considered a matter for state and local governments (Brown, 1988; White, 1997).

The new emphasis on curriculum with the NDEA, especially in mathematics and science, started with the NSF in 1950 and represented an end to an era. The first change was in curriculum development. It was no longer at the local level of the professional education community. It had moved to specialists in academic fields in major universities. Second, the academic subjects were no longer in jeopardy as the basic building blocks of the curriculum. Finally, curriculum revision was now centrally controlled versus local efforts controlling curriculum change. Through the National Science Foundation, curriculum transformation was developed first by experts at a center designed with this purpose in mind while the local schools received the external initiatives (Gutek, 2000; Kliebard, 1995). These changes also meant that, in a sense, the federal government was determining curriculum in schools throughout the country. "It certainly could not be overlooked that such immense sums of money would have a persuasive effect on the direction of education in the United States" (Spring, 1989, pp. 68-69).

The 1960s, National Security, and Schools

During the mid-1950s, the United States under Eisenhower, announced a new military strategy for dealing with the communist threat. The U.S. was preparing to react massively, with nuclear weapons in the event of communist challenges at any level (Boyer, 1998; Powaski, 1998; Walker, 1994). Retaliation was to be the main form of "preparedness" in response to an enemy attack.
Army and navy forces were reduced while the air force increased, reflecting the importance of strategic air power. The first intercontinental jet bomber (the B-52) was created to deliver hydrogen bombs to Soviet targets if necessary. For long-term prevention, the Eisenhower administration emphasized developing ballistic missiles—inter-continental ballistic missiles, intermediate-range ballistic missiles, and solid-fueled missiles. By 1959 the first U.S. inter-continental ballistic missiles became operational. At this time, the Soviets had no operational missiles (Powaski, 1998).

When John F. Kennedy was elected president a year later, he used the term “the missile gap” to describe the alleged Soviet Union superiority in nuclear weaponry. He told the nation’s public that he would recapture this country’s lead in science and education. He addressed these three federal aid areas for public school systems: school construction programs and teacher salary improvement, college and university construction programs, and the continuation of NDEA.

During the Kennedy years, education was now being related to national interest. In fact, Kennedy’s Special Message on Education delivered in early 1963 argued that the “quality and availability of education was vital to national security and domestic well-being” (as cited in Gutek, 2000, p. 161). With this proposed strategy, linking education to society’s well being, money given to the public schools was no longer seen as simple aid. It now served as a social and economic vehicle, “moving the federal government out of the national defense syndrome that limited education aid to science and mathematics into more general directions” (Gutek, 2000, p. 160).
Nikita Khrushchev led the Soviet Union at this time. During Eisenhower’s second term, Khrushchev had boasted missile supremacy but, in fact, this wasn’t true. Eisenhower knew this because the U.S. Air Force had been sending U-2 spy planes and photographing and mapping the Soviet land, its air and missile bases, and factories since 1956 (Gaddis, 1987; Powaski, 1998). Upon entering the presidential office, Kennedy was informed by the Central Intelligence Agency director and Joint Chiefs of Staff at the Pentagon that there was no missile gap. “They all told Kennedy the same thing. Khrushchev might claim that his factories were turning out missiles like so many sausages. He was not” (Walker, 1994, p. 132). Nonetheless, Kennedy approved a nuclear buildup to close this supposed gap.

When Kennedy had a heated encounter with Khrushchev over Berlin in 1961, the president again warned Americans of the possibility of nuclear war and proposed an immediate program of fallout-shelter construction. Nuclear drills persisted in the schools as children continued to “duck and cover” (Boyer, 1998).

The Cuban Missile Crisis

The threat of nuclear war was never so great in this time as it was on October 14, 1962, the day the United States discovered that the Soviets had been secretly installing nuclear missiles in Cuba. This was a great strategic gamble by Khrushchev with specific motives in mind. The first was to defend Cuba against an invasion from the United States. Creating a nuclear balance was the second motive. The Soviets had been successful with intermediate-range nuclear missiles that would balance the outcome possibilities if the United States decided to enact a first strike against the Soviets. This would be a quick fix to the
problem of Soviet strategic inferiority (Painter, 1999; Powaski, 1998; Walker, 1994). "The next thirteen days were the most dangerous period of the Cold War. A nuclear exchange was so close that both White House and Kremlin officials frankly expected the bombs to fall" (Walker, 1994, p. 171).

A nuclear tragedy was averted through a naval quarantine implemented by the U.S. that the Soviets honored. Quick negotiations began between the two countries. The United States publicly stated it would end the blockade and not invade Cuba if the missiles and thousands of combat troops were removed. There was a private agreement that the U.S. missiles located in Turkey would also be removed. The strategic parity that Khrushchev had wanted was now reversed (Walker, 1994). "The Cuban Missile Crisis dramatically demonstrated the need for Soviet-American cooperation to prevent a nuclear holocaust" (Painter, 1999, p. 55). However, such cooperation was elusive at this time.

Paul Boyer (1985) noted in his book *By the Bomb's Early Light*:

This second period of nuclear fear and activism ended abruptly in 1963. After the Cuban Missile Crisis of 1962, when the United States and the Soviets went to the nuclear brink and pulled back, it was widely hoped that they would cooperate to avoid such confrontations in the future. Then in 1963 the United States, the Soviet Union, and Great Britain signed a treaty banning atmospheric nuclear testing. A mood of euphoria swept the country. Almost overnight, the nuclear fear that had been building since the mid-1950s seemed to dissipate. (p. 355)

As time passed and arsenals of weapons grew larger and the delivery systems of such weapons became more sophisticated, the time for civilian defense responses grew even shorter. Civil defense school procedures against a nuclear attack lost their credibility. "In a larger sense, however, the 'duck and cover' drills of school civil defense programs had a larger significance. They
continued a pattern, found in American educational history, that education and schools were valuable components of national security" (Gutek, 2000, p. 56).

**Schools' Role in Civil Defense Wanes**

The public's interest in civil defense, as well as the schools' interest, began to wane. In 1959, 64% of the public listed nuclear war as the nation's most urgent problem, but by 1964 only 16% felt this way (Boyer, 1985).

A comprehensive study in 1966 called "Current Status of Civil Defense in Schools" was prepared by the National Commission on Safety Education through the National Education Association (NEA) in cooperation with the Office of Civil Defense and the Department of Civil Defense. This study was created to determine the status of civil defense in America's schools and to provide guidelines for action. A nationwide questionnaire survey designed by the NEA Research Division to discover the "character and scope of school involvement in civil defense preparedness" (p. iii) was sent to superintendents who represented samples of school systems of different sizes. In addition to this survey, ten school systems were selected for visitation. These sites were chosen based on their experience in development of civil defense programs, their varied enrollment, and geographical data. School civil defense activities were discussed at length with the administrators whose experiences and recommendations contributed to this document. Commission members also polled a representative sample of 20,000 teachers with three questions on school civil defense.

The commission's report started with a frank message and reprimand to the "schoolman:"

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Changes in our way of life bring about changes in education, even as—more subtly—advances in education better our way of life. The educator cannot be one who exists in a cloistered world, unconscious of current events in the real world. Rather, the educator must lead in recognition of change, and anticipate it to the fullest degree if he is to prepare the young for the world in which they will live, and the schools for their role in that mission.

At any moment it is within the realm of possibility that the school administrator will have to make immediate decisions which may mean life or death to his pupils and staff. The cogent questions the conscientious schoolman must ask of himself today are “Am I equipped to make such decisions?” and “Are we, all of us here in my charge, ready to carry them out?”

The answer is, “NO!” According to responses representative of all school superintendents in the United States, the great majority of our children have no reasonable protection from the effects of major disasters—natural or manmade. (1966, p. 1)

The overall response rate for this survey was 92.8%. The Commission’s 22 recommendations revealed a “picture of a vital weakness in the defense posture of this nation. . . . The numbers simply present a cold, objective description of a nation’s schools unprepared to cope with disaster” (1966, pp. 5-6). Times had changed regarding the school’s response to civil defense from the 1950s to the mid-1960s. At this time, the 27-item survey revealed a lack of interest and apathy on the part of schools toward civil defense.

U.S. Race Relations Influence International Relations and National Security

Following the 1930s depression, the United States transitioned to a war economy in 1940 by implementing the peacetime draft and increasing industrial production to meet the demands of the national defense program. For most white nationals this marked the beginning of new opportunities for employment with improved wages, a welcome change from the depressed economic conditions of the 1930s. However this was not true for African-Americans or other minorities. “Authorities warned that labor shortages would prevent the realization of production goals . . . yet, in the face of this, discrimination against
Negroes, aliens, Jews, and first generation Americans continued. For these groups the depression had not ended" (Kesselman, 1948, p. 6).

In 1941, A. Philip Randolph, president of the Brotherhood of Sleeping Car Porters, called a conference for prominent black leaders. Discriminatory practices in national defense industry projects and the armed forces were discussed. Randolph (1941) declared:

... if American democracy will not give jobs to its toilers because of race or color; if American democracy will not insure equality of opportunity ... it is a hollow mockery and belies the principles for which it is supposed to stand. ... To the hard, difficult and trying problem of securing equal participation in national defense, we summon all Negro Americans to march on Washington. ... However, we sternly counsel against violence ... we summon you to mass action that is orderly and lawful, but aggressive and militant, for justice, equality and freedom. (pp. 613-614)

This call for African-Americans to rise up and demand equal rights resulted in the March on Washington Movement set for July 1, 1941. President Franklin Roosevelt, fearing the effect of the march on international relations and national unity, issued Executive Order No. 8802 calling for an end to racial discrimination in defense-related industries. Contracts for industries that discriminated supposedly would not be honored (Spring, 1989). Even though the executive order failed miserably in the two years that it was in effect (Kesselman, 1948), it was a preliminary attempt at social change. A pattern of concern about the impact of race relations on international politics began to emerge even though, as yet, no domestic policies on race relations existed.

In 1946 continued racial terror and lynchings in some southern states brought about an appeal from the National Association for the Advancement of Colored People (NAACP) to President Truman for his executive power to protect the rights of black people. The president responded by creating a Committee on
Civil Rights that wrote a report called "To Secure These Rights" in 1947. The recommendations from this group became the essence of Truman's civil rights program. The report stated three major reasons for the necessity of action to improve civil rights in the U.S. The first was the obvious contradiction between democratic ideals and race relations. The other two reasons were based on Cold War concerns about international relations and human resources (Spring, 1989). The United States' foreign image was being tainted by its methods of handling race relations. It needed to improve civil rights on its own soil to continue to develop strong international relationships and assure a degree of national stability and security.

The Committee on Civil Rights (1947) argued: "We cannot escape the fact that our civil rights record has been an issue in world politics. The world’s press and radio are full of it. . . . The United States is not so strong, the final triumph of the democratic ideal is not so inevitable that we can ignore what the world thinks of us or our record" (p. 139).

Desegregation

As the United States was still dealing with the Soviet nuclear war race, the local and "shaming confrontation with the unsettled tragedy of America's racial heritage" (Walker, 1994, p. 115) was heating. The NAACP carried the battle of civil rights into the courts. The U.S. Supreme Court's ruling in the Brown v. Board of Education of Topeka decision in 1954 declared racial segregation in public schools unconstitutional (Blaustein & Ferguson, 1957). This decision occurred in a United States political climate of continued concern about the impact of the nation's race relations on foreign policy. In the face of Soviet totalitarianism, it
was difficult for the United States to present itself as a champion of freedom when segregation laws, frequent lynchings, and race riots continued to diminish the nation’s international image and undermine national security.

The *Brown* (1954) decision, even though it was a victory for civil rights, could not force southern school systems to desegregate. Instead, civil rights movement proponents forced the federal government to get involved, often because of television exposure showing the violent means southern law enforcement used to stop a nonviolent confrontation. The mass media evolution of the 1950s was important to the civil rights movement because “it made it possible to turn local problems into national issues” (Spring, 2001, p. 391).

The civil rights movement resorted to nonviolent sit-downs and demonstrations to pressure the desegregation of public facilities and transportation. Many civil rights organizations were formed. One of the most important leaders during the civil rights movement was Martin Luther King, Jr., of the Southern Christian Leadership Conference.

**Domestic Policies Result from Civil Rights Movement**

“In 1954, racial segregation had appeared to be a Southern problem. By the 1960s, however, it was clear that it was a national issue” (Gutek, 2000, p. 147). As the U.S. continued to systematically deny and withhold the civil rights of a significant segment of society, this nation violated the very democratic principles upon which it claimed to stand. National security was being jeopardized internally by the destabilization of the U.S. by its discriminatory practices and mistreatment of minorities. As Kaufman et al. (1985) observed:
The linkage between the domestic and international environments is stronger now than in the past since domestic policy contains greater international implications. . . . The international environment also has a greater effect than in the past on domestic interests. . . . Clearly the result of this greater linkage between the two environments is to increase concern about events occurring thousands of miles away. (pp. 7-8)

A series of civil rights bills were proposed and the most important one was passed in 1964. The 1964 Civil Rights Act finally gave the necessary power in federal desegregation efforts by declaring that federal monies would be withheld from institutions that discriminated according to race, religion, or ethnic origin. This legislation established the procedure of diligent watchfulness of civil rights violations in institutions that received federal funding (Graham, 1984).

"To be an effective weapon against school segregation, the 1964 Civil Rights Act required major federal funding of education" (Spring, 1993, p. 99). This funding came through the passage of the Elementary and Secondary Education Act (ESEA) in 1965, which contained Title I monies supporting compensatory or remedial education. Title I provided funds to local districts to establish special programs to help raise achievement scores in schools with a high percentage of socio-economically disadvantaged children (Carlson, 1997).

ESEA became a major part of the War on Poverty conducted by the federal government in the 1960s through the Kennedy and Johnson administrations. According to Spring (1993), the ESEA was considered one of the most important pieces of federal education legislation in modern times and major implications resulted for future federal legislative action because of it. Spring determined:

. . . it signaled the abandonment of general federal aid to education in favor of categorical aid. One consequence was to tie federal aid to other national policy concerns, such as poverty, defense, and economic growth. . . . To avoid charges of federal control, the reliance on state departments of education to administer federal funds resulted in an expansion of those
Multicultural Education

The terms, multiethnic, multiracial, and bilingual programs, existed in limited form in school districts across the U.S. during the late 1960s. Not until the mid- to late 1970s did states begin requiring or recommending that local school districts design instructional objectives related to teaching cultural diversity, understanding the contributions of diverse peoples to American society, and promoting sensitivity to cultural differences (Cummins, 1992; Gay, 1983).

Gay, a leading proponent of multicultural education, denoted connections between the civil rights movement and the inception of multicultural education. In the mid-1960s, “the ideological and strategic focus of the (civil rights) movement shifted from passivity and perseverance in the face of adversity to aggression, self-determination, cultural consciousness, and political power” (Gay, 1983, p. 560). Racial minority groups developed their own identities. On college campuses, demands were made for ethnic studies courses and removal of stereotypical and negative treatment. Public school curriculum was examined for “ethnic distortions, stereotypes, omissions, and misinformation” in then currently used textbooks (Gay, 1983, p. 561).

Gay described the 1970s as “prime time for multiethnic education. This was an era of growth and expansion both quantitatively and qualitatively” (1983, p. 562). Teachers attended multicultural education workshops during this time and were encouraged to examine their own prejudices and advantages of being “white.” Such workshops were not very popular among white teachers (Sleeter, 1996).
The political climate shifted in the late 1970s and 1980s. As Omni and Winant (1986) stated: "For the first time in a sustained and programmatic way, setbacks in the domestic economy and U.S. reversals on the international level were 'explained' by attacking the liberal interventionist state" (1986, p. 110). The civil rights movement had successfully placed race on the political agenda at the national level and in acquiring popular support for the idea (or at least the phrase) of racial equality (Sleeter, 1996).

During the 1980s and 1990s, there was a sharp reaction to multicultural education and the ethnocentric studies promoted by minority groups. Protectors of the Anglo-American culture, such as Arthur Schlesinger, Jr., promoted the idea of core values derived from white Anglo-American traditions. The attempt to make Anglo-American culture the dominant culture of the U.S. came from a sense of superiority brought by English colonists which was greatly challenged by the civil rights movement (Spring, 2001).

The Vietnam War, Detente, and the Decline of the Soviet Union

The seeds sown by Kennedy in his brief years as president before his assassination resulted in war involvement in Vietnam, even though the war originated with limited U.S. assistance to South Vietnam. For years, Kennedy had seen Vietnam as a crucial Cold War battleground (White, 1997). President Johnson, though, by 1965 transformed this program into an open-ended commitment to defend that country. He thought this was Kennedy's intent and demonstrated a strong Democratic stand in response to communist advances. Johnson believed he could fight a war overseas and implement a major reform program simultaneously, something no other president had tried before.
(Powaski, 1998). The remaining years of the 1960s saw a "remarkable global convulsion, as if the entire planet was undergoing the domestic and international readjustments that usually accompany a major war" (Walker, 1994, p. 185).

War scenes, major demonstrations, and riots across the United States protesting the war and supporting the civil rights movement flashed across television screens often during this time. Within three months of each other in 1968, Dr. Martin Luther King, a dominant force in the civil rights movement, and Bobby Kennedy, who seemed destined to become the next Democratic presidential nominee, were both assassinated. By the start of the 1970s, the only international institution which had remained essentially untouched by the tumultuous 1960s was the U. S. and Soviet relationship (Painter, 1999). By 1971, when the costs of the Vietnam War forced the devaluation of the dollar, the world had become a very different place from the Cold War of the Cuban missile crisis in 1962. After Vietnam, the United States was weakened, and its allies, including Israel, the Common Market in Europe, and Japan, were all strengthened (Walker, 1994).

Painter (1999) called this period in history (1963-1973) "from Cold War to détente." He saw this as a period in which tensions between the two superpower nations relaxed or eased for awhile. Powaski (1998) described the periods of President Nixon and Ford (1969-1977) as the "revival of détente" after a "stillborn détente" took place from 1967-1969. Yergin (1977) called the weakening of the anti-communist consensus in the U.S. a tentative détente. He declared:

The global antagonism between the Soviet Union and the United States does remain the single most important and dangerous element in international politics. The balance of terror is now measured in megatons so large that no human being can comprehend the horrors that an atomic
war would bring. It continues to be a balance between the United States and the Soviet Union—each one's missiles remain targeted on the other. So the Cold War is still very much with us, as are the ever-perplexing questions about the Soviet Union's role in international politics and about the means, meaning, and measure of American security. (p. 410)

Even though historians did not all agree on which years saw a relaxed relationship between the United States and the U.S.S.R., they agreed that such a time existed which somewhat eased the tension for threats to national security. With this somewhat improved relationship between the U.S.S.R. and the United States, successful arms control initiatives took place. Consequently, arms control success reciprocally brought about improved relationships. As Gaddis (1987) remarked, though, this was an era of great politeness in terms of what the two nations said about one another, not necessarily in the potentially dangerous crises that both nations were involved in on the international scene.

In the late 1970s and early 1980s, however, the temperament in Washington, DC, particularly a group of Democrats and Republicans known as the coalition of Cold Warriors, cooled towards détente and a "new robustness" towards anti-communism developed. Walker (1994) commented:

Soviet expansion, Arab terrorism, Islamic fundamentalism and domestic stagflation all served to galvanize the West's conservatives and its hawks into a new militancy. In Britain, Mrs. Thatcher demanded a new Western firmness... and in the United States, the Committee on the Present Danger warned that the Cold War was being lost... This was the anti-Communist establishment, the hawks all flocking together to argue for more defense spending... (p. 248)

The Reagan administration (1981-1989) increased military build-up that had begun during Carter's presidency and spent over $2 trillion to escalate the U.S. conventional and nuclear forces (Painter, 1999; White, 1997). Regan justified this increase declaring the Soviet Union an immoral "evil empire,...
alleging that the Soviets were the source of most of the world's problems" (as cited in Painter, 1999, p. 95). These actions again increased Cold War tensions.

Government spending in the name of national security was used to justify many domestic programs as seen throughout this historical review. From day care necessity because of mothers' engagement in defense work to the integral role that music played as part of the arsenal in the Cold War (as Kennedy stated) national security became the catch phrase for any and all such programs.

"... the Cold War rationale resulted in vast expenditures and warped priorities for an entire generation" (White, 1997, p. 194).

The decline of the Cold War began in 1985 when Mikhail Gorbachev came to power. His arrival in power followed Soviet leadership problems after three Soviet leaders died within a short time period. Gorbachev started his reign by pursuing policies that worked toward improving relations with the U.S. Painter (1999) acknowledged:

Gorbachev inherited a situation characterized by declining economic performance, a widening technology gap with the West, and increasingly demoralized population, and a confrontational and counterproductive foreign policy. . . . A less confrontational foreign policy would permit far lower defense spending and allow the Soviet Union to devote greater attention and resources to internal economic reform. (p. 104)

Gorbachev and his comrades instituted glasnost (open debate on governmental policies) and perestroika (economic restructuring) to revitalize the Soviet Union. The earlier policies utilized by Stalin and his successors during the Cold War to enforce internal repression were no longer compatible with the economic transformation necessary in the Soviet Union to remain internationally competitive (Nation, 1992).
The time was ripe in U. S. history for democracy to take a giant step forward as the Soviet Union's economic situation forced the Soviets to consider reform in their country. No one could have predicted how quickly the demise of communism, as well as the Soviet Union, would take place in the following years.

Powaski (1998) summarized this time period concisely:

The presidency of George Bush, who succeeded Ronald Reagan in January 1989, witnessed the end of the Cold War, the collapse of communism in Eastern Europe, and the disintegration of the Soviet Union itself. During Bush's presidency, the development of a new, post-Cold War relationship between the United States and what would become the successor states to the Soviet Union began. The new relationship would be characterized by cooperation rather than the confrontation that had been the hallmark of the Cold War.

What began as an effort to reform communism in Eastern Europe would end with its collapse and, ultimately, the disintegration of the Soviet Union itself. (pp. 263-267)

On December 25, 1991, President Bush addressed the nation's people stating that the Cold War had ended. He credited Gorbachev for ending the Cold War and declared the end of the Soviet Union as a victory for democracy and freedom (White, 1997). The end of the Cold War really resulted because of the U.S.S.R.'s economic difficulties and the Soviet peoples' lack of faith in communism. “That the Cold War did not destroy humanity is providential” (Powaski, 1998, p. 306).

School Reform in the 1980s Related to National Security

As the Cold War was winding down, a new reform movement transpired in educational settings in the 1980s. In 1981, Terrel H. Bell, secretary of education during the Reagan administration, created a panel called the National Commission on Excellence in Education. The panel examined the U. S. educational system and made recommendations for reform. This comprehensive review scrutinized the quality of education in U.S. schools and colleges,
compared academic outcomes of U.S. education to other countries, and explored the relationship between high school curriculum and college admission requirements (Gutek, 2000).

In 1983, after a year and a half of work, the results of this group's efforts were published as an open letter from the National Commission on Excellence in Education to the U.S. public called *A Nation at Risk*. The flaws of the schools were highlighted and a demand to return to academic excellence was emphasized. State and local communities were urged to improve the quality of teachers and to reform the curriculum (Spring, 2001). "The schools were blamed for our malaise—one more time. Instead of the Soviet Sputnik in 1957 serving as the catalyst, it was the commissioned report of 1983" (Goodlad, 1997, p. 90).

The commissioning of this report began partially because of the influx of foreign-made products in the United States' economy that included televisions, appliances, cars, and tools. West Germany and Japan were winning the trade war against the U.S. while technological development in the U.S. was on the decline (Goodlad, 1997; Reese, 2000; Spring, 2001; Spring, 1989). In fact, the report revealed:

Our Nation is at risk. Our once unchallenged preeminence in commerce, industry, science and technological innovation is being overtaken by competitors through the world. . . .

If an unfriendly foreign power had attempted to impose on America the mediocre educational performance that exists today, we might well have viewed it as an act of war. . . . We have, in effect, been committing an act of unthinking, unilateral educational disarmament . . . America's place in the world will be either secured or forfeited. (pp. 5, 84)

In the educational reform movement of the 1960s (through the Elementary and Secondary Education Act), federal funds to schools were forthcoming. The rhetoric was directed toward the social fabric of the nation. The reform
movement of the 1980s was placed within the context of economics. This time the federal role was more of a cheerleader than leader. Changes were to be made at the state and local levels. “The federal role was, in part, to paint the bleak picture, set broad goals, stay clear of maps and blueprints, remain in the wings, and then step forward from time to time to proclaim progress and need and, ultimately, success” (Goodlad, 1997, p. 21).

LeParge (1987) examined A Nation at Risk report in his book Transforming Education. He stated that one positive outcome of the report was its focus on the nation’s troubled education system, but it missed the mark in the possibility of transforming schools. Examining key questions about society, purpose of education, and the conditions of American family life were but a few of the main points not addressed in this report. LeParge continued:

Reform of the educational system is touted throughout the report, but it is precisely because the work of the Commission was so predictably dualistic that the reforms suggested cannot transform education. The challenge to Sputnik was addressed precisely in the same way as the crisis in education: “there’s a problem, let’s fix it.” (pp. 32, 34)

A Nation at Risk report used the previously mentioned 1982 Gallup Poll data to show the public’s commitment to education. People continued to show their belief in education as the major foundation for the future strength of the United States. “Very clearly, the public understands the primary importance of education as the foundation for a satisfying life, an enlightened and civil society, a strong economy, and a secure Nation” (1983, p. 21).

A public school superintendent, Pyle (1984), added to the thinking of the National Commission on Excellence in Education. He quoted Franklin Roosevelt in saying, “What our schools do may prove in the long run to be more decisive than any other factor preserving the form of government we cherish” (as cited in
Pyle, 1984, p. 39). Pyle spoke of Pentagon personnel who recommended improved weaponry, bigger and better missiles, faster and more powerful ships and planes to secure the nation. In the end, though, he believed:

...to find the ultimate solution to achieving the national defense we all want, we must look beyond things. For all of these things are conceived and built by people—in terms of national defense, for this generation or any other, the edge will go to the nation that educates and trains more people to a higher level than any other.

The best means of educating and training people in this society, or any other society, is a good public education system. From a national defense standpoint, does it really make sense to increase our support for weaponry and material while simultaneously decreasing our support of public education? I do not believe it does: public education is the answer to "A National Defense at Risk: The Imperative for National Security." (1984, pp. 39, 44)

Pyle was responding to the Reagan's administration initiative to spend more money on national defense versus education. Since Reagan and the Republican Party had promised to decrease federal involvement in education when campaigning for re-election, the suggested recommendations by the National Commission of Excellence in Education attached no additional federal assistance to address the reform proposals. By connecting school problems to national trade problems, though, education remained a national issue throughout Reagan’s administration (Spring, 2001).

In another 1983 report by the Task Force on Education for Economic Growth, called Action for Excellence, big businesses were called upon to create closer relationships with the public schools. This call for more business participation became the now-familiar rhetoric for solving society’s problems. Future school/business partnerships resulted because of this report. “It is the thesis of this report that our future success as a nation—our national defense, our
social stability and well-being and our national prosperity—will depend on our ability to improve education and training for millions of individual citizens" (p. 18).

*A Nation at Risk* report spawned numerous other reform propositions by committees and commissions that overall criticized U.S. public schools and their performances. In the 1950s the criticism towards public schools had been "that academic deficiencies were weakening national security in the face of the Soviet threat. In the 1980s, the criticism was that the schools were failing to prepare Americans to compete in a changing world economy" (Gutek, 2000, p. 281). As noted during the Kennedy years, education was now playing a role in national interest. Buzan (1991) stated: "If the state is taken as the referent object, then economic security becomes part of the national security agenda. . . . The simplest view is to equate security with the economic conditions necessary for survival" (p. 241).

**National Security, Schools, and Crises in Post-Cold War Era**

"There is internal confusion and debate over what should replace the Soviet threat as the organizing principle for U.S. national security policy" (Hehir, 2000, pp. 21-22). Since the end of the Cold War the United States' role in foreign policy had become more confused. Because intervention, or U.S. involvement in the affairs of another sovereign state was no longer tied to global struggles of national survival as utilized during the Cold War era, the costs and benefits of intervention on foreign soil have been continually debated in the last decade.

According to Brooks and Kanter (1994), reasons for U.S. intervention in world affairs resulted because of the following: (a) the end of the Cold War
removed many constraints on U.S. action, (b) predominance of economic
considerations in U.S foreign policy increased, (c) American emphasis on
democracy and human rights as foreign policy goals had been renewed, and
finally:

... the post cold war is disorderly and full of dangers. Ethnic, religious,
and sectarian conflicts suppressed by the cold war threaten to erupt
around the globe. The potential proliferation of weapons of mass
destruction, especially nuclear weapons, may replace the threat from the
Soviet Union with an equally frightening, though ill-defined, new threat.
Terrorism continues to be directed at U.S. citizens, interests and allies.
(p. 16)

Robert Mandel (1994) agreed that the post-Cold War security would most
likely be more difficult to achieve than before, and so the continual pursuit of
safety still engaged people in widespread national fears. Mandel stated that at
the core of national security were the power elements of capability, threat, and
alliance. He believed that in the current era the possible sources of danger that
threatened national security have widened significantly. He stated that the new
emphasis would be on subnational and transnational threats, such as the
security challenges from subnational ethnic strife and transnational terrorism,
non-military threats, international criminal threats with political security overtones,
and unintended threats.

Still other authors such as Peterson and Sebenius (1992) suggested that
the most critical concerns in national security after the Cold War were certain
domestic threats, education, poverty and the underclass, and economic
expectations, which would directly impact national security. Their position
agreed with the former cries of earlier school reform movements. Peterson and
Sebenius (1992) commented:
Failure to make progress on a domestic economic and social agenda now threatens America’s long-term national security more than the traditional preoccupations of security and foreign policy such as the menace of Soviet nuclear bombs or conventional attacks on our territory or vital interests. (p. 69)

Other writings about post-Cold War conditions stated the possibility of peace in the 21st century as very viable. Russett (2000) proclaimed such in “A Basis for Peace in the Twenty-First Century.” Little did he know the power of the following statement in regard to recent current events in the United States:

I do not mean that war is a phenomenon of the past, or that an era of “perpetual peace” is dawning. There remain so-called rogue states that sponsor terrorists who can make life hazardous for their targets. What I do mean is that the post-Cold War era so far has certainly not been more violent, and probably less so, than the era which preceded it. At the least, the prospect of any war between two great powers in the next couple of decades or so is miniscule. (p. 47)

At a 1994 American Council on Education (ACE) annual meeting, Clifton Wharton, Jr., former U.S. deputy secretary of state, commented that the United States must redefine national security with preventive diplomacy and that both national interest and how the U.S. approached world events must be reexamined. Wharton (1994) proclaimed:

We are—by default rather than by intention—the sole remaining superpower . . . we must develop the capacity for leadership and the ability to influence world events in a constructive fashion. Our colleges and universities can and must play an important role in the implementation of any preventive diplomacy. Whether in the generation of human capital—the brain-power—vital to progress and growth both at home and abroad, or in the discovery of knowledge, the U.S. system of higher education traditionally has played a central role. (pp. 58, 62)

In March 1995, Vice President Al Gore addressed the Academy of Sciences at a National Forum on the Role of Science and Technology in Promoting National Security and Global Stability. The host for the forum was Dr. John H. Gibbons, President Clinton’s science advisor and head of the Office of
Science and Technology Policy. The purpose of the meeting was to “explore ways of using the science and technology enterprise to advance the goals of greater national security and economic prosperity” (Thompson, 1995, p. 36). Here again, the need for “education” was emphasized in the role of national security.

The importance of education in national security was made vividly clear through the recommendations of the 2001 U.S. Commission on National Security/21st Century report called Road Map for National Security: Imperative for Change.

The scale and nature of the ongoing revolution in science and technology, and what this implies for the quality of human capital in the 21st century, pose critical national security challenges for the United States. Second only to a weapon of mass destruction detonating in an American city, we can think of nothing more dangerous than a failure to manage properly science, technology, and education for the common good over the next quarter century.

Education is the foundation of America’s future. Quality education in the humanities and social sciences is essential in a world made increasingly ‘smaller’ by advances in communication and in global commerce. But education in science, mathematics, and engineering has special relevance for the future of U.S. national security, for America’s ability to lead depends particularly on the depth and breadth of its scientific and technical communities. (pp. 30, 39)

Three months later, on May 15, 2001, a National Security Study Group (NSSG) of security scholars and practitioners released a follow-up report. It again reiterated that: “Education, particularly science and mathematics education, is crucial to national security and to our nation’s future” (Beard, Johnson, & Pentland, 2001, p. iii). The study group “views education as critical to the nation’s security and its future, and stresses the imperative to recapitalize America’s strength in science and education as a major national security challenge” (p. 4).

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A National Security Science and Technology Education Act was proposed by the NSSG as a way to address the nation's critical needs. The need for high quality professionals and competent teachers who could raise the overall population's performance in math and science was seen as a must. This was even placed in the "crisis" status by the NSSG:

The word "crisis" is much overused, but it is entirely appropriate here. If the United States does not stop and reverse negative educational trends—the general teacher shortage, and the downward spiral in science and math education and performance—it will be unable to maintain its position of global leadership over the next quarter century. (Beard et al., 2001, p. 41)

In the Implications section of the NSSG report on education, study group members stated that recommendations enacted should be considered an investment in "first-order U.S. national security priorities." Federal involvement in education contrasted against the cost of other national security programs paled considerably. The report elucidated the following:

The total additional Federal investments implied by the Commission's recommendations on education come to a little over $3 billion initially, and over a decade average about $715 million per year. This latter figure is one fourth of one percent of the annual defense budget...given that the Commission sees education as a national security issue we believe the contrast to be a meaningful one. (Beard et al., 2001, p. 24)

Crisis Intervention in the Form of Crisis Management Plans

Schools have been perceived as playing a role in national security and the threat of national crisis since World War II. As civil defense programs became important weapons in combating the fear of nuclear war, schools became instruments to convey such information to the public. A 1952 questionnaire survey conducted by the Federal Civil Defense Administration was distributed to a sampling of urban elementary, secondary, and teachers colleges (departments of education) across the United States. At the elementary level 505 surveys
were sent to 129 cities. The response rate was 437 cities, or 86.5%. The survey for the elementary schools was a simple check list in which principals were asked to indicate the status of their civil defense education program to the following three statements: (a) a program of civil defense education has been set up in our school, (b) a program of civil defense education has not been set up in our school, but we are interested in developing one, and (c) a program of civil defense is not at present contemplated in our school. Additional clarifying subpoints were also included in the survey.

The Federal Civil Defense Administration (1952) report stated that "taken as a whole, approximately 95% of the responding schools indicated that they either had established programs of civil defense education or were interested in developing one" (p. 8). Obviously, not everyone agreed that civil defense education plans were necessary, but the committee took the high response rate as an indicator of the degree to which school personnel were interested in the general topic of civil defense education. Sixteen percent of the principals responded to an open-ended invitation to express any views they generally held about civil defense education and training. The results indicated lack of leadership and funding to receive materials and equipment from the federal level, lack of understanding of the program by elementary children, more harm than good that the program could cause with elementary children, and apathy on the part of parents towards the program.

In today's schools such plans often exist in the form of crisis management or crisis intervention plans. These specific plans are recent phenomena, such as civil defense plans were following World War II. They have arisen, in part,
because of the need to provide security at the local level, just as civil defense programs were intended to do so for a national level concern. Interest grew continually for the need of schools to be prepared and respond appropriately in times of crises. School security became a national concern (Buckner & Flanary, 1996). In a national survey conducted in 1987, psychologists felt that crisis intervention was important and sought more information about it (Wise, Smead, & Huebner, 1987). In spite of this interest, school crisis intervention was still considered very new in the early 1990s (Pitcher & Poland, 1992).

Current events of the time fostered this interest in crisis management planning just as they did in the 1950s and 1960s. Three major events in the last five years on school grounds have promoted state and federal involvement in school safety. One was an attack by two boys, 13 and 11 years old, in Jonesboro, AR, when they opened fire on their middle school classmates in March 1998. Five were killed with 15 wounded (Labi, 1998). In Springfield, OR, in May 1998, a 15-year-old boy used a semiautomatic rifle and two pistols to kill 2 students and wound 18 others (Hornblower, 1998). One of the most recent events that shook America was the most violent and deadly act ever conducted on U.S. school grounds. It took place on April 20, 1999, in Columbine, CO, when two teens terrorized their entire school that left 15 dead and 24 wounded after a shooting and bombing spree transpired (Gibbs, 1999).

School crisis preparedness has become an expected part of school safety and prevention because of such violent attacks. This is evident through recent state and federal legislative efforts. For example, both Alaska and Virginia adopted legislation in 1999 that required their public schools to create written
school crisis response or emergency plans. In Virginia this meant amending the state code related to school safety to include emergency management and school crisis plans (Brock et al., 2001). As stated by Brock et al. (2001):

Two federal legislative efforts may also be seen as developing an expectation for school crisis preparedness and response. First, the School Safety Enhancement Act of 1999 proposed the establishment of the National Center for School and Youth Safety. . . . Also, the School Anti-Violence Empowerment Act would authorize the Secretary of Education to provide grants to school districts to help them establish or enhance crisis intervention programs. (p. 8)

The recent deluge of books written about school crises also indicates interest in effective responses and preparedness to traumatic events (Brock et al., 2001; Cornell, 1999; Decker, 1997; Matsakis, 1994; Obiakor, Mehring, & Schwenn, 1997; Pitcher & Poland, 1992; Slaikeu, 1990; Trump, 1998). This should not be surprising since “the school environment has changed quite substantially in the past few decades” (Pitcher & Poland, 1992, p. 3).

The importance of what happens in a school crisis situation can impact the environment for students and staff for a long time following the incident. “How schools manage crisis in the short term can negatively affect long-term functioning” (Kline et al., 1995, p. 245). Jones and Patterson (1992) indicated that “an unprepared school is asking for chaos” (p. 11). Pitcher and Poland (1992) satirically commented that “school districts that get caught with the ‘plans down’ may have a great deal of difficulty facing the community” (p. 6). In a book written to administrators, Decker (1997) added these thoughts to the previous statements:

When school personnel are prepared to deal with crisis, students can continue to grow emotionally, intellectually, and physically. . . . With proper preparation, a crisis can be used to unite students and staff in building confidence and cohesiveness among themselves and within the larger public community. It is possible for the school to bring students together, forming a sense of community that only comes from a deep
sharing. A school does not realize this benefit by taking a "business as usual" approach to a crisis situation. . . . Because it is difficult to make all the decisions necessary to contain the crisis and channel the emotional on the day of an event, preplanning will be your greatest asset. (p. 6)

Recent responses to violence in school settings included immediate and long-term measures. Safety and security were increased in some schools by using police officers on sites, installing metal detectors at school entrances to prevent students from bringing weapons into the school, and using zero tolerance policies to guarantee the automatic removal of students who perpetrated acts of violence (Currie, 1994). Long-term measures included the development of conflict resolution and violence prevention education (Aquilera, 1998; Decker, 1997; Gutek, 2000).

Part of the intervention strategy in any school crisis management plan would be to return to a "normal" or "precrisis" state as quickly as possible (Brock et al., 2001; Obiakor et al., 1997; Pitcher & Poland, 1992). Yet, traditionally schools have prepared for only a few disasters usually local to the community such as fire, floods, or blizzards. Modern conditions in society, as well as at home and school, are adding many more to this list. As Pitcher and Poland (1992) stated, these included: "AIDS, bomb threats, chemical spills, sniper attacks, violent intruders, and terrorism, to name a few" (p. 19).

Disasters do create crises and responses to crises can often be organized and planned. Learning from previous experiences with disasters also creates a foundation to build upon for future preparation.

When a disaster strikes a crisis is produced. . . . An effective response to that crisis can be based upon experience gained from other applications of crisis intervention. Disasters vary in length of warning period, intensity of the catastrophe, duration of impact, number of people involved, extent of property damage, number of casualties, and requirements of the recovery period. (Franklin, 1983, p. 150)
Several professionals and educators have been involved with and studied crisis management plans. Blom (1986), a medical doctor, shared the results of a study that examined a broad school-based assessment and intervention program in an article called "A School Disaster—Intervention and Research Aspects." This study was implemented shortly after a crane struck a 231-foot-long pedestrian overpass connected to an elementary school in Lansing, MI, on September 16, 1977. About 20 children were on the overpass at the time of this accident and over 100 children witnessed the event from the adjoining school playground. Six boys fell 15 feet to the pavement and were rushed to a nearby hospital. Five of these children were seriously injured and hospitalized. They all were back in school three months later. This study sought to assess whether the collaboration from different agencies for this ad hoc intervention plan were successful in “assisting a large population, assimilate an unpredictable catastrophic event and adapt again to a predictable world” (p. 336). This is one of the first times that an intervention plan was utilized in a school system with follow-up research to document its effectiveness.

Foley (1986) highly recommended the need for staff involvement in making decisions about how schools operate because “once they are conditioned to feel safe in offering suggestions, they will be prepared to respond to calls for help in crisis” (p. 51). Foley shared his anecdotal responses as an administrator to two crisis situations. The first involved a police shooting of a recent dropout at Foley's school after the student took two former classmates hostage. The second situation was the death of Christa McAuliffe, the
teacher-astronaut who died in the explosion of the Space Shuttle Challenger. McAuliffe was a teacher at Foley's school in Concord, NH, when she was chosen for NASA's Teacher in Space Program.

Another high school principal, Mathers (1996), spoke about the terrorist attack on the Alfred P. Murrah Federal Building in Oklahoma City on April 19, 1995. Workers and children were already present in the building when a timed bomb exploded at 9:02 a.m. during the usual busy morning routines. A total of 168 people died in the explosion with over 700 injured (Mallonee et al., 1996). Mathers documented the step-by-step procedures his administrative team used to implement their site crisis management plan. Some students were directly affected because they lost loved ones in this tragic event. The enacted crisis management plan was utilized to help these families. Mathers (1996) reflected on this incident: "The bombing had changed the lives of Oklahomans as no other event in our state's history. We all felt a deep sense of anxiety about the future; we all felt robbed of our personal sense of security and control; we had forever lost our innocence" (pp. 42-43).

A study by Pfefferbaum et al. (2000) addressed the posttraumatic stress of 69 sixth graders who lived over 100 miles from Oklahoma City two years after the city's bombing. Children chosen for the study neither had any direct physical exposure nor personally knew anyone killed or injured in the explosion. The findings suggested that children geographically distant from disaster who have not directly experienced interpersonal loss still can have posttraumatic stress syndrome symptoms and some functional impairment because of heightened awareness from media exposure and indirect loss.
Robertta Gaston, director of guidance and counseling in the 40,000 Oklahoma City school district, said that even six years after the terrorist's bomb exploded in a downtown federal building "some wounds run deep. We are still talking to children to see what they need in terms of additional counseling, and our tragedy was terrible, terrible beyond imagination" (as cited in Bowman, 2001, p. 19).

Six months following the terrorist attacks of September 11, 2001, over 8,000 children at 94 schools in New York City participated in a study conducted by mental health researchers regarding the impact of the terrorist events on them. "Nine out of 10 New York City school children suffered at least one symptom of post-traumatic stress . . . and almost 10% likely had the disorder." The children, who were located throughout the city not just near ground zero, showed "symptoms of several psychiatric problems." Some of the children admitted "they had trouble sleeping. Others said they feared leaving the house. Most found their minds wandering back to images of burning towers and the horror" ("N.Y.C. Children Suffer," 2002, p. A8).

Trump (2000) predicted that even more possible damage to children could result if schools became direct targets of terrorists' acts.

Attention to international and domestic terrorism in the late 1990s should lead us to question how vulnerable our schools might be to terrorist attacks and threats. There is no question that Americans overall are sensitive to the impact of violence and that the acts of terrorists shock even the most veteran public safety officials. The shock value of terrorist threats and acts is multiplied when children are involved.

What would you do if your school received an Anthrax scare? What if a gunman upset with the government enters your school and takes several staff and students hostage? Or, what if a school is bombed by international terrorists as their means of sending a message to U.S. leaders? Although these questions raise horrible thoughts, the reality of such incidents occurring would be even more horrible. To avoid thinking about preventing and managing such terrorist attacks, however, would be most horrible, if not negligent. School officials must realize that violence is
not pretty and that they need to prepare for the worst-case scenario, even though it might never occur.

Still, although we hope that it will never occur, the sad reality is that this may be one of the next waves of violence to hit our schools. (pp. 40-41)

September 11, 2001: Influence on Schools

On September 11, 2001, disaster took place as a result of terrorist attacks on the World Trade Center Twin Towers in New York City and the Pentagon in Washington, DC, killing nearly 3,000 people. Fortunately, it did not directly involve a school system, but many children were directly affected either by knowing someone who was killed in the attack or indirectly affected by seeing the event numerous times through media coverage, leaving a lasting impression on their minds. "Television has always had a way of searing the most horrifying images into our national psyche... But television has never shown us anything like an airliner slamming into the tallest building in New York City—at the instant it happens (Peyser, 2001, p. 64). Experts believe these images can have lasting effects:

The creativity and vibrancy of childhood is violated by those images depicting an attack on the communities that are supposed to nurture their development...

The immediacy of the news accounts and images made everyone not only witnesses, but also participants in the tragedy. Unlike in times past, when travelers spread news of atrocities months after the event, firsthand knowledge of threat and potential for risk heightens the intensity of our response. Even those individuals who are far from the disaster sites cannot remain emotionally distant. (Berson & Berson, 2001, pp. 386, 342)

Allen (2001) agreed: "All schools were affected by the terrorist attacks, whether directly like Leckie Elementary School or indirectly through watching television images of the collapse of the World Trade Center towers and hearing of the tremendous loss of life" (p. 3). Allen was referring to the M. V. Leckie Elementary School located directly across the Potomac River from the Pentagon
in Washington, DC. Leckie's principal, Clementine Homesley (as cited in Allen, 2001, p. 3), remarked: "There was no preparation for this—war was going on outside the walls of the school." This statement was certainly understandable in light of the fact that Hilda Taylor, a sixth-grade teacher, and Bernard Brown, an elementary student, both from Leckie Elementary, were passengers aboard American Airlines Flight 77 as it slammed into the Pentagon (Richard, 2001, p. 18).

The effect of multiculturalism was examined following the terrorist attacks. In an October 2001 Washington Post article, Strauss asked readers to consider modern thinking on multiculturalism. She felt that even though schools have leaned towards multiculturalism in the last two decades, the September 11, 2001, attacks should have prompted educators to rethink multiculturalism. Strauss declared:

Until September 11, terrorism or Islam were not subjects taught in many American classrooms—and millions of students couldn't easily locate Afghanistan on a map. Today, students are demanding more information on the forces that led to the deadly attacks on Washington and New York, authors are pondering how to rewrite history textbooks and teachers are debating how to educate more broadly about other cultures. (p. B1)

Strauss (2001) quoted Judith Rizzo, deputy chancellor for instruction in the New York City school system, "Those people who said we don't need multiculturalism, that it's too touchy-feely, a pox on them. I think they've learned their lesson. We have to do more to teach habits of tolerance, knowledge and awareness of other cultures." (p. B1).

Fuller (2001), staff reporter for Chicago Sun Times, confirmed the above thinking. She quoted local educators' responses to the terrorist events in an October 29, 2001, article. In this article, Esther Dickstein, a humanities teacher
at Maple Middle School in Northbrook, IL, stated that her students have a very limited view of the world. “Our goal is to help them see that the world is a very complicated place, and that they are very interrelated with these other countries” (as cited in Fuller, 2001, p. 3).

The backlash of the 1980s and 1990s to multicultural education needed to be viewed with different eyes in the new century. Following the terrorist attacks, educators wrestled with the fact that they still had to administer high-stakes tests while they struggled with “how to present and discuss issues related to the attacks, terrorism, Islam, and discrimination against Arab-Americans and Muslims” (Risinger, 2001, p. 426).

In the midst of war, discrimination is not uncommon. Less than three months following Japan’s attack on Pearl Harbor, President Franklin D. Roosevelt signed a February 19, 1942, Executive Order that allowed designated military areas to exclude persons from the general public so the success of the war would continue. Not once was the word “Japanese” used in this Executive Order. In fact, earlier discussions preceding this decree had suggested that Germans and Italians who were alien enemies should also be included in the evacuation list. This, of course, didn’t happen.

Roosevelt’s order was prompted by recommendations of the Pacific Coast Congressional delegation. This delegation stated:

The immediate evacuation of all persons of Japanese lineage and all others, aliens and citizens alike, whose presence shall be deemed dangerous or inimical to the defense of the United States from all strategic areas... such areas (should) be enlarged as expeditiously as possible until they shall encompass the entire strategic areas of the states of California, Oregon and Washington, and the Territory of Alaska. (as cited in Daniels, 1971, p. 70)
In stark contrast to this 1942 action by the federal government, the immediate response from the federal level and local level to the terrorist acts of September 11, 2001, was to be sure local Muslims and Arab-Americans did not become targets of reactive fear. Through numerous public appeals, President George W. Bush declared the need to show tolerance and understanding towards each other at this time in our nation. He publicly stated that the attacks by the Muslim terrorists did not imply any association with Muslims in the United States.

Bush appealed directly to students in the school settings through a White House release on October 11, 2001. "I want to make a special request to the children of America. I ask you to join in a special effort to help the children of Afghanistan" (Bush, 2001). Another appeal by the president on October 25, 2001, called the "Friendship through Education" initiative was developed to promote communication between U.S. students and students in predominantly Muslim countries. A November 16, 2001, press release by the Department of Education quoted U.S. Secretary of Education Rod Paige: "The Friendship Web site has logged more than half a million hits from visitors from almost every state in the U.S. and nearly 80 countries, and an estimated 350 schools in the U.S. are in the process of establishing relationships with schools throughout the world" (Paige, 2001).

As a result of such initiatives, U. S. schools have established relationships with schools in Bahrain, Kuwait, Pakistan, and Cairo, Egypt, to name a few. E-mail exchanges took place between students here and abroad. Web pages were designed to build a community between the partner schools. Some
students made friendship quilts to exchange with their partners. Fund raising through telethons and bake sales for the children in Afghanistan also took place in many schools. Through participation in such activities "teachers have the opportunity to transform students' shock into action" (Berson & Berson, 2001, p. 387).

Renewed Interest in Examining Democratic Roots

Educating students to exhibit the virtues of democratic citizenship has always been a role of America's schools (Barber, 1998; Battistich, Watson, Solomon, Lewis, & Schaps, 1999; Benninga, 1991; Clark, 1999; Glickman, 1998; Helsep, 1989; Hoffman, 2000; Houston, 1998; Kane, 1984; Wood, 1992). From the earliest days of the republic, James Madison identified the importance of personal virtue among the general populace when addressing characteristics of a secure democracy:

Is there no virtue among us? If there be not, we are in a wretched situation. No theoretical checks, no form of government, can render us secure. To suppose that any form of government will secure liberty or happiness without any virtue in the people is a chimerical. (as cited in NCSS Position Statement, 1997, p. 1)

Education in Madison's post-Revolutionary War period was valued for promoting nationalism and developing moral character (Spring, 2001). Later, between 1880 and 1920, when wave after wave of European immigrants reached the shores of America, schools inculcated American democratic values and "socialized" citizens into American society (Kliebard, 1995).

As a result of World War II and the Cold War, schools were perceived as a protective social device to preserve democracy from the totalitarian threat abroad. Violas (1973) stated that during World War II and after "the school had
to do more than simply facilitate national unity. Its role now included the preparation of the sentinels of democracy. . . . the teacher (was to) become an instrument of national policy and indoctrinate his students for patriotism and against communism" (p. 174).

The schools’ role in national security was not the only result of World War II. Confidence in America’s schools and the teachers that occupied its classrooms faced unparalleled challenges in the decades following World War II. Just as the role of schools in national security was examined following the bombing of Pearl Harbor, the terrorist environment that produced the events of September 11, 2001, again thrust America’s schools into a renewed investigation of their role in concerning national security. From McCarthyism of the 1950s to the school violence of the 1990s, America’s schools sometimes staggered under the pressures of unprecedented social change.

Lickona (1992) articulated the purpose of teaching democratic values from the perspective of the collective common good:

Democracy . . . is the best way we know of securing our individual rights (respecting persons) and promoting the general welfare (acting responsibly for the good of all). Teaching an understanding and appreciation of these democratic values—and how they are made realities through the laws of the land—is a central part of the school’s moral charge. These values also help us define the kind of “patriotism” that schools should teach. In a democracy, patriotism doesn’t mean “My country, right or wrong;” it means loyalty to the great democratic values on which the country was founded. (pp. 46-47)

Speaking from a social constructivist perspective, Kelle (1996) contended In Educating Tomorrow’s Valuable Citizen that education can be used to illuminate or indoctrinate. She suggested that “active democratic citizenship is a focus today in name only” (p. 72). In fact, she believed that only through a “transformative education” that examined America’s contradictions could a
modern participatory democracy be possible. Examples of these powerful contradictions included: rights versus responsibility, capitalism versus equality, competition versus cooperation, authoritarianism versus liberty, conformity versus creativity and innovation, intellectualism versus activism, patriarchy versus freedom, and obedience versus vigilance. "If citizens and educators are not aware of these contradictions and do not grapple with them in and out of the classroom, as they do not now, the promise of democracy cannot be fulfilled" (Kelle, 1996, p. 71).

James Banks (1997), a multicultural educator, also declared that the structure of schools must be transformed in order for students to develop the knowledge, values, and skills needed to become effective citizens in a pluralistic and democratic society. He believed large segments of the population were not acquiring the knowledge and skills critically important to becoming thoughtful, compassionate, and reflective citizens.

In the aftermath of September 11, America's teachers and students, along with the rest of the world, have attempted to make sense of the recent terrorist events. Observers have suggested that a renewed commitment to patriotism, citizenship, and general democratic values have resulted from the events of September 11, 2001. In a November 19, 2001, issue of The Nation, Bill Moyers stated that the "soul of democracy has been dying. . . . But what's happened since the September 11 attacks would seem to put the lie to my fears. Americans have rallied together in a way that I cannot remember since World War II" (p. 11).
Teachers reported that following September 11, 2001, America's students exhibited more interest in patriotism and citizenship and showed more compassion in social relationships. Students even initiated many of the acts of kindness that schools generated in response to the crisis (Zehr, 2001). "This event was so powerful and so immediate and so intense, kids just jumped at the chance to do something," stated Joe Nathan, the director of the Center for School Change at the University of Minnesota-Twin Cities (as cited in Zehr, 2001, p. 15). Yet, to what extent did this renewed interest in patriotism and citizenship reflect a thinly constructed artifact of emotion rather than a deep commitment to democratic principle?

Social critics, politicians, and educators from both ends of the political spectrum are calling for a reexamination of citizenship and democratic principles. In the 2002 article "Both Sides of the Classroom Door: After 9-11, the Many Facets of Teaching," Webeck, Black, Davis, and Field raised probing questions about the meaning of citizenship. They stated: "On and after 9/11, educators and citizens of all ages have been thrust into a compelling examination of what it means to be an American and what it means to be a citizen" (p. 8). Zimmerman (2001) proclaimed that the schools most important job is to "prepare our youngsters for citizenship." He believed that a "healthy democracy requires citizens who can think and deliberate about difficult public issues. In the wake of the attacks, then, teachers need to challenge their students with hard questions—not just to comfort them with easy answers" (p. 56).

Journalists, reporters, and writers across the nation stated numerous times that the events of September 11, 2001, will serve as a "traumatic and
decisive turning point in the history of the United States” (Giroux, 2002, p. 1).

Social theorist, Henry Giroux, believed these events may be a catalyst for addressing larger political issues that should invite critical examination of the citizen’s role in a democratic society as well as the country’s domestic and foreign policy. He contended that educators have an important role in encouraging such an investigation. Giroux suggested:

The events of September 11 provide educators with a crucial opportunity to reclaim schools as democratic public spheres in which students can engage in dialogue and critique around the meaning of democratic values, the relationship between learning and civic engagement and the connection between schooling, what it means to be a critical citizen, and the responsibilities one has to the larger world. . . . Educators have an important role to play making their voices heard both in and outside of the classroom as part of an effort to articulate a vibrant and democratic notion of the social in a time of national crisis. Acting as public intellectuals, they can help create the conditions for debate and dialogue over the meaning of September 11 and what it might mean to rethink our nation’s role in the world, address the dilemmas posed by the need to balance genuine security with democratic freedoms, and expand and deepen the possibilities of democracy itself. (pp. 4, 14)

In the face of this call for debate and dialog, Hibbing (2001) warned of anticipated difficulties and obstacles. For example, Americans have often perceived consensus around issues where opinions are actually divided. This misperception has created a climate of shadowed communication that hushes the voice of dissent. Many people interpreted the act of questioning the political status quo as a form of disloyalty. In “Following a Tragic Event: A Necessary Challenge for Civic Educators,” Singleton (2001) added:

For teachers, the choice to engage students in a critical analysis of issues arising from tragic events can therefore be a difficult one. Yet if there is truly a deeper unity among Americans, it is in our shared commitment to core democratic values, which demand our willingness to engage in thoughtful examination and conversation about the most important issues faced. (p. 413)
In attempting to educate students to understand human predicaments, Nussbaum saw hopeful signs in the situation. In her article entitled "Can Patriotism be Compassionate?" written for the December 17, 2001, issue of the *Nation*, Nussbaum suggested that "we need to make sure these educational efforts are consistent and systematic, not just fear-motivated responses to an immediate crisis" (2001, p. 13). Giroux pursued this thought in another context. He felt it was critical that educators and scholars consider the events of September 11 "not through a one-sided view of patriotism that stifles dissent and aids the forces of domestic militarization but as part of a broader effort to expand the United States' democratic rather than repressive possibilities" (2002, p. 10). In fact, Giroux warned his readers that this newfound sense of national unity is often based on collective fears organized around "flag-waving displays of patriotism" (p. 1).

Shortly following the terrorist events, a position statement appeared on the website of the Center for Civic Education (civiced.org) advocating that young people in our country understand the values and principles that united Americans on September 11, 2001. "Today more than ever . . . they need to know how our democracy works and how they can help sustain and improve it. Never has the vital civic mission of our schools been more important" (p. 1). Diane Ravitch, former assistant U.S. Secretary of Education and an educational historian, advocated that in light of the recent events, "what schools must do is teach young people the virtues and blessings of our democratic system of government. Our ability to defend what we hold dear depends on our knowledge and understanding of it" (2001, p. 48).
A National Council for the Social Studies (1997) position statement entitled "Fostering Civic Virtue" claimed: "The fostering of civic virtue is a critical task for our nation's schools. . . . Civic virtue refers to . . . 'habits of the heart,' that is, a commitment to democratic principles and values that manifests itself in the everyday lives of citizens." The September 11, 2001, terrorist attacks have affected a nation, including its school systems and students, in numerous ways. What long-range effect this historical event will have on the educational system will be revealed more fully as time passes.

Conclusion

The federal government has deemed education an important aspect of national security as indicated from this literature review. Not only through specific legislative acts throughout the Cold War but even in recent years with no Cold War eminent crisis at hand, education and school reform have been part of the battle cry to improve national security. Schools responded with some degree to federal government efforts with civil defense plans in the 1950s, but this interest lessened when such plans seemed ineffective and inadequate to combat a nuclear crisis at the national level in the 1960s. The Vietnam War and Civil Rights Movement occupied the nation's interests in the 1970s, and in the 1980s, schools were criticized for being ineffective in securing America's place in the world. With the end of the Cold War and security crises taking place within America's school walls during the 1990s, internal security needs at the local level seemed to dominate national security needs.
The U.S. Commission on National Security/21st Century (2001) again, though, placed education as a national security imperative with similar calls for changes in the educational system reminiscent of A Nation at Risk report in the 1980s. In fact, the cry for improvement in areas of science and mathematics was first driven in 1957 following Sputnik, again in 1983 with A Nation at Risk report, and now for the third time in less than a half century, from the U.S. Commission on National Security. In light of the nation’s interests, the rhetoric for schools to improve continues.

The recent terrorists’ events of September 11, 2001, brought the role of schools in national security under even closer scrutiny. It is not yet clear whether administrators running the schools saw education’s role in national security in the same light as the federal government did. While responding to the immediate crisis of the events of September 11, 2001, the bigger picture may be how administrators viewed their role in national security on a long-term basis.

This study sought to determine the degree to which elementary principals perceived their school’s crisis management plan supported their leadership on September 11, 2001, and the days and weeks that followed; and the degree to which elementary principals perceived these actions were connected to democratic values and national security. This research using a national survey documented a sample of elementary school administrators’ immediate and subsequent responses to the terrorists’ events following September 11, 2001, and the effectiveness of school crisis plans regarding this event.
This research contributed to a better understanding of how elementary principals perceived the school’s role in fostering democratic values in light of national security. It added to the limited body of knowledge regarding the role of education in national security as viewed by the educational administrator at the local school district level.
CHAPTER 3
RESEARCH METHODOLOGY AND PROCEDURES

Purpose of the Study

In response to the terrorist events of September 11, 2001, principals throughout the nation acted to ensure the safety and security of students and staff in their buildings. This study sought to determine the degree to which elementary principals perceived their school's crisis management plan supported their leadership on September 11, 2001, and the days and weeks that followed, and the degree to which elementary principals perceived these actions were connected to democratic values and national security.

Research Questions

Specifically, this study sought to answer the following research questions:

1. What were the immediate actions taken by the elementary principal at his/her school site in response to the September 11, 2001, terrorist attacks?

2. Did the school's crisis management plan guide the actions of the principal on September 11, 2001?

3. What subsequent actions were taken by the elementary principal at his/her school site in the days and weeks following September 11?

4. Did the school district's crisis management plan guide the subsequent actions of the principal in the days and weeks following September 11, 2001?

5. Did these subsequent actions result in the formation of a school environment that encouraged reflective and participatory democratic citizenship on the part of students?
6. Did the principal consider his/her actions on September 11, 2001, and the days and weeks that followed, to play a role with regard to national security?

**Instrumentation**

This study utilized two sources of data. A paper and pencil survey was distributed to 1,000 elementary principals across the nation. A total of 260 (26%) completed and returned the survey. The survey instrument, designed by the researcher, consisted of six items plus demographic data. Survey items required responses to check lists and open-ended questions. Three items also required a response on a five-point Likert scale.

A second source of data included follow-up interviews with 30 elementary principals who responded to the survey. The follow-up interviews were conducted by telephone using a semi-structured format. Each respondent granted prior permission to tape record the interview. Interview questions were designed to illicit personal insights, reflections, and anecdotal information that would illuminate and expand upon the survey data.

**Sample Population**

The 260 (26%) respondents to the paper and pencil survey represented rural, suburban and urban districts and all regions of the United States. The 30 principals, randomly selected from among the 50 principals who volunteered to be interviewed, were also regionally representative and included rural, suburban and urban districts.
Design of the Instrument

An initial draft of the paper and pencil survey was developed by the researcher and piloted with elementary principals in two Iowa settings. The first of these was a school district that included 13 elementary principals in an urban setting. A second setting included ten principals from rural and suburban school districts in a forty-mile radius of the University of Northern Iowa campus. Verbal and written feedback regarding clarity of the instrument was received from all 23 elementary principals completing the survey draft. The pilot survey provided feedback regarding clarity of directions for completing the survey and information regarding the meaning of survey questions and any special terms used.

Following the pilot survey the final draft of the survey was developed. Entitled "A National Survey of Elementary Principals' Response to the Events of September 11, 2001," the survey consisted of six items and a demographic section.

The first survey item required a response to the question "Does your school district have a crisis management plan?" A response of "yes" allowed the respondent to progress to survey item two. A response of "no" or "don't know" required the respondent to skip to survey item four.

Expanding on item one, survey items two and three required a response on a five-point Likert scale. Item two states: "The school district's crisis management plan guided my action on September 11, 2001." Item three says: "The school district's crisis management plan guided my subsequent actions in the days and week following September 11, 2001." Responses on the Likert scale ranged from strongly disagree (1 point) to strongly agree (5 points).
Survey item four required responses to a checklist of options. Item four says: “As a result of the terrorist events on September 11, 2001, which of the following were provided at your school ON THAT DAY?” Respondents were asked to mark all that applied. Fifteen options labeled with letters a through o included the following examples: (a) “Letter sent home to families,” (b) “Entire building locked down,” and (c) “Principal visited each classroom.” The open-ended fifteenth option labeled o provided space for respondents to provide additional information.

Survey item five also required responses to a checklist of options. Item five reads: “In the days and weeks following the terrorist attacks, which of the following have taken place at your school site?” Again, respondents were asked to mark all that applied. Fourteen options labeled with letters a through n included the following examples: (a) “The crisis management team met to review the crisis management plan,” (b) “Building faculty meeting was called,” and (c) “Emphasis placed on patriotism.” The open-ended fourteenth option labeled o provided space for respondents to provide additional information.

Survey item six, composed of two parts, was introduced with the following precursory statement:

Since the late 1940s, numerous government reports have directly linked the quality of education in schools to national security. A May 2001 report by the National Security Study Group states: “The Commission (on National Security/21st Century) views education as critical to the nation’s security and its future, and stresses the imperative to recapitalize America’s strength in science and education as a major national security challenge.”

After reading this statement, respondents were asked to respond on a 5-point Likert scale to the following two questions: (a) “The quality of education in the nation’s schools contributes to national security;” and (b) “My actions on Sept.
11, 2001, and in the days and weeks following, contributed to national security." Responses on the Likert scale ranged from strongly disagree (1 point) to strongly agree (5 points).

The last section of the survey requested demographic information regarding the respondent's school, school district, and personal professional background. Included were items requesting number of students enrolled in the building, district enrollment, district ethnic composition and location. Demographic data regarding respondents' professional experience included gender, ethnicity, age range and years of experience range.

Administration of the Survey

Each elementary school principal was sent a cover letter (see Appendix C), the survey instrument (see Appendix D), a University of Northern Iowa Consent Form and Interview Invitation (see Appendix E), and a postage-free return envelope. The 1,000 elementary school principals, randomly selected for this study, were identified through the databases of the National Association of Elementary School Principals. The field of selected principals was limited to those assigned buildings with kindergarten through fifth or kindergarten through sixth grades.

Consistent with Human Subjects Review policy, all participants were informed that participation in the study was voluntary and that complete anonymity was guaranteed. Each respondent was also required to sign and return a statement of informed consent. Participants were instructed to return the survey and the informed consent statement in the postage-free return envelope.
upon completion of the survey. A deadline was provided for the return of the survey.

Three weeks after the initial surveys were mailed a follow-up postcard was sent to the original 1,000 elementary principals thanking them for participation in the study and requesting that the survey be completed and returned if it had not already been done (see Appendix F).

**Follow-up Telephone Interviews**

Fifty of the survey respondents volunteered to participate in a follow-up telephone interview by completing the Interview Invitation sheet. From the 50 interview volunteers, 30 were randomly selected. Twenty-nine telephone interviews were scheduled. Over the course of three weeks, the telephone interviews were conducted. They averaged approximately 20–25 minutes in length. One additional interview was conducted via e-mail upon the request of the elementary principal. Because this particular principal was deaf, she preferred the e-mail format rather than the telephone interview. A set of semi-structured questions that paralleled the research questions was used throughout the interviews (see Appendix G).

Each telephone interview was tape recorded and transcribed. The interviews were introduced with a review of demographic data including the following five areas: the participant's state, community size, district enrollment, school building enrollment, and number of years of experience as an elementary principal. This information was used to create profiles of the interviewees but was not included on the interview transcripts (see Appendix H).
Treatment of the Data

Following the collection of data from completed surveys, a variety of analyses were undertaken.

Descriptive Analyses

Descriptive analyses were conducted to profile the sample of participants in the study. A case number identified each participant. A numeric coding scheme was used to enter the data. Summary statistics were also completed to provide demographic information by school.

Descriptive analyses were conducted for each survey item with means, medians, standard deviations, and minimum/maximum values computed. The findings of these analyses will guide the discussion in Chapter 4.
CHAPTER 4
RESULTS OF THE STUDY

Introduction

The purpose of this study was to determine the degree to which elementary principals perceived their school’s crisis management plan supported their leadership on September 11, 2001, and the days and weeks that followed, and the degree to which elementary principals perceived these actions were connected to democratic values and national security. To achieve this purpose, a survey instrument was administered to the elementary principals in this study. The principals were also asked to complete a questionnaire providing personal and basic demographic data about the elementary school and the school district. The purpose of this chapter is to present the results of this study.

The sample surveyed in this study consisted of elementary principals across the United States, chosen through random selection of the 28,000-member database of the National Association of Elementary School Principals. One thousand surveys were mailed with a 26% return rate. Two hundred and sixty (n = 260) elementary principals located in 260 school districts responded. The elementary school principals in this study administered buildings with enrollment of students in either kindergarten through fifth or kindergarten through sixth grades. The sample telephone follow-up interviews (n = 30) are a subset of volunteers from the survey respondents.

Demographics of Survey Respondents

The 260 elementary school principals in this study can be clustered into many demographic configurations. Every state was represented in the survey
response with the exception of Hawaii and Delaware. Table 1 illustrates the distribution of surveys sent and the responses received from the six United States time zones included in the study. The return is representative of the total distribution as indicated by the percentages on Table 1. The majority of the responses came from the Eastern and Central Time zones. One hundred fourteen elementary principals from the Eastern Time zone responded with 105 responses arriving from the Central Time zone. These two figures combined represent 83.9% of the responses which is slightly higher than the 75.7% of surveys sent to these two areas. The Central Time zone has a slightly higher return rate (40.4%) than those sent (32.7%) to that time zone. The Pacific Time zone as a slightly lower return rate (9.6%) than those sent (16.0%) to that time zone.

Table 1

Distribution of Surveys Sent and Returned by Time Zone

<table>
<thead>
<tr>
<th>Time Zone Category</th>
<th>Sent</th>
<th>Returned</th>
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</thead>
<tbody>
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<td>n</td>
<td>%</td>
</tr>
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<td>Pacific</td>
<td>160</td>
<td>16.0</td>
</tr>
<tr>
<td>Alaska</td>
<td>6</td>
<td>0.6</td>
</tr>
<tr>
<td>Hawaii-Aleutian</td>
<td>5</td>
<td>0.5</td>
</tr>
<tr>
<td>Total</td>
<td>1000</td>
<td>100.0</td>
</tr>
</tbody>
</table>

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One hundred thirteen respondents were male with 147 of them female. The ethnic background of the majority of the participants, 95.3%, was Caucasian with the remaining 4.7% principals' ethnicity distributed across Black/African American, Hispanic/Latino, and American Indian/Alaskan backgrounds. Fifty-six percent of the respondents were between the ages of 51 and 60 with the second highest category of 34.9% between the ages of 41 and 50. Table 2 illustrates the distribution of responses from the six categories used to classify years of experience of the elementary principals who responded to the survey. The principals in this study averaged between 6 and 10 years of experience as elementary principals with a range of one year to over 21 years of experience. The mean for holding current assignment was 2–5 years.

Table 2

<table>
<thead>
<tr>
<th>Years of Experience as Elementary Principal</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 year</td>
<td>7</td>
<td>2.7</td>
</tr>
<tr>
<td>2–5 years</td>
<td>68</td>
<td>26.2</td>
</tr>
<tr>
<td>6–10 years</td>
<td>61</td>
<td>23.5</td>
</tr>
<tr>
<td>11–15 years</td>
<td>51</td>
<td>19.6</td>
</tr>
<tr>
<td>16–20 years</td>
<td>38</td>
<td>14.6</td>
</tr>
<tr>
<td>21 and over</td>
<td>35</td>
<td>13.5</td>
</tr>
<tr>
<td>Total</td>
<td>260</td>
<td>100.0</td>
</tr>
</tbody>
</table>
The elementary principals reported the type of community in which they were employed as rural, suburban, or urban. Table 3 indicates the distribution of this data. This distribution reflects the profile that NAESP provided regarding its typical membership of elementary school principals. The National Association of Elementary School Principals described the membership as comprised of principals who mainly worked in rural and suburban areas. NAESP membership consists of 50% of all elementary principals who work in schools across the United States.

The elementary school buildings that these principals administered ranged in size from 70 students in one Vermont school with another school in Alaska of 75 students to a student body of 1,575 in Florida with the second highest number being a school in Ohio with 1,275 students. The average elementary school size administered by the respondents was comprised of 439 students. The district size for student enrollment ranged from 125 to 250,000 students. The mean for district enrollment size was 14,389 students.

Table 3
Distribution of Elementary Principals by Community Size

<table>
<thead>
<tr>
<th>Type of Community Where School is Located</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural</td>
<td>112</td>
<td>43.1</td>
</tr>
<tr>
<td>Suburban</td>
<td>104</td>
<td>40.0</td>
</tr>
<tr>
<td>Urban</td>
<td>40</td>
<td>15.4</td>
</tr>
<tr>
<td>No Response</td>
<td>4</td>
<td>1.5</td>
</tr>
<tr>
<td>Total</td>
<td>260</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Demographics of Interview Respondents

The 30 follow-up telephone interviewees are all represented in the data above. The following information is the distribution of the data for this specific subset of elementary principals. Interview questions were designed to illicit personal insights, reflections, and anecdotal information that would illuminate and expand upon the survey data.

The elementary principals who participated in the telephone interviews represented four of the five time zones of all elementary principals who responded to the survey. Alaska Time zone is not represented. Table 4 indicates the distribution of elementary principals within these time zone distinctions for the telephone interviews.

Table 4
Distribution of Interviewed Principals by Time Zone Categories

<table>
<thead>
<tr>
<th>Time Zone Category</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eastern</td>
<td>15</td>
<td>50</td>
</tr>
<tr>
<td>Central</td>
<td>9</td>
<td>30</td>
</tr>
<tr>
<td>Mountain</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Pacific</td>
<td>4</td>
<td>13</td>
</tr>
<tr>
<td>Alaska</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The randomly selected volunteers were called for follow-up telephone interviews. These interviews were conducted with 12 males and 18 females.
located in 21 states across the nation. Michigan and Ohio had the highest number of representation with three interviews conducted in each state. Table 5 represents this distribution.

Table 5

Distribution of Interviewed Principals by State

<table>
<thead>
<tr>
<th>States</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>CA</td>
<td>1</td>
</tr>
<tr>
<td>CT</td>
<td>1</td>
</tr>
<tr>
<td>GA</td>
<td>2</td>
</tr>
<tr>
<td>IA</td>
<td>1</td>
</tr>
<tr>
<td>IN</td>
<td>2</td>
</tr>
<tr>
<td>LA</td>
<td>1</td>
</tr>
<tr>
<td>MA</td>
<td>1</td>
</tr>
<tr>
<td>ME</td>
<td>1</td>
</tr>
<tr>
<td>MI</td>
<td>3</td>
</tr>
<tr>
<td>MN</td>
<td>2</td>
</tr>
<tr>
<td>MT</td>
<td>1</td>
</tr>
<tr>
<td>NE</td>
<td>1</td>
</tr>
<tr>
<td>NM</td>
<td>1</td>
</tr>
<tr>
<td>NY</td>
<td>1</td>
</tr>
<tr>
<td>OH</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td>2</td>
</tr>
<tr>
<td>PA</td>
<td>2</td>
</tr>
<tr>
<td>RI</td>
<td>1</td>
</tr>
<tr>
<td>WA</td>
<td>1</td>
</tr>
<tr>
<td>WI</td>
<td>1</td>
</tr>
<tr>
<td>WV</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
</tr>
</tbody>
</table>
The subset of elementary principal interview respondents represented five of the six survey categories identifying the number of years of prior experience as a principal. Table 6 illustrates the distribution of these responses. The principals in this subset represented a higher percentage of principals with more years of prior experience, with the majority of them (33%) being in the 16-20 year category of experience, than did the survey respondents of 14.6% in this same category. This subset was weighted toward more experienced principals participating in the phone interviews than the overall survey responses. No first year principals were interviewed in the 30 follow-up telephone calls.

Table 6

Distribution of Interviewed Principals by Experience Categories

<table>
<thead>
<tr>
<th>Years of Experience as Elementary Principal</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 year</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2-5 years</td>
<td>5</td>
<td>17</td>
</tr>
<tr>
<td>6-10 years</td>
<td>8</td>
<td>27</td>
</tr>
<tr>
<td>11-15 years</td>
<td>4</td>
<td>13</td>
</tr>
<tr>
<td>16-20 years</td>
<td>10</td>
<td>33</td>
</tr>
<tr>
<td>21 years and over</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The elementary principals in the follow-up interview subset of respondents reported the community size in which they were employed. Table 7 reports this distribution. The following table represents a higher percentage of participants in
the suburban category (47%) versus the initial survey that had a higher percentage of respondents in the rural (43%) category. The distribution was more evenly represented between the rural (43%) and suburban (40%) categories on the survey when compared to the following responses.

Table 7
Distribution of Interviewed Principals by Community Size

<table>
<thead>
<tr>
<th>Type of Community Where School is Located</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural</td>
<td>9</td>
<td>30</td>
</tr>
<tr>
<td>Suburban</td>
<td>14</td>
<td>47</td>
</tr>
<tr>
<td>Urban</td>
<td>7</td>
<td>23</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The interviewed elementary principals reported their building and district student enrollment. The building enrollment size for this subset of respondents ranged from 142 to 1,275 students with a mean of 431 students which is very similar to the mean of 439 students with the survey responses. These interviewees represented district sizes of 530 students in a rural Montana setting (smallest) up to a 93,000 enrollment in a New Mexico school district representing the largest. The mean for district size enrollment for interviewed principals was 12,140 students. This mean was approximately 2,000 students less than the mean of 14,389 students for district enrollment for the surveyed principals.
Survey Results

In a survey conducted with 1,000 elementary principals across the United States, the results of six main items, three of which are questions with the remaining three being statements, follows.

Survey item number one reads: "Does your school district have a crisis management plan?" If respondents answered yes, they completed numbers two and three. If the respondents answered no, they skipped numbers two and three.

Ninety-seven percent of the respondents stated they did have a crisis management plan. Three principals stated they did not have a plan, and one principal stated she didn’t know if the school district had a crisis management plan. Three respondents left item one blank. Table 8 reports this data.

<table>
<thead>
<tr>
<th>Does your school district have a crisis management plan?</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>253</td>
<td>97.3</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
<td>1.2</td>
</tr>
<tr>
<td>Don't Know</td>
<td>1</td>
<td>.4</td>
</tr>
<tr>
<td>No Response</td>
<td>3</td>
<td>1.2</td>
</tr>
<tr>
<td>Total</td>
<td>260</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Survey items number two and three required respondents to best approximate their opinion by circling a number from one to five on a Likert scale.
continuum from strongly disagree (1 point) to strongly agree (5 points).

Statement two says: "The school district's crisis management plan guided my actions on September 11, 2001." Statement three is: "The school district's crisis management plan guided my subsequent actions in the days and weeks following September 11, 2001."

Responses to items two and three are illustrated in Tables 9 and 10.

Table 9 distribution indicates a bell curve effect. Table 10 distribution revealed a stronger response in agree and strongly agree categories (40%) than in disagree and strongly disagree categories (28.1%).

Table 9

<table>
<thead>
<tr>
<th>Crisis Management Plan Guided the Principals' Actions on September 11, 2001</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>31</td>
<td>11.9</td>
</tr>
<tr>
<td>Disagree</td>
<td>53</td>
<td>20.4</td>
</tr>
<tr>
<td>Neither Disagree Nor Agree</td>
<td>90</td>
<td>34.6</td>
</tr>
<tr>
<td>Agree</td>
<td>48</td>
<td>18.5</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>32</td>
<td>12.3</td>
</tr>
<tr>
<td>Does Not Apply</td>
<td>3</td>
<td>1.2</td>
</tr>
<tr>
<td>No Response</td>
<td>3</td>
<td>1.2</td>
</tr>
<tr>
<td>Total</td>
<td>260</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Table 10

Distribution of Responses to Survey Item Number Three

<table>
<thead>
<tr>
<th>The Crisis Management Plan Guided the Actions Of the Principal in the Days and Weeks Following September 11, 2001</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>25</td>
<td>9.6</td>
</tr>
<tr>
<td>Disagree</td>
<td>48</td>
<td>18.5</td>
</tr>
<tr>
<td>Neither Disagree Nor Agree</td>
<td>75</td>
<td>28.8</td>
</tr>
<tr>
<td>Agree</td>
<td>67</td>
<td>25.8</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>37</td>
<td>14.2</td>
</tr>
<tr>
<td>Does Not Apply</td>
<td>3</td>
<td>1.2</td>
</tr>
<tr>
<td>No Response</td>
<td>5</td>
<td>1.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>260</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Survey item four asks: "As a result of the terrorist event on September 11, 2001, which of the following were provided at your school ON THAT DAY?" There were 15 options (a – o) that could be checked. Option o was an open-ended response opportunity for participants to provide additional information. Respondents were advised to mark all items that applied. This distribution is illustrated in Table 11.

The percentage of responses was adjusted to make a valid percent because the number of respondents to these items was 259 instead of 260. One school district had no students in attendance on September 11, 2001, because
Distribution of Marked Responses on Survey Item Number Four

"As a result of the terrorist event on September 11, 2001, which of the following were provided at your school ON THAT DAY?"

<table>
<thead>
<tr>
<th>Items 4a-4o</th>
<th>Yes</th>
<th>%</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Letter sent home to families</td>
<td>89</td>
<td>34.4</td>
<td>170</td>
<td>65.6</td>
</tr>
<tr>
<td>b. Intercom announcements were made regarding events</td>
<td>52</td>
<td>20.1</td>
<td>207</td>
<td>79.6</td>
</tr>
<tr>
<td>c. News updates were provided to staff</td>
<td>211</td>
<td>81.5</td>
<td>48</td>
<td>18.5</td>
</tr>
<tr>
<td>d. Announcement of availability of guidance counselor</td>
<td>95</td>
<td>36.7</td>
<td>164</td>
<td>63.3</td>
</tr>
<tr>
<td>e. Entire building locked down</td>
<td>71</td>
<td>27.4</td>
<td>188</td>
<td>72.6</td>
</tr>
<tr>
<td>f. Students not allowed on playground</td>
<td>54</td>
<td>20.8</td>
<td>205</td>
<td>79.2</td>
</tr>
<tr>
<td>g. Television coverage available in classrooms</td>
<td>61</td>
<td>23.6</td>
<td>198</td>
<td>76.4</td>
</tr>
<tr>
<td>h. Television coverage restricted in classrooms</td>
<td>170</td>
<td>65.6</td>
<td>89</td>
<td>34.4</td>
</tr>
<tr>
<td>i. A school assembly was held to process event of 9/11/01</td>
<td>23</td>
<td>8.9</td>
<td>236</td>
<td>91.1</td>
</tr>
<tr>
<td>j. Principal visited each classroom</td>
<td>113</td>
<td>43.6</td>
<td>146</td>
<td>56.4</td>
</tr>
<tr>
<td>k. Supt./central office personnel provided specific directions regarding response</td>
<td>114</td>
<td>44.0</td>
<td>145</td>
<td>56.0</td>
</tr>
<tr>
<td>l. School dismissed early</td>
<td>4</td>
<td>1.5</td>
<td>255</td>
<td>98.5</td>
</tr>
<tr>
<td>m. School cancelled for the day</td>
<td>0</td>
<td>0.0</td>
<td>259</td>
<td>100.0</td>
</tr>
<tr>
<td>n. Building faculty meeting called</td>
<td>120</td>
<td>46.3</td>
<td>139</td>
<td>53.7</td>
</tr>
<tr>
<td>o. Other</td>
<td>76</td>
<td>29.3</td>
<td>183</td>
<td>70.7</td>
</tr>
</tbody>
</table>
the staff was involved in a prescheduled teacher workshop day. Item four did not apply to their school day setting.

Seventy-six elementary principals (29%) provided additional responses with option a. Each item was read and coded. A portion of these additional responses resulted in the emergence of new actions that were then grouped into categories. These categories give a snapshot view of what other actions were taken by principals on September 11, 2001, which were not included in the predetermined check list. Other comments clarified statements checked in item four, options a through n. Some principals made more than one written comment.

Five new categories emerged from the responses while other statements were intended to inform or provide details. These categories included: (a) parents picked students up early; (b) high visibility of principals; (c) principals did not inform students of the events in some schools located in Eastern and Central Time zones; (d) change in after-school activities; and (e) school was evacuated.

(a) Parents picking students up early before school dismissed applied in 19 responses. Out of these 19, four statements specifically spoke of the principal's efforts in discouraging parents from removing students from school early. A Wisconsin elementary principal said, "Parents were allowed to take students home, but we encouraged them to keep the children in school."

(b) Five statements were made regarding the need for the principal and auxiliary school staff to be highly visible at the school site on that particular day. This visibility sometimes included usage of guidance counselors in classrooms, school social workers fielding phone calls, and even a much-loved elderly
crossing guard unlocking the front door for parents. One principal in the Pacific Time zone greeted parents in the parking lot as students were dropped off at school. This noticeable visibility included four of the five principals displaying concern for staff members at the school by stating they personally talked and checked with each often throughout the day.

(c) Eight elementary principals stated that no information about the terrorist attacks was given to students at the school site on September 11, 2001. The principals who wrote these statements worked in elementary schools located in the Eastern or Central Time zones where school was already in session or just beginning as the terrorists attacked. As one principal in a rural West Virginia school commented, "We felt it was the parents' responsibility to inform children. Did not want to frighten children in parents' absence." Another principal in Massachusetts wrote: "Our students were not informed the day of the attacks. Since none of them knew about it because it happened after arrival at school we felt it was best to be informed by parents." These principals commented on keeping the day "as normal as possible," "low key" or conducting school in a "business as usual" fashion.

(d) Eight principals reported changes in after-school activities. These changes included cancellation of programs, meeting called for all district administrators, meeting conducted with parent leadership or crisis response groups, teachers rode buses to students' homes to ensure student calm and safety, counseling center set up, and staff sent home immediately following student dismissal. One contrasting response stated that parent-teacher conferences were conducted as planned after school.
(e) According to the survey responses, two schools were evacuated on September 11, 2001, upon hearing of the terrorist attacks. A principal in Colorado remarked: "School evacuated to off-base campus. We are a public school, located on a military base." The second school to evacuate was also located on a military base in Louisiana.

Fifty-three clarifying statements were written for item four, option a. The following section classifies these statements.

Students were informed of the tragic events of September 11 in various ways. One elementary principal gathered all students outside around the flagpole, sang patriotic songs, and discussed the events in large group at that location. Another principal decided the best time to inform students was as they sat in the cafeteria during their lunch period. A third principal commented that radio coverage was utilized all day in the classrooms to keep teachers and students informed. A Florida principal "went on the school television channel to talk to the entire student body about the incident around 10:30 a.m." (Eastern Time zone).

Five school districts provided very specific talking points for teachers to address when discussing the events with students, such as, how to respond to students, amount of information that should be shared, and how to promote feelings of security. With these talking points teachers were to still "tailor presentations to ages and stages of individual classrooms." These statements were written by central administration or the principal themselves to be read by the teachers to the students.
Available or restricted television coverage on the day of the terrorist events (options g and h) received the majority of the remaining comments. These responses included either of the following: television coverage was available for staff only to view in a specific location (lounge, library, principal’s office, etc.) or television coverage was available for certain age groups in the elementary school. Five of these principals clearly specified that the intermediate grades viewed programming while primary students did not. One wrote: “Television coverage dependent upon grade level. Grades 4 and 5 available; grades k – 3 restricted.”

One principal mentioned that “staff who were concerned about loved ones could take time to reach them. Food and refreshments (were) available for all school personnel.” Another principal informed the researcher that one faculty member’s “husband was a New York City firefighter and a victim of 9/11.”

Survey item five asks: “In the days and weeks following the terrorist attacks, which of the following have taken place at your school site?” There were 14 options (a – n) that could be checked. Option n is an open-ended response opportunity for participants to provide additional information. Respondents were advised to mark all items that applied. This distribution is illustrated in Table 12.

Fifty-two elementary principals (20%) provided additional responses with option n. Each item was read and coded. Some principals made more than one written comment. Three written responses on option n resulted in the emergence of new actions that were yet unreported on the check list. These reported individual actions include: (a) “professional development sessions with
**Distribution of Marked Responses on Survey Item Number Five**

“In the days and weeks following the terrorist attacks, which of the following have taken place at your school site?”

<table>
<thead>
<tr>
<th>Survey items 5a-5n</th>
<th>Yes</th>
<th>%</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Written correspondence with families regarding September 11, 2001</td>
<td>156</td>
<td>60.0</td>
<td>104</td>
<td>40.0</td>
</tr>
<tr>
<td>b. A crisis management team was formed</td>
<td>14</td>
<td>5.4</td>
<td>246</td>
<td>94.6</td>
</tr>
<tr>
<td>c. The crisis management team met to review the crisis management plan</td>
<td>123</td>
<td>47.3</td>
<td>137</td>
<td>52.7</td>
</tr>
<tr>
<td>d. Changes to the crisis management plan have been proposed and implemented</td>
<td>59</td>
<td>22.7</td>
<td>201</td>
<td>77.3</td>
</tr>
<tr>
<td>e. Building faculty meeting was called</td>
<td>147</td>
<td>56.5</td>
<td>113</td>
<td>43.5</td>
</tr>
<tr>
<td>f. Directions from principal to staff regarding response to September 11, 2001</td>
<td>196</td>
<td>75.4</td>
<td>64</td>
<td>24.6</td>
</tr>
<tr>
<td>g. Emphasis placed on current events</td>
<td>86</td>
<td>33.1</td>
<td>174</td>
<td>66.9</td>
</tr>
<tr>
<td>h. Emphasis placed on multicultural curriculum</td>
<td>51</td>
<td>19.6</td>
<td>209</td>
<td>80.4</td>
</tr>
<tr>
<td>i. Emphasis placed on patriotism</td>
<td>189</td>
<td>72.7</td>
<td>71</td>
<td>27.3</td>
</tr>
<tr>
<td>j. Emphasis placed on citizenship</td>
<td>165</td>
<td>63.5</td>
<td>95</td>
<td>36.5</td>
</tr>
<tr>
<td>k. Announcement made of availability of guidance counselor</td>
<td>105</td>
<td>40.4</td>
<td>155</td>
<td>59.6</td>
</tr>
<tr>
<td>l. At least one school assembly was held to process events of September 11, 2001</td>
<td>70</td>
<td>26.9</td>
<td>190</td>
<td>73.1</td>
</tr>
<tr>
<td>m. Engaged in service project(s) connected to September 11 events</td>
<td>156</td>
<td>60.0</td>
<td>104</td>
<td>40.0</td>
</tr>
<tr>
<td>n. Other</td>
<td>52</td>
<td>20.0</td>
<td>208</td>
<td>80.0</td>
</tr>
</tbody>
</table>
professors of local college to process events," (b) "hosted two family events designed to encourage families to spend time with each other," and (c) field trips were cancelled with field trip policy reviewed." The remaining responses elaborated on actions suggested in three options of the check list provided in item five. These include: (a) option i, "emphasis placed on patriotism," (b) option j, "emphasis placed on citizenship," and (c) option m, "engaged in service project(s) connected to September 11 events."

Thirty-one of the comments mentioned symbolic patriotic responses by students in the days and weeks following the terrorist actions. Following are examples of these: increased usage and dedication of flags, red/white/blue days, sang patriotic songs, conducted Veteran's Day programs, and recited the Pledge of Allegiance over intercom on a daily basis. A principal reported that a decision was made shortly following the September 11 events to "name our new school Freedom Elementary." Five comments stated that their school already placed emphasis on patriotism, current events, and/or citizenship before September 11. Two of the five principals added emphasis on multicultural curriculum to the previous three listed. One of these five participants stated it was "ongoing—just continued" following the attacks.

"Halls and outside windows adorned with flags" became common scenes in schools according to an opened ended-response. Two school hallways also displayed "stars for death" of victims in the attacks. Ceremonies with "moments of silence," patriotic music, and saying the Pledge of Allegiance around the flagpole or "peace pole" were mentioned numerous times as a way to honor the victims and make some sense of the tragic events with children. At one school a
principal remarked: "For the one moment of silence followed by Fire Department sirens community-wide, we circled all students around the truck. We brought out flags from every class. We stood in silence, then recited the pledge and sang 'The National Anthem.'" At another school that offers recess options, many children stayed inside and worked at "recess art stations where the children could make red/white/blue friendship pins and flags." Other principals wrote of "honoring heroes related to Veteran's Day."

Open-ended responses detailing areas of emphasis placed on citizenship were much fewer. The responses included: "class meetings conducted to discuss world events" in more depth, "special lessons designed" to do the same, "special program created by students to honor police, fire and health workers as important community members" and a guest speaker spoke to a school body about citizenship.

The 24 service projects mentioned were patriotic in nature. Eleven responses mentioned the money raised by students for the Red Cross to give to victims' families in New York City. This money was usually collected through a "penny" or "loose change" drive. The money amounts ranged from $400 to over $4,300. Two respondents mentioned money for Afghani children as well as one who stated his school "collected money to help replace lost fire engines."

Six elementary principals mentioned writing projects conducted by children with service men and women overseas. One wrote: "Packages were sent to military members affected and that (were) overseas. Children made cards, posters and baskets." Another principal added, "They (military members) since wrote back and now are established penpals." Student councils were
mentioned twice in being responsible for organizing service projects for their schools. These student groups created banners to honor victims and local heroes, as well as wrote letters to children in New York City.

Two specialized service projects were mentioned. One New York state principal stated a "memorial garden was created for the 31 people lost in our district." The second project was called a "Peace Crane Project" where 2,000 student-made (paper) cranes were "handed out to local business places."

Survey item six, composed of two parts, was introduced with the following precursory statement:

Since the late 1940s, numerous government reports have directly linked the quality of education in schools to national security. A May 2001 report by the National Security Study Group states: "The Commission (on National Security/21st Century) views education as critical to the nation's security and its future, and stresses the imperative to recapitalize America's strength in science and education as a major national security challenge."

Survey items 6a and 6b required respondents to best approximate their opinion by circling a number from one to five on a Likert scale continuum from strongly disagree (1 point) to strongly agree (5 points). Statement 6a is: "The quality of education in the nation's schools contributes to national security." Statement 6b reads: "My actions on Sept. 11, 2001, and in the days and weeks following, contributed to national security."

Almost 77% of the respondents agree or strongly agree that the quality of education contributes to national security. The mean was 4.04. Approximately 50% of elementary principals agree or strongly agree that their actions on September 11, 2001, and the days and weeks that followed contributed to national security. The mean was 3.5. Items 6a and 6b responses are illustrated in Tables 13 and 14.
### Table 13

**Distribution of Responses to Survey Item Number 6a**

<table>
<thead>
<tr>
<th>The Quality of Education in Nation's Schools Contributes to National Security</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>5</td>
<td>1.9</td>
</tr>
<tr>
<td>Disagree</td>
<td>16</td>
<td>6.2</td>
</tr>
<tr>
<td>Neither Disagree Nor Agree</td>
<td>35</td>
<td>13.5</td>
</tr>
<tr>
<td>Agree</td>
<td>106</td>
<td>40.8</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>93</td>
<td>35.8</td>
</tr>
<tr>
<td>No Response</td>
<td>5</td>
<td>1.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>260</td>
<td>100.0</td>
</tr>
</tbody>
</table>

### Table 14

**Distribution of Responses to Survey Item Number 6b**

<table>
<thead>
<tr>
<th>Principals' Actions on 9/11/01 and in the Days and Weeks Following Contributed to National Security</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>10</td>
<td>3.8</td>
</tr>
<tr>
<td>Disagree</td>
<td>29</td>
<td>11.2</td>
</tr>
<tr>
<td>Neither Disagree Nor Agree</td>
<td>81</td>
<td>31.2</td>
</tr>
<tr>
<td>Agree</td>
<td>89</td>
<td>34.2</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>44</td>
<td>16.9</td>
</tr>
<tr>
<td>No Response</td>
<td>7</td>
<td>2.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>260</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Survey Response Comparisons

Survey items four and five included multiple response options. Item four included 15 options while item five included 14 options. Respondents could mark all that applied. Both items four and five also included an open-ended response option where respondents wrote in additional comments.

Item four reads: "As a result of the terrorist event on September 11, 2001, which of the following were provided at your school ON THAT DAY?" Item five says: "In the days and weeks following the terrorist attacks, which of the following have taken place at your school site?"

For purposes of analysis, data will be examined more closely for those options on survey items four and five where more than 50% of the respondents marked the option. For survey item four, options c and h were marked by more than 50% of the respondents. For survey item five, options a, e, f, i, j, and m were marked by more than 50% of the respondents. For each option marked by more than 50% of respondents, the data was disaggregated by time zone to determine if any of the options were associated with proximity to the terrorist events of September 11, 2001.

Table 15 reports the distribution of total surveys returned and the distribution of surveys where option c was marked disaggregated by time zone. Item four, option c, states: "News updates were provided to staff." This option was marked by 211 (81.5%) of the 260 respondents. Because the distribution data for option c is proportionate to the total survey distribution there appears to be no relationship between option c and proximity to the events of September 11, 2001.
Table 15

Distribution of Returned and Marked Surveys. Item 4. Option C, by Time Zone

Item four: "As a result of the terrorist event on September 11, 2001, which of the following were provided at your school ON THAT DAY?"
Option C: "News updates were provided to staff"

<table>
<thead>
<tr>
<th>Time Zone Category</th>
<th>Returned</th>
<th>%</th>
<th>Marked</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eastern</td>
<td>114</td>
<td>43.5</td>
<td>94</td>
<td>44.5</td>
</tr>
<tr>
<td>Central</td>
<td>105</td>
<td>40.4</td>
<td>86</td>
<td>40.8</td>
</tr>
<tr>
<td>Mountain</td>
<td>14</td>
<td>5.4</td>
<td>8</td>
<td>3.8</td>
</tr>
<tr>
<td>Pacific</td>
<td>25</td>
<td>9.6</td>
<td>21</td>
<td>10.0</td>
</tr>
<tr>
<td>Alaska</td>
<td>2</td>
<td>0.8</td>
<td>2</td>
<td>0.9</td>
</tr>
<tr>
<td>Total</td>
<td>260</td>
<td>100.0</td>
<td>211</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 16 reports the distribution of total surveys returned and the distribution of surveys where option h was marked disaggregated by time zone.

Item four, option h, says: "Television coverage restricted in classrooms." This option was marked by 170 (65.6%) of the 260 respondents. Because the distribution data for option h is proportionate to the total survey distribution there appears to be no relationship between option h and proximity to the events of September 11, 2001.

Item five, option a, states: "Written correspondence with families regarding September 11, 2001." Table 17 provides the distribution of total surveys returned and the distribution of surveys where option a was marked disaggregated by time zone. This option was marked by 156 (60%) of the 260 respondents. Because the distribution data for option a was proportionate to the total survey distribution
**Table 16**

**Distribution of Returned and Marked Surveys, Item 4, Option H, by Time Zone**

Item four: As a result of the terrorist event on September 11, 2001, which of the following were provided at your school ON THAT DAY?

Option H: "Television coverage restricted in classrooms"

<table>
<thead>
<tr>
<th>Time Zone Category</th>
<th>Returned</th>
<th>Marked</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>Eastern</td>
<td>114</td>
<td>43.5</td>
</tr>
<tr>
<td>Central</td>
<td>105</td>
<td>40.4</td>
</tr>
<tr>
<td>Mountain</td>
<td>14</td>
<td>5.4</td>
</tr>
<tr>
<td>Pacific</td>
<td>25</td>
<td>9.6</td>
</tr>
<tr>
<td>Alaska</td>
<td>2</td>
<td>0.8</td>
</tr>
<tr>
<td>Total</td>
<td>260</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**Table 17**

**Distribution of Returned and Marked Surveys, Item 5, Option A, by Time Zone**

Item five: In the days and weeks following the terrorist attacks, which of the following have taken place at your school site?

Option A: "Written correspondence with families regarding September 11, 2001"

<table>
<thead>
<tr>
<th>Time Zone Category</th>
<th>Returned</th>
<th>Marked</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>Eastern</td>
<td>114</td>
<td>43.5</td>
</tr>
<tr>
<td>Central</td>
<td>105</td>
<td>40.4</td>
</tr>
<tr>
<td>Mountain</td>
<td>14</td>
<td>5.4</td>
</tr>
<tr>
<td>Pacific</td>
<td>25</td>
<td>9.6</td>
</tr>
<tr>
<td>Alaska</td>
<td>2</td>
<td>0.8</td>
</tr>
<tr>
<td>Total</td>
<td>260</td>
<td>100.0</td>
</tr>
</tbody>
</table>
except in the Eastern Time zone which received an increase of 9.1% of the responses, there may be a relationship between option a and proximity to the events of September 11, 2001.

Table 18 presents the distribution of total surveys returned and the distribution of surveys where option e was marked disaggregated by time zone. Item five, option e, states: "Building faculty meeting was called." This option was marked by 147 (56.5%) of the 260 respondents. Because the distribution data for option e is proportionate to the total survey distribution there appears to be no relationship between option e and proximity to the events of September 11, 2001.

Table 18

<table>
<thead>
<tr>
<th>Time Zone Category</th>
<th>Returned</th>
<th>%</th>
<th>Marked</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eastern</td>
<td>114</td>
<td>43.5</td>
<td>71</td>
<td>48.3</td>
</tr>
<tr>
<td>Central</td>
<td>105</td>
<td>40.4</td>
<td>55</td>
<td>37.4</td>
</tr>
<tr>
<td>Mountain</td>
<td>14</td>
<td>5.4</td>
<td>6</td>
<td>4.1</td>
</tr>
<tr>
<td>Pacific</td>
<td>25</td>
<td>9.6</td>
<td>14</td>
<td>9.5</td>
</tr>
<tr>
<td>Alaska</td>
<td>2</td>
<td>0.8</td>
<td>1</td>
<td>0.7</td>
</tr>
<tr>
<td>Total</td>
<td>260</td>
<td>100.0</td>
<td>147</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Seventy-five percent, 196 of the 260 respondents, marked option f on the survey. Item five, option f, states: "Directions from principal to staff regarding
response to September 11, 2001." Table 19 reports the distribution of total surveys returned and the distribution of surveys where option \( f \) was marked disaggregated by time zone. Since the distribution data for option \( f \) is proportionate to the total survey distribution there appears to be no relationship between option \( f \) and proximity to the events of September 11, 2001.

Table 19

**Distribution of Returned and Marked Surveys, Item 5, Option F, by Time Zone**

Item five: "In the days and weeks following the terrorist attacks, which of the following have taken place at your school site?"

Option \( F \): "Directions from principal to staff regarding response to September 11, 2001"

<table>
<thead>
<tr>
<th>Time Zone Category</th>
<th>Returned</th>
<th></th>
<th>Marked</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>( n )</td>
<td>( % )</td>
<td>( n )</td>
<td>( % )</td>
</tr>
<tr>
<td>Eastern</td>
<td>114</td>
<td>43.5%</td>
<td>93</td>
<td>47.4%</td>
</tr>
<tr>
<td>Central</td>
<td>105</td>
<td>40.4%</td>
<td>55</td>
<td>38.3%</td>
</tr>
<tr>
<td>Mountain</td>
<td>14</td>
<td>5.4%</td>
<td>9</td>
<td>4.6%</td>
</tr>
<tr>
<td>Pacific</td>
<td>25</td>
<td>9.6%</td>
<td>19</td>
<td>9.7%</td>
</tr>
<tr>
<td>Alaska</td>
<td>2</td>
<td>0.8%</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>260</strong></td>
<td><strong>100.0%</strong></td>
<td><strong>147</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>

Table 20 provides the distribution of total surveys returned and the distribution of surveys where option \( i \) was marked disaggregated by time zone.

Item five, option \( i \), states: "Emphasis placed on patriotism." This option was marked by 189 (72.7%) of the 260 respondents. Because the distribution data for option \( i \) is proportionate to the total survey distribution there appears to be no relationship between option \( i \) and proximity to the events of September 11, 2001.
Table 20

Distribution of Returned and Marked Surveys. Item 5, Option I, by Time Zone

Item five: In the days and weeks following the terrorist attacks, which of the following have taken place at your school site?

Item I: "Emphasis placed on patriotism"

<table>
<thead>
<tr>
<th>Time Zone Category</th>
<th>Returned</th>
<th>Marked</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>Eastern</td>
<td>114</td>
<td>43.5</td>
</tr>
<tr>
<td>Central</td>
<td>105</td>
<td>40.4</td>
</tr>
<tr>
<td>Mountain</td>
<td>14</td>
<td>5.4</td>
</tr>
<tr>
<td>Pacific</td>
<td>25</td>
<td>9.6</td>
</tr>
<tr>
<td>Alaska</td>
<td>2</td>
<td>0.8</td>
</tr>
<tr>
<td>Total</td>
<td>260</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 21 reports the distribution of total surveys returned and the distribution of surveys where option j was marked disaggregated by time zone. Item five, option j, reads: "Emphasis placed on citizenship." This option was marked by 165 (63.5%) of the 260 respondents. Because the distribution data for option j is proportionate to the total survey distribution except in the Eastern Time zone that received an increase of 9.8% of the responses, there may be a relationship between option j and proximity to the events of September 11, 2001.

Option m, item five, was the final option to have been marked by more than 50% of the respondents in this comparison segment. Item m states: "Engaged in service project(s) connected to September 11 events." Table 22 provides the distribution of total surveys returned and the distribution of surveys where option m was marked disaggregated by time zone. Sixty percent (156 of
Table 21

Distribution of Returned and Marked Surveys, Item 5, Option J, by Time Zone

Item five: "In the days and weeks following the terrorist attacks, which of the following have taken place at your school site?"
Option J: "Emphasis placed on citizenship"

<table>
<thead>
<tr>
<th>Time Zone Category</th>
<th>Returned</th>
<th></th>
<th>Marked</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td></td>
<td>n</td>
</tr>
<tr>
<td>Eastern</td>
<td>114</td>
<td>43.5%</td>
<td>92</td>
<td>53.3%</td>
</tr>
<tr>
<td>Central</td>
<td>105</td>
<td>40.4%</td>
<td>73</td>
<td>37.6%</td>
</tr>
<tr>
<td>Mountain</td>
<td>14</td>
<td>5.4%</td>
<td>8</td>
<td>2.4%</td>
</tr>
<tr>
<td>Pacific</td>
<td>25</td>
<td>9.6%</td>
<td>15</td>
<td>6.7%</td>
</tr>
<tr>
<td>Alaska</td>
<td>2</td>
<td>0.8%</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Total</td>
<td>260</td>
<td>100.0%</td>
<td>165</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Table 22

Distribution of Returned and Marked Surveys, Item 5, Option M, by Time Zone

Item five: "In the days and weeks following the terrorist attacks, which of the following have taken place at your school site?"
Option M: "Engaged in service project(s) connected to September 11 events"

<table>
<thead>
<tr>
<th>Time Zone Category</th>
<th>Returned</th>
<th></th>
<th>Marked</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td></td>
<td>n</td>
</tr>
<tr>
<td>Eastern</td>
<td>114</td>
<td>43.5%</td>
<td>74</td>
<td>47.4%</td>
</tr>
<tr>
<td>Central</td>
<td>105</td>
<td>40.4%</td>
<td>60</td>
<td>38.5%</td>
</tr>
<tr>
<td>Mountain</td>
<td>14</td>
<td>5.4%</td>
<td>7</td>
<td>4.5%</td>
</tr>
<tr>
<td>Pacific</td>
<td>25</td>
<td>9.6%</td>
<td>15</td>
<td>9.6%</td>
</tr>
<tr>
<td>Alaska</td>
<td>2</td>
<td>0.8%</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Total</td>
<td>260</td>
<td>100.0%</td>
<td>189</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
260 respondents) marked option m. Because the distribution data for option m is proportionate to the total survey distribution there appears to be no relationship between option m and proximity to the events of September 11, 2001.

Items four and five each contained one option with no or limited responses. No principals reported school cancellations on September 11, 2001 (item four, option m). Even though it might have been projected that schools cancelled classes because of the terrorist attacks on September 11, 2001, the survey responses indicate that was not true for any of the representative sample. Item five, option b, states that a "crisis management team was formed." Fourteen principals marked option b that represented only 5.4% of the 260 respondents. It could have been expected that crisis teams would form to respond to the terrorist attacks at a school site since crisis plans often include crisis team formations to assist in disasters. This representative sample indicated minor usage of crisis teams.

**Interview Results**

The follow-up telephone interviews were conducted with semi-structured questions. These 30 interviewees serve as a subset of the elementary principals who responded to the surveys. Six themes evolved from the interviews that parallel the research questions. These themes include: actions of principals on September 11, 2001, impact of crisis management plans, subsequent actions at schools, principals' observances of changes in their schools, democratic citizenship education, and educational leaders and national security.
Theme One: Actions of Principals on September 11, 2001

Principals were able to share their first thoughts upon hearing of the crisis, be it at school through a telephone call, the television or car radio, or by word of mouth from a staff member, in a conversational manner during the interviews. Words used to sum up the principals' initial reactions to the terrorist events included: "shock," "devastating," "catastrophe," "horrified," "fear," "panic," "act of war," "disbelief," "surprise," "going to war," "my stomach dropped," and even, "Oh my God, it must be terrorism."

Elementary principals often relived September 11, 2001, detailing their actions and the actions of central administration and/or teachers, and/or parents on that particular day. In some elementary schools, central administration guided actions at the school sites. In other districts, the decisions were left to the discretion of the principal with central administration keeping the elementary site informed of the events of the day.

One elementary school principal heard nothing from central office, even though this school was located in a district with over 11,000 students in the Pacific Time zone. Respondent 15: "One thing that I found interesting was that we didn't hear a peep out of our district that day." Researcher asked: "Were you really surprised at that?" Respondent: "I was at first shocked. Then I figured that this tells me if we ever are in an immediate crisis here then we're on our own."

Yet two other elementary principals felt differently. Respondent 20 thought "that the district was right on. I liked that guidance (of providing a written statement to be read by the teachers)." A principal from Washington added: "We have a wonderful superintendent. All three of them (central administrators) were in
touch with us all the time. They made it around to all the schools and did care taking" (Respondent 4).

Since school was already in session in the Eastern Time zone and many teachers in the Central Time zone were still unaware of the happenings as school started there, communication to staff of the events was critical. Teachers were informed of the terrorist attacks in the following manner: folded and stapled bulletins, memos, e-mail correspondence, or personal contact by principal and/or guidance counselor. In the two Mountain and four Pacific Time zone school sites, a faculty meeting was called before students entered the building to discuss the matter together, where many teachers and students would have had prior notice of the events. In a California school a principal, Respondent 15, stated:

I just told the teachers (at this meeting) to try to make things as normal as possible for the kids so they have this (school) as an anchor location. They need to have something solid and if you freak out, they're going to see you freaking out and they're going to freak out. I told them that they're going to want to talk about it so you go ahead and you talk, just be sensitive to what you say and how you say it.

Respondent 21 from Montana also called a quick faculty meeting: “I asked them to keep it very low-key for the day. Just to be as normal as possible, to hold the discussion down. . . . Answer the questions briefly and not get into a grandiose discussion about reasons why and all of that.” An Oregon principal discussed “grounding” students in the events and extinguishing rumors when she met with her faculty before children entered the building.

Television viewing or restriction of television viewing arose in every conversation by the elementary principal. Of the subset of principals in the phone interviews 25 stated that no television viewing was allowed by the
students, which represented 83% of the respondents. Five stated that television viewing was allowed at the intermediate grades, accounting for the other 17% of responses. Primary students were not exposed to television coverage of the terrorist attacks at any of the schools involved in the telephone interviews. All but two of the elementary principals talked about television coverage being made available throughout the day in restricted areas for staff members. The remaining two principals kept staff informed by continually sending updated memos to them via e-mail or notes in mailboxes.

As was indicated through open-ended responses on survey item 4, option o, not all of the elementary principals informed students of the terrorist events on September 11, 2001. Of the 30 follow-up telephone interviewees, six did not inform any students. These principals were located in elementary schools in Nebraska, Louisiana, Connecticut, Pennsylvania, Indiana, and Iowa. In two other schools, special circumstances prompted the principals to inform students when they had inclinations not to do so. One involved a fourth grade student returning from a dentist's office who had watched the attacks on the television in the waiting room. The principal stated this put a “wrinkle in the plan” (Respondent 25). The other situation involved the evacuation of a nearby parochial school that was located one block from a federal building that was evacuated. Since this interviewee's elementary school was the parochial school's evacuation site, the principal believed she needed to inform her students of the circumstances.

I held an immediate assembly in the gym and just said that something terrible was going on in our country and that they were safe at school. St. Mary's was coming to us and that they would be in groups and to be supportive and friendly. I didn’t want to scare the kids, but reiterated that they were safe. We were going to have a moment of silence and a prayer for the victims of what was going on in the United States. (Respondent 19)
This elementary school even fed the primary students and gave apples to the older students from St. Mary's as they waited for parents to pick children up.

Two elementary principals informed students of the tragic events via the public assistance system at the end of the day. Other principals communicated the news in a more discrete manner. Respondents 20 and 22, from Michigan and New Mexico, visited each classroom and spoke to the students personally. The elementary principal in New Mexico stated:

I decided it was more important for me to go around to every classroom and talk to the kids at their developmental level about what was happening. . . . We just kind of talked, and I talked about the whole issue of "in loco parentis." Basically I told the kids that I was their mom and my responsibility was to keep them safe and that everything was okay. I would be there to answer questions or whatever so that worked out real well.

Because of the variations in time zones from the East to the West Coast, Respondent 14 from Oregon and Respondent 21 from Montana had advanced warning to prepare information to give to staff. This information gave teachers an opportunity to have guidance on responding to students' questions about the day's events. These two principals utilized the NAESP site for these guidelines.

All 30 elementary principals who participated in the telephone interviews spoke of parent involvement on September 11, 2001. Their statements reflected what was found earlier in the survey with item four, option a, that many parents arrived at school to pick students up early, particularly in the Eastern and Central Time zones. Some discouraged the practice but all principals allowed parents to take students as they saw fit. One principal (Respondent 3) spoke about a "panicked" mother who arrived to pick up her four students from school as she ranted about being bombed and hysterically paced the floor waiting for them.
Theme Two: Impact of Crisis Management Plans

The usage or lack of use of the school's crisis management plan to assist the principal's actions on September 11, 2001, and the days and weeks following was reported through the conversations. Table 23 illustrates the distribution of responses through the telephone interviews.

One elementary principal, Respondent 18, stated his school, located in a rural Pennsylvania setting, had no crisis management plan to utilize on September 11. He told the researcher: "We don't have a crisis management plan. We have the beginning stages of one, but it's not in its final stage. We just utilized any resources that were available to us through our counselors."

Table 23

Distribution of Interview Responses

<table>
<thead>
<tr>
<th>Crisis Management Plan Usage Reported</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>No plan prepared</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Plan Not Used</td>
<td>14</td>
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</tr>
<tr>
<td>Plan Partially Used</td>
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<td>17</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Those respondents who had a crisis management plan but did not use the plan gave these reasons: "not designed for this event," "not designed for this emotional crisis," or "not in state of crisis so plan wasn't used." Respondent 24
admitted: "I didn't feel that it was necessary to implement it and didn't even consider implementing it at that time... I guess we felt kind of secure." A Rhode Island principal (Respondent 8) commented that his "gut reaction" guided his actions on September 11, 2001, not his crisis management plan.

Elementary principals who partially used the plan stated that previous preparation of the plans and training guided their actions, even though they may not have had any specified criteria for responding to a terrorist attack. The communication portion in their crisis management plan was the most helpful, according to these principals. The communication strategies utilized included the following: letters to families, protocols, guidance to students, and staff meetings.

A principal in Minnesota felt his training in crisis planning was helpful in his responses on this day. He commented:

I don't know that there's anything that really prepares you for this, but you at least have some outlines to follow. You have criteria that you know is in place. It helps you focus and apply your knowledge and then deal with it appropriately. You don't get so caught up in the moment that you forget what you're supposed to be doing. (Respondent 10)

The five respondents who used the plan extensively were located in three different time zones: Eastern, Central and Pacific. Four of the schools were located in suburban communities with one located in an urban center. Two respondents were located on the East Coast in the states of New York and Connecticut, one in Nebraska, while the remaining two were located on the West Coast as far away as Oregon and Washington. When asked if the school district used their crisis management plan on September 11, 2001, Respondent 28 in New York quickly replied:

Absolutely... (The plan) absolutely went right into place. Principals pulled in their triage people. You began to work with those people. You pulled out your plan if it wasn't right at your fingertips and you hadn't used
any of those pieces before and put in place your counselors right away. You put in place, "How do I start to make calls?"

The Respondent (five) in the Central Time zone of Nebraska called a "code yellow" at her school which implemented certain procedures. When asked by the researcher whether the crisis management plan was helpful on that day she stated: "It was helpful in the sense that there was no question that that was what we were going to do and what the procedures were. The teachers understood we were under a code yellow."

Crisis plans at some sites somewhat guided the subsequent actions taken by elementary principals in the days and weeks that followed September 11. These included the following: (a) faculty meetings held on a regular basis for many days following the crisis to monitor emotional state of staff and students; (b) crisis plan purpose and procedures were no longer questioned; (c) additional security measures were discussed and implemented, i.e., picture identification badges, all exterior doors locked with front entrance usage only, mandatory check-in by all visitors, drills practiced; (d) additional correspondence sent to families with emotional coping suggestions for adults and children; and (e) a heightened sense of awareness by staff.

Five respondents located in both rural and suburban communities mentioned a "heightened sense of awareness." A renewed sense of the necessity for a crisis management plan impacted the staff at these sites. Killebrew (1999) presented a paper called "Setting the Proximity Frame: Distance As an Affective Attribute in Reporting Terrorism Events" at the annual meeting for Communication Theory and Methodology Division of the Association for
Recent acts of terrorism in the United States have raised the awareness of the American people concerning the nature of terrorism. Yet, it appears that instances of terrorism in the U.S. are too infrequent for citizens to fear becoming victims of terrorism. There is scant evidence on the issue. While not inculcated into the thinking of Americans today, it is likely that continued acts of political or quasi-political violence in the U.S. could serve to heighten fears and thrust terrorism solidly onto the long-term public agenda. (p. 4)

According to these principals, the terrorist acts of September 11, 2001, may have caused this prediction by Killebrew to become more of a reality.

Two principals (Respondents 4 and 16 from Washington and Connecticut) asked and received more crisis management training for their staff and/or crisis management team. Three staff members from the Connecticut site, “actually came back from that conference and wrote a building level crisis intervention plan.” This principal stated that the plan “articulates all the steps that we would follow in the event of any kind of crisis. . . . If September 11th were to happen now, people might have a role that they didn’t have on the 11th” (Respondent 16). Respondent 4 and staff used their crisis management plan extensively on September 11 but still sought and received additional preparation through training sessions.

Another school in Michigan required administrators to meet on Sunday following the event (September 16). This unprecedented Sunday meeting allowed the district to “refine their policy” to be better prepared in similar future crises. Respondent 20 stated:

Basically we all had to come in on a Sunday, which I never had to do before. They talked to us to make sure that we all had a plan in place if we had to evacuate our buildings. . . . However we refined it because in the plan that was given to us, my building, my 500 kids would have to walk to the middle school which was approximately two and a half miles. . . .
I found a place much closer. We now got transportation actively involved. . . . The other thing that we came up with is the meds (medicines). We have a plan in place that my secretary, who deals with the meds, would evacuate with us carrying the meds.

Theme Three: Subsequent Actions at Schools

As was very typical of the mail survey comments, signs of patriotism dominated the responses of subsequent actions that resulted following 9/11/01. Every respondent mentioned acts of patriotism in the follow-up telephone interviews. One or more of the following symbolic ways was mentioned: flag displays, patriotic-looking clothes, patriotic songs, and more reverence paid to saying the Pledge of Allegiance. Respondent 3 suggested that “one thing we’re doing is we’re have more patriotic days. . . . they’ve (students) actually come out in the hall and sung ‘God Bless America.’” A principal in Nebraska (Respondent 5) added that “every Friday morning we sing a patriotic song together over the intercom also. We do the pledge, and we sing a song.” One school principal (Respondent 12) stated that his school created a memorial to the victims and others involved. “We made a plaque to honor the firefighters and military and everybody involved.”

Local community service workers have received more recognition since 9/11/01. They’ve been included in patriotic assemblies, guest readers, and have served as ambassadors for relief donations since the tragic loss of such community helpers in the terrorist attacks. Often such assemblies had never been conducted at the seven schools that mentioned it before September 11.

Money was raised as a service project to aid victims or firefighters or others affected by the tragedy. Fifteen of the 30 principals interviewed mentioned that their students raised money for service projects. This initiative
was often student-led. Respondent 23 from Ohio stated: “We didn’t initiate that. Children just started bringing the money in.” Elementary principals in Oregon, Maine, and Michigan (Respondents 17, 19, and 20) spoke about what a service project, such as raising money, can do for children who collect the money. Respondent 17 remarked: “It gave kids an opportunity. . . . we want kids to feel empowered to help, so don’t send money with your kids (she wrote in a newsletter to parents). Let them find it.” Respondent 19 said, “Through helping, through the Red Cross (donations), we’re feeling we’re doing something.” The Michigan elementary principal basically agreed. “We did a collection for the Red Cross, and we collected over three-thousand dollars. . . . We just had kids bringing in coins. I think it gave them an opportunity to feel that they were doing something.”

Specific service projects were mentioned in the interviews by two principals, one in Pennsylvania and the other in New Mexico. Respondent 26 shared a story of a businessman and his idea of involving the local elementary school children. “There’s a local gentleman who donated services to the New York City people to clean the firemen’s clothing. Our elementary schools wrote notes. This was this gentleman’s idea. So in the laundry bags that returned the clothes was a note from a child.” Respondent 22 emphasized an unexpected connection made by a student teacher’s boyfriend assigned to Afghanistan immediately following the attacks as a reporter. The school received national recognition when this project was reported on the Today evening news in October 2001. The principal recalled:

As he was traveling around Afghanistan, he met a wonderful (10-year old) young lady named Vita. Two of my third grade classrooms became e-mail pen pals. He had her (Vita) use a computer to send e-mails to the
classes. They wrote back and forth as children do. . . . We made a point (to show students) that it was the adults (that were causing the fighting), and not the kids. That kids were kids. . . . We had maps and pictures of Vita in the hallway. Parents were made aware of it through newsletters and things like that. That seemed to put a real nice calm on the situation, as calm as you could have it at a time like that. . . . Josh’s report and his pictures gave a real visual understanding and by making it more concrete they (students) understood it on a personal level as well as a national issue.

Five principals also spoke about their actions in the weeks and months following September 11, 2001, and how they were more conscious of security. Two male principals in Minnesota and Rhode Island (Respondents 10 and 8) spoke of a more heightened awareness of the importance of security in their building as well as in their district. A female principal in a suburban community in Connecticut (Respondent 16) adds more details: “I think that people are more cautious . . . there’s sort of a heightened awareness this year of people responding to what they perceive as acts of aggression or violence against each other.” Another female principal in a Georgia suburban community stated that the “heightened sense of security” has forced their open campus to lock all exterior doors. “We had not done that before September 11” (Respondent 27). The fifth principal in an Ohio suburban community stated: “I like to think my eyes are always open, but I’m a little more cautious. Who would have thought? . . . But I guess a refocus on a more open awareness that the world’s not as peaceful of a place as we would want it to be” (Respondent 7).

**Theme Four: Principals’ Observances of Change in their Schools**

Changes in their schools since September 11, 2001, that the 30 principals reported observing, lie on a continuum from no changes to seemingly overt changes. Five respondents from Ohio, Wisconsin, California, Louisiana, and Montana commented that they saw no overall change in their schools following
the events. One of these principals from an urban school setting in Louisiana went so far as to say:

. . . as far as us changing anything, I would never tell you that it was some event-changing thing. It was on our minds every day. It's still on our minds. . . . It's still there, but I think it has lessened. I'm really sad to say that I think probably we've all moved on, and it's kind of died down a little bit. (Respondent 6)

Three additional principals stated they saw more changes from the adults they work with than from the students. These changes included being "more positive in terms of people's interactions" (Respondent 28), "being supportive emotionally to other people and appreciate the people in your lives" (Respondent 29), and (especially with the parents) "a lot of stress" (Respondent 10). The positive results seem to have put some issues in perspective for the adults. "Some pettiness really has dissipated" (Respondent 28). "For months after that (9/11) and even now, if we catch ourselves being sort of petty, you know what? If it's not health and safety, we can fix it," adds a principal from Pennsylvania (Respondent 26). The negative reactions from parents resulted in acts of impatience. "I found people were getting more impatient if they weren't getting what they wanted. . . . I was having parents fighting with each other out there (in the parking lot), which I had not seen (before)" (Respondent 10).

Other elementary principals spoke of the changes that have transpired at their schools with children. Seven principals spoke of a newly found sense of acceptance, patience, and/or tolerance on the part of students. A rural Michigan principal, Respondent 9, remarked: "I think kids are more aware. It's a real simple way to put it, but I think they're kinder. They are nicer to each other. They think more about what they do." A Georgia principal (Respondent 1) in an urban community size stated that "there's a lot more, not just here, not just in the
school, but city-wide, acceptance and more patience." A different principal in another Georgia suburban community (Respondent 27) found a similar response at her school: "Both students and parents are more courteous; they're more patient. They're patient to make sure that things follow a system."

Three principals found that shortly after the attacks there were some changes in the school but no permanency to these changes. Respondent 30 in Massachusetts replied: "I feel that there were immediate effects, but I did not see any evidence that there was a profound and enduring change in students."

An elementary principal in a rural community in West Virginia believed there was probably a "trickle down effect" from the 9/11 crisis. He stated: "For a short term, yes everybody was interested in what was going on in the nation and that sort of thing. I really doubt that there will be a long term effect." A principal in New Mexico, Respondent 22 in an urban center, agreed: "I think there was a high level of tolerance (at the beginning). Behavior problems went down... it's the end of the year, and the kids are all going a little bonkers. I just want to say, 'Did you forget all that we just learned six months ago?' They've gone back to a lot of intolerance."

A principal in Washington summed up her feelings about the changes that she observed at her school following 9/11/01:

Looking back on the year, there are things that have changed. The children were altered. There's no question. It comes up in their writing all the time. The other day I was in a classroom and a bunch of kids had been doing Power Point presentations of themselves. They'd written long reports of who they are and where they live and their families and their hobbies. ... Almost every single presentation said something about September 11\textsuperscript{th}. I was stunned. It's much later and we're not really talking about it a lot. It isn't even really in the news a lot anymore, and yet when students wrote about 'the most important thing that ever happened to me' almost universally they wrote about September 11. (Respondent 4)
Theme Five: Democratic Citizenship Education

Principals spoke of citizenship skills and attitudes that have resulted since 9/11/01 and the affect this has had on democratic practices. Walter Parker's (2001) six dimensions of democratic citizenship education, values, knowledge, voting, deliberating, dispositions and virtues, and community service, are used as the organizing basis for the reporting of these results. The following section reviews citizenship through the words of principals that include patriotism, tolerance, character education, voting, and deliberations.

Patriotism. According to Parker, patriotism is considered one of the democratic dispositions. When asked to explore recent actions and responses to 9/11/01 and its impact on democratic citizenship, though, the first words uttered by principals in the interviews were about acts of patriotism. In fact, patriotism was often equated with democratic citizenship, not a subset of it as suggested by Parker. This is evident in the following responses:

You probably are not picking a very typical school to talk to me. We do a tremendous amount of patriotism. We do the pledge and patriotic music over the intercom and have done that for years... Our school uniforms are red and blue... We're a year round school and we do a big Fourth of July celebration, so patriotism and that kind of stuff is very strong at my school. So I'm probably not a school that you should be asking those questions. (Respondent 6)

We've always been a fairly patriotic area. On Veteran's Day kids do things and we do things and we have programs... We're a fairly patriotic area. We're small town. (The events) did reassure us that our patriotism wasn't misplaced. I know they (students) are (more reflective). If somebody is not honoring the flag as they should, we'll have children tell adults. (Respondent 12)

No, we have a pretty patriotic tone to our building the way that it is. (Respondent 21)

I would say that there's probably a new meaning to the pledge. The music department had a very patriotic twist to their concerts. I see a more supportive attitude about the flag and respect for what it stands for. (Respondent 10)
I think yes (in regards to students being more reflective in their commitment to democracy). Probably for three to six moths they were. I think you saw the shirts they were wearing because it was on everybody's mind. But I think it's probably back to where it was before. (Respondent 13)

I'm trying to think if they're more reflective. At this age, I'm not really sure. I know kids felt really good when we dress in all red, white, and blue. We had a specific day and then we had a sing along of all patriotic songs. I felt really good about that. (Respondent 14)

It's more of an awareness thing. We have changed the way we do some things. Our announcements in the morning, I have kids who come down and do the pledge now. We still recite the pledge every day. We're planning another patriotic dress up day. (Respondent 25)

(Working on a service project for Afghan children), I think it helps them understand caring. That's in citizenship. I suppose citizenship and patriotism are closely aligned. (Respondent 16)

**Tolerance.** Respondent 11 from Indiana "hopes there's a positive correlation" between the display of patriotism by students he has observed and better citizenship skills and attitudes. He suggested a deeper understanding of a more complex nature of citizenship through the following statement:

I think it's created an awareness on our kids' part of differences and a need to tolerate other ethnic groups, other races, people of other nations and have really an understanding that you can't just condemn someone because their native home land may be Iran. You need to look at them as a person. I think perhaps there may be some positive stuff out of that.

Respondent 8 shared:

I think they have a broader picture of America and the world. It think it's sort of brought that whole idea of respect for differences of opinions and religions and raises questions of why people turn to violence. I think that really has opened their minds a little more, put a more global perspective on things.

**Character education.** Four participants mentioned character education plans instituted previous to the attacks and/or character education plans resulting because of the attacks. Respondent 8 in Rhode Island summarized his thinking on this idea:
We have a character education program that we initially started at the tail end of the last school year. It's sort of ironic that after 9/11 the whole character education piece really seemed to be more important to everybody. It's based on six pillars: citizenship, trustworthiness, caring, respect, responsibility, and fairness—core values. I think that that's sort of dovetailed with the heightened sense of unity and patriotism.

An Oregon principal stated that “we’ve started a character education theme that we’re doing. October was patriotic; November was giving and December was rainbow of compassion.” When asked if they had done any of this before, she stated, “No. We developed this and it’s probably a fall out of all of that (9/11/events). Trying to do more as a school to create that school pride. We call it character education and we just label the monthly things” (Respondent 14).

Respondent 11 talked about the character education plan at his school. He noted:

We developed a program that we sort of took the best of several ideas. We developed a program we call “Skills for Success.” Among those are things like citizenship, tolerance, patience, responsibility, respect... I don’t know that we’ve put any more emphasis on those than normal, but it certainly does make it a little more real for the kids.

Voting. Two principals specifically referred to voting processes when asked the question about democratic citizenship. One capitalized on the fact that their school site was used for community voting purposes while the other found this to be inconvenient. Respondent 15 from California commented:

This is as real life lesson for them. We stress a lot of citizenship, involvement in the community. We have two polling places here at the school so whenever there’s an election the kids go through and they get to practice on the ballot machine so they’re understanding the responsibility of citizenship. We’re already doing that and this brought home the reality of it rather than just a fun thing to play with.

Respondent 20 from Michigan stated: “Well, I think that we talk about citizenship all the time and helping each other and working together and voting.
We're, which is the only thing which bothers me with this district, we do have people who come and vote in our building so the kids are aware of that. So we promote that as it is.”

Deliberations. Six principals spoke of using discussions and decision-making processes to further citizenship. Respondent 5 from Nebraska spoke of the formation of better citizenship through conversations and discussions after the September 11 events. “There's been a lot of talk at home, a lot of talk at school about being responsible citizens.” Respondent 3 felt this connection was made particularly immediately following the events. “I think especially the first two to three months afterward were more focused on good citizenship skills. Of course, we're able to point that out in discussions with children with behavior problems.”

Other elementary principals who believed that these conversations with children were an important building block for democratic principles follows:

I take every advantage to remind the children how fortunate we are to live in the USA and to have this type of democracy. We can talk about how suicide bombers or whatever may believe that it's okay to take their lives and everything. We're trying to treasure and value life. . . . We make it important and we make it part of our teaching. I make it part of my leadership style as their principal. (Respondent 7)

I think as a result of 9/11 kids are more conscious of global issues. Again, it comes through in classroom discussions. (Respondent 8)

Our state has implemented a social studies portion to the state assessments that really gets into democracy and what a democracy is. . . . We now start some of that all the way back in kindergarten and work it all the way through fifth grade. . . . Suddenly civics became a very important subject area. (The principal observed it through the following.) Just in the way people treat each other and the kinds of things that you see discussed in classes. In the middle of a lesson, if something links into government or democracy instead of just glossing over it, they'll take the time to bring the discussion out. Sometimes they'll relate it back to what happened in September or to the ongoing war or the constant new alerts that come up. . . . People suddenly are saying that standardized tests are one thing, but kids need to internalize this stuff. Being able to just spit it back out isn't what they need. Kids need to understand what's happening.
in the world and they need to be able to talk about it and make these decisions themselves. So the standardized tests probably are less important. (Respondent 9)

Another conversation with an elementary principal in California poignantly emphasized practicing democratic principles through a deliberation process following controversies stirred in the classroom regarding patriotism:

One thing we do stress with our kids and we still tend to stress with our kids is that we expect them to think for themselves. Get all the facts and base their opinions on what they see, not just on what they hear or what somebody else expects them to. In one of the sixth grade classes one of the kids brought up the fact that Bill Mauer (television commentator on Politically Incorrect) made some remarks on TV about how Ashcroft (attorney general) said he was unpatriotic. One of the kids brought up some discussion on that. There again we stressed, what is the reality? You have one person's opinion and another person’s opinion. Are either of these factual? They had a good discussion on what patriotism truly is. Does it mean you blindly follow your government or is it okay to still criticize your government in times of crises? (Respondent 15)

Theme Six: Educational Leaders and National Security

Responses varied greatly when semi-structured questions were posed regarding the quality of education and principals’ actions in the wake of the 9/11 events juxtaposed with national security. First, principals’ responses regarding their actions and national security will be explored. Then principals’ views on how the quality of education links to national security will be examined.

Some principals had definite viewpoints about whether their actions on Sept. 11 and the days and weeks following were or were not linked to national security. Others saw broad application possibilities but were unsure if it truly fit their belief. Table 24 illustrates these responses.

The majority of respondents who stated “no” to whether their actions contributed to national security often qualified their responses with statements regarding protecting students at the local level. These statements follow Table 24.
Table 24

Distribution of Interview Responses

<table>
<thead>
<tr>
<th>Principals' Actions on 9/11/01 and in the Days and Weeks Following Contributed to National Security</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
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<td>No</td>
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<td>Total</td>
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"I try to really just focus solely here. This is my main interest. Just maintain the security and comfort level of all the kids and staff and community here" (Respondent 1). "I'd say more towards personal security or whatever word you want to use" (Respondent 2). "I guess I just don't feel that connected to it. I look at my own little world" (Respondent 6). "We were concerned with the school and the children and their families. I was more concerned on a more local level, a more personal level" (Respondent 9). "I hadn't thought of it that way. We were doing things to really take care of making sure that our kids were in a safe environment and ultimately a part of a safe community" (Respondent 11). "I think we're all in a heightened alert. In that sense, yes. To make it that I'm doing this because of national security, no" (Respondent 22). "I don't think it really dealt with national security. I think it was more for the security of the students we are charged with here" (Respondent 24). Two principals stated "no" with no further explanations.
Comments by three respondents indicated that they thought of national security in regards to the military so, consequently, they were trying to answer this question within this context. The answers span all three responses: yes, no, and unsure. An elementary principal from Pennsylvania commented: “I would say yes. I'm a public agency here. If you want to consider the charge that I have, that I protect the kids that are here, then yes. I don't know if you'd call it national security. We're not part of the armed forces, but we're here to keep the place secure” (Respondent 26).

Another principal from Iowa (Respondent 29) stated: “I'd say no. I will say there's increased awareness and appreciation of people serving in the military.”

The third principal from Oregon (Respondent 17) remarked: “In a sense that taking care of kids is a national issue. I view my job as taking care of kids and the teachers who look after them. I guess that's my contribution and it's national in scope. When I think of national security, I think more of the military.”

One respondent in Ohio was unsure of the connection between her actions on September 11, 2001, and how they connected to national security. She replied that she didn't see a direct link but hoped that her school: “contributed to national security in taking a positive stance. . . . We are going to survive and go on and strive for democracy and make the world safe from terrorism and senseless killing. . . . To have that kind of resolve in a round about way contributes to the national security” (Respondent 23). Another “unsure” respondent stated: “I guess I would say I was connected (to national security). Only in a feeling tone I should say” (Respondent 14).
Respondents who stated a definite "yes" explained their affirmative replies in the following manner: "I do. I have to tell you that I've never felt more like a principal than I did on that day. I came to school that day feeling like we were going to war" (Respondent 4). "It is national security. It's not any formalized organization, but it is the security of our country. It if can happen at the World Trade Center, obviously that's possible anywhere" (Respondent 7). "The total respect issue certainly plays a role there. The citizenship, the respect for the flag, to focus on what we have versus what they're trying to take away from us" (Respondent 10). "Yes. I think just an awareness of being more careful, screening people who come into the school" (Respondent 25). "Yes. I feel we have an obligation regarding national security to be able to account for ourselves and our purpose in any point in time" (Respondent 27). "I think we had to . . . this made us look at it more on a national level" (Respond 28). Respondent 5 summed up her belief about her actions connected to national security: "I don't see how it couldn't be. To me national security is kind of the umbrella that holds us all together and keeps us safe. How you react at your building level, your home level, is dependent on how secure you feel as a nation. I think it has a real direct correlation."

Respondents more readily agreed that education is a vital link to national security. Table 25 illustrates these responses.

Connecting quality of education to national security was easier for principals to link to their personal schema as shown in the following table with 77% positive responses. Respondent 2 said, "Looking at in that sense, almost
Table 25

Distribution of Interview Responses

<table>
<thead>
<tr>
<th>The Quality of Education in Nation's Schools</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contributes to National Security</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>4</td>
<td>13</td>
</tr>
<tr>
<td>Limited</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>Yes</td>
<td>23</td>
<td>77</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100.0</td>
</tr>
</tbody>
</table>

anything you do with education is a national security interest. Right down to the student loans that are available to college students."

Some principals endorsed the necessity of quality education for the future of this country. Other principals spoke about quality education being extremely important to national security. "Certainly. I believe that if you have a well-educated populace it is going to enhance all of us—our entire country, our entire nation" (Respondent 21). "I think we are responsible for creating an incredible cadre of learners that can be contributing to the country in whatever capacity they end up contributing, be it directly or indirectly related to national security" (Respondent 22). "I think the type of students we turn out definitely has an impact on the security of the nation" (Respondent 24). "Definitely. I think schools are how we influence the future of the country" (Respondent 29).

Three respondents stated they saw education connected to national security but in a limited form. "How children are educated goes back to how they are as adults, but we're not spitting out little soldiers (Respondent 9). "I think
education plays an important role in understanding the world around us, but that would be the extent of it" (Respondent 11). "The only thing that I would make a connection to is that we need to ensure that our students are the best prepared students in the world and to continue to work towards that goal" (Respondent 12).

Citizenship was mentioned in two responses. Respondent 19 from Maine: “Quality education is a big part and a big part of that is citizenship, having the unity, that teamwork. Learning can’t even happen if you don’t have a respectful environment.” Respondent 27 from Georgia added:

I think as a school principal we’re very limited. We have so many mandates, and we have such specific things that we do. I think we’re a springboard. It’s like we’re the very center of the hourglass. All this stuff comes in and then we spread it out. Everything comes through the schools and they really expect the schools to take it all in, mix it all around, then spit it out to the kids and make them productive citizens. I think that more of the community needs to pull together and work more as a sense of community.

Other responses to this question varied from the need for good decision making to appreciation for the country to talking about safety issues. Respondent 5 from Nebraska: “I think our role as a school is helping young people make the right kinds of decisions. Whether it’s security in the school or security in the home or security in the community as they get older, let’s make the right kinds of decisions.” “I want them (students) to appreciate what we have. We truly are a blessed country and our country was terribly hurt by 9/11” (Respondent 7 from Ohio). Respondent 8 from Rhode Island summed it up this way:

I think that national security really boils down to individuals using common sense and practicing good personal safety as well. I don’t feel like I’ve contributed to any national security program or anything like that. But the fact that I work as an educational leader to instill in children those core
values and to teach them good personal safety—I think that contributes to national security.

A principal from New York felt that national security and quality of education were “two entirely separate issues.” She felt that national security meant “making our buildings and our communities safe for people” and it links into education only “as things change drastically and we have to begin to learn about why they’re changing it. Again, it goes to that bigger picture that we don’t always give students. We don’t often teach them about the community beyond” (Respondent 29).

Summary

Chapter 4 reported the findings supplied by data from the sample of 260 elementary principals who responded to a survey instrument and 30 elementary principals who agreed to participate in a follow-up interview. The information gathered from the survey research and follow-up telephone interviews provided the data used to investigate six research questions.

Chapter 5 will summarize the purpose and implications of the study. Significant data will be delineated; implications about the importance of this data will be discussed; and recommendations for future research will be suggested.
CHAPTER 5
SUMMARY, CONCLUSIONS, AND IMPLICATIONS

Introduction

Chapter five consists of three parts identified as the Summary of the Study, Conclusions of the Study, and Implications for Future Research. In the Summary section, the study's purpose and methodology are discussed. Significant results generated by an analysis of the data gathered in this study are discussed in the Conclusions section. Suggested areas for further study are included in the Implications section.

Summary of the Study

In this study, data were collected to determine the degree to which elementary principals perceived their school's crisis management plan supported their leadership on September 11, 2001, and in the days and weeks that followed, and the degree to which elementary principals perceived these actions were connected to democratic values and national security. Specifically this study sought to answer:

1. What were the immediate actions taken by the elementary principal at his/her school site in response to the September 11, 2001, terrorist attacks?

2. Did the school's crisis management plan guide the actions of the principal on September 11, 2001?

3. What subsequent actions were taken by the elementary principal at his/her school site in the days and weeks following September 11?

4. Did the school district's crisis management plan guide the subsequent actions of the principal in the days and weeks following September 11, 2001?
5. Did these subsequent actions result in the formation of a school environment that encouraged reflective and participatory democratic citizenship on the part of students?

6. Did the principal consider his/her actions on September 11, 2001, and the days and weeks that followed, to play a role with regard to national security?

The data used to examine these questions were collected through a mailed survey instrument administered to 1,000 elementary principals across the United States. A total of 260 elementary principals returned the surveys mailed to them. This represented a 26% return rate. Follow-up telephone interviews were conducted with 30 volunteers from among the survey respondents in order to illicit personal insights, reflections, and anecdotal information that would illuminate and expand upon the survey data.

**Conclusions of the Study**

Analyses of the data included investigating demographic characteristics of the respondents and descriptive analyses related to the six research questions, which included the three research themes of crisis management, democratic citizenship, and national security, in both the mail survey and follow-up telephone interviews.

**Research Questions**

1. What were the immediate actions taken by the elementary principal at his/her school site in response to the September 11, 2001, terrorist attacks?
Communication to staff. The sample of principals who responded to this national survey indicated that the immediate actions of principals on September 11, 2001, resulted most often in news updates being provided to staff throughout the day. Over eighty-one percent of the respondents indicated this primary action on the survey. This data is supported by research compiled by Kenneth Trump (2000): "Communications top the list as a constant theme for both those who have experienced school crises and those who have only experienced the planning for a crisis" (p. 123). Since data derived through this study indicated that many teachers had access to television coverage, even if their students may not have, principals still felt the need to update and inform teachers. Webeck et al. (2002) found similar results through an ongoing project they had been conducting with social studies teachers across the United States. They stated: "Many schools informed teachers of ongoing events via e-mail or in person by a member of office staff. . . . Some districts had time to organize their ideas about how teachers should respond in the classroom. No one was ready for the news" (p. 7).

Restriction of television coverage. The next highest category of agreement was in the restriction of television coverage in classrooms with a 65.6% response. Through telephone interviews and comments written on the surveys, elementary principals may have totally restricted television coverage for students but may have also been selective in allowing certain grade levels to view live coverage. Robinson and Henning (2002) called this selectivity "controlling the media" that defined one of four themes derived from research they conducted with 17 education leadership graduate students the day following
the attacks. In fact, they found that "in elementary schools, faculty were more hesitant to expose the children to live TV coverage. Fearing for the media's effect on the younger children, all of the principals sheltered their kindergarten to second grade students from the violent images. Some protected all the students in the building" (p. 6).

**Communication networks.** Three other categories that had a higher percentage of agreement than others were that principals visited each classroom (43.6%), superintendents or central office personnel provided specific directions regarding response (44.0%), and a building faculty meeting was called that day (46.3%). A common theme threaded through these descriptive statistics was communication networks. Robinson and Henning (2002) discovered this to be true in their study also as they found "communication networks were crucial to making decisions and rapidly disseminating information" (p. 6).

**School cancellation.** Most schools did not cancel on September 11, 2001. Only four principals (1.5% of the responses) indicated their schools closed or did not open on this particular day because of the crisis. Through interview conversations principals revealed their belief that keeping children in school and maintaining routines provided more security for students than trying to dismiss early (Eastern and Central Time zones) or not hold session at all (Mountain and Pacific). Respondent 7 stated these sentiments concisely: "We weren't going to cancel that on the moment. We have parents downtown; we have parents everywhere and we have parents we didn't know where they were. It just wouldn't be wise to cancel." The Los Angeles Unified School District affirmed this thought through a message placed by the school board on their website. It

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said: "On the day of the September 11th attacks on our nation, LAUSD schools remained opened, making our more that 720,000 students feel safe and providing a calm routine for them in the face of uncertainty and fear" (LAUSD, 2001, p. 1).

Even in the midst of the catastrophic strikes, New York City and Washington, DC, kept most of their schools open on September 11, 2001. All but seven of the New York City schools, which serve 1.1 million students, remained open while all of Washington, DC, schools with an enrollment of 67,000 students continued. "Administrators locked their campuses, reasoning that children would be safer at school" (Reid & Gewertz, 2001, p. 1).

Children picked up early. From the open-response comments on the surveys and through statements made by principals in the interviews, another prevalent practice on this day was parents picking up children early from school. According to a Newsweek article, "Many parents' first impulse was to bring their kids home" (Kantrowitz, 2001, p. 62). From principals' comments, it seemed as if parents had a need or deep desire to hold their children close to themselves at this time of crisis. This had not been a choice given on the original checklist on the survey to be marked but was mentioned in the survey multiple times. All 30 interviewees also mentioned it.

2. Did the schools' crisis management plan guide the actions of the principal on September 11, 2001?

According to the survey results, the majority of respondents neither agree nor disagree (34.6%) that the crisis management plan guided their actions on September 11, 2001. The distribution on the Likert scale was similar on both
ends of the continuum. Those who disagree amounted to 20.4% of the respondents while those who agree were 18.5% of the respondents. There were 11.9% of the respondents who strongly disagree while 12.3% strongly agree. This distribution of responses created a bell curve effect.

The results indicated in this distribution of responses revealed that crisis management plans guided the actions of some principals, but not all principals, in responding to the tragedy of September 11, 2001. For as many principals who agree or strongly agree that their plans assisted them on that day, there were as many that disagree or strongly disagree. This data is verified through the telephone interviews. Some respondents stated that, even though their crisis plan did not specifically spell out procedural steps for this type of crisis, prior emphasis on crisis training prepared them to respond on September 11, 2001. Petersen and Straub (1992) stated: “What type of crisis and when it will occur cannot be predicted. But a flexible and previously worked-out plan will provide the forethought that is not possible during an unexpected event” (p.7).

Over 97% of the 260 respondents stated their schools had crisis management plans in place on September 11, 2001. Data gathered, though, indicated not all plans were comprehensive or sufficient for responding to a terrorist strike or were even deemed appropriate to use. In the study by Robinson and Henning (2002), “only two (of the 17) participants reported utilizing written procedures during this crisis” (pp. 6-7); one school district referred personnel to the grieving section in the emergency plan, the other school district suggested using the bomb threat procedures. Kline et al. (1995) suggested the need for clear and comprehensive plans:
Because many schools are not using preventive mental health procedures, school staffs handle crises as they arise, making decisions without benefit of a comprehensive response plan. Without a clear plan and predetermined roles, staffs are more likely to respond to crises reactively. Thus, the development and implementation of a school crisis prevention and response plan is particularly crucial. (p. 245)

3. What subsequent actions were taken by the elementary principal at his/her school site in the days and weeks following September 11?

Communication with students regarding events. The largest response to this question involved 75.4% of the respondents who revealed that they gave directions to the staff providing guidance on the way staff should talk and communicate with students. Armistead (1996) suggested this protocol in earlier research on crisis management: “As the crisis dissipates, teachers will be the direct line of communication with the students. They will need to deliver a consistent message throughout the school so that all students have the same information about what happened and what will happen” (p.35)

Patriotism. The next largest response (72.7%) indicated that emphasis was placed on patriotism in the days and weeks following the attacks. This data was corroborated through the telephone interviews since each interviewee spoke about such patriotic emphasis at his/her school. Zehr (2001) discovered that “various teachers at the elementary school level sensed that pupils would benefit from doing something helpful in response to the crisis, and so organized activities along those lines” (p. 15). One of the teachers even commented that the children were “singing our patriotic songs a little louder so they can hear them in New York” (as cited in Zehr, 2001, p. 15). Alter (2001) emphasized: “Patriotism is meaningful symbolism—comfort and inspiration for a hurting people” (p. 63).
This display of patriotism seemed to unite the country when tragedy was pulling it apart.

The next three areas containing the highest responses were: (a) written correspondence was sent to families regarding the 9/11/01 events (60.0%); (b) schools engaged in service projects(s) connected to the 9/11/01 events (60.0%); and (c) emphasis was placed on citizenship (63.5%).

**Written correspondence to families.** As indicated earlier in this research, educational organizations (such as NAESP and NASP) quickly assembled letters and materials for principals’ usage with parents, children, and staff on the day of and in subsequent days following the attacks. Statements made by principals implied utilization of these materials. But as Pitcher and Poland (1992) suggested: “schools should begin to build a handy supply of materials that could be quickly accessed at the time of the crisis” (p. 167).

**Service projects.** Service projects automatically arose in schools as a response to the tragic events. According to Berson and Berson (2001) this is a healthy reaction. They suggested that students should be encouraged to “engage in outreach and participatory service in their schools and communities” (p. 386). Barber (1998) advocated that “serving others is not just a form of do-goodism or feel-goodism; it is a road to social responsibility and citizenship” (p. 11). Even President George W. Bush (2002) commented on the “remarkable courage and compassion, calm and reason, unity and resolve” that has been seen throughout the United States, including schools, after the horror of September 11. “Their response has shown us what a new culture of responsibility and service can look like” (p. 1).
These responses of service following the terrorist attacks reminded author Nancy Garden of the efforts she and other schoolchildren participated in during World War II when she was just a young girl. In a letter addressed to teachers she wrote: "While World War II was raging, we schoolchildren felt part of the war effort when we knitted little woolen squares (mine looked more like trapezoids!) to make afghans for wounded soldiers, and when we filled small white boxes with toothpaste, combs, and other toiletries for the troops" (p. 19).

**Citizenship emphasis.** Like patriotism, emphasis was placed on citizenship following the attacks as indicated by the representative sample of principals in this study. A majority of the interviewees suggested that the attacks caused their school to be more interested in helping one another, more civic minded. Respondent 5 from NE believed the school was "stronger because of it." Respondent 9 from MI stated: "It brought our school together as a community more so with a common interest in our country and an interest in what it means to be an American..." Moyers (2001) suggested that such a renewal of civic values "could leave our society stronger and more together than ever, working on common goals for the public good" (p. 12).

**Faculty meetings called.** A faculty meeting was called following the crisis by 56.5% of the respondents. This majority of responses imply the importance of adults meeting to communicate and support one another in a time of crisis so they and students can continue to grow emotionally, intellectually, and physically. Respondent 19 stated this was one element of his crisis management plan that he utilized often the first week following the events. He remarked: "That first week I met with teachers probably four times in six days. Some of those
meetings were real short; they were just updates.” Respondent 4 added: “We (faculty) met for a week. We met every day as a staff, just to see how things are going, and are we okay. We kind of worked our way through it.” Jerald Newberry, the executive director of the National Education Association affirmed these actions: “What teachers . . . need is time together in the morning or the afternoon to talk to one another about what they are going through” (as cited in Blair, 2001, p. 17).

One interviewee from Georgia had not called a faculty meeting on September 11 or in subsequent days regarding the terrorist attacks. When she was conducting end-of-the-year evaluations with teachers, one of them told the principal that “she didn’t know what she was suppose to do (on 9/11) as a teacher and how to handle it.” The teacher expressed feeling inept. This principal pondered how she could have handled the situation differently:

    Not only was she (the teacher) having difficulty understanding what was going on, but also knew that her kids were too. So really, that opened my eyes up a whole lot as far as what I should have done as an administrator, which I didn’t do. I regret it now. I didn’t call a meeting after that happened that day. I should have called my staff together and done some type of debriefing together, but that was not something that I thought of. (Respondent 1)

Review of crisis management plans. Another significant response was that 47.3% of the respondents’ crisis management teams met to review the crisis management plan. Calling upon recent crises experiences to shape and form revised procedures and protocols or create new ones will only make school crisis management plans more effective if utilized properly. For schools that previously had not determined the significance of creating a document, such experiences will demonstrate the importance of doing so. Trump (2002) commented that “school safety and crisis preparedness planning should be regarded as an
ongoing process, not a single event. Safety plans and crisis guidelines must be revisited at least annually and 'tweaked' if necessary to meet new challenges" (p. 14).

4. Did the school district's crisis management plan guide the subsequent actions of the principal in the days and weeks following September 11, 2001?

Crisis management plans guided the actions of some principals, but not all principals, in the days and weeks following September 11, 2001. More principals agree or strongly agree than disagree or strongly disagree on this particular question than question three (the plan guiding their actions on the day of the crisis). Forty percent agree and strongly agree that the crisis management plan guided their actions versus 28.1% who disagree or strongly disagree with that premise.

The passage of time, becoming more familiar with their crisis management plan, and additional preparation and training following the crisis may have allowed principals to determine that they utilized more components of the crisis management plan after the incident than they did on the day of the crisis. Time zone differences also may have accounted for less physical time for administrators to respond to the incident immediately on September 11, 2001. As Webeck et al. (2002) commented: "Depending on geography and time zone, schools were in various stages of the day when the initial attacks took place" (p. 7).
5. Did these subsequent actions result in the formation of a school environment that encouraged reflective and participatory democratic citizenship on the part of students?

Through the interview responses, a continuum of layered and textured examples resulted. The examples ranged from displays of symbolic patriotism to service projects to substantive responses about student deliberations. The majority of responses in both the survey and follow-up telephone interviews indicated that patriotism came to the foreground following the events of September 11, 2001. This certainly was demonstrated through acts of citizens across the United States, not just in schools. This demonstration of loyalty to the country may have been waning in recent years. Joel Spring (2001) believed that “an important source of loyalty is patriotism, 'love of your country.' This form of patriotism involves an emotional attachment to symbols of the country” (p. 58). This was very clearly stated by many of the respondents in this national survey.

These symbolic responses of patriotism often promoted unity among the staff and students following the terrorist events. Petersen and Straub (1992) suggested this also when “the opportunity of crisis presents itself, it becomes possible for the school to bring students together, forming a sense of community that only comes from a deep sharing” (p. 8). Respondents in the telephone interviews elaborated on this unity in many ways. One way was to speak of student body collective activities that unified the school, i.e., saying the Pledge of Allegiance together every day, singing patriotic songs together, wearing red/white/blue clothing, wearing flag pins, and flag dedications. Other responses talked about how a crisis pulled the school together as a community
Singleton (2001) stated that such reactions of unity are common after a tragedy. She added:

Certainly as we work through the grief and horror created by terrible events, people seek unity and the support of a caring community. Dispelling feelings of isolation and regaining some sense of control by banding together—whether to aid victims or to proclaim our national pride—helps many people get through the tragedy. (p. 413)

A female respondent (five) from an urban community in Nebraska even believed that "the blessing in all this is that it brought us all closer together." Another female elementary principal in a rural setting in Ohio (Respondent 23) thinks that "sometimes it takes a crisis or a tragedy to pull people together and provide a united front." A third female principal in a Pennsylvania suburban site (Respondent 26) stated, "Events like this make relationships." A male principal from Rhode Island (Respondent 8) added, "It's hard to quantify. It's just sort of an intuitive feeling on my part. People seem to be more together, more willing to work together."

6. Did the principal consider his/her actions on September 11, 2001, and the days and weeks that followed, to play a role with regard to national security?

The largest number of respondents (53%) agree and strongly agree that their actions contributed to national security on September 11, 2001, and in the days and weeks following. Another significant amount of responses (32%) were neutral by neither agreeing nor disagreeing that their actions on these days were connected to national security. Fifteen percent disagree or strongly disagree that their actions were so. Additional comments in the interviews that contributed to
this survey response item will be examined in the upcoming section under national security.

Research Themes

The purpose of the interviews was to illicit personal Insights, reflections, and anecdotal information that would illuminate and expand upon the survey data. Conclusions from the telephone interviews can also be made from the responses of the elementary principals in the study under the three headings of crisis management, democratic principles, and national security.

Crisis management. Survey results indicated that elementary principals were protective of students and teachers on September 11, 2001, in the way they secured their buildings and shielded students from knowledge of the events or visually seeing the happenings repeatedly on television. Another form of protection was by creating an environment of normalcy. Over half of the telephone interviews outwardly stated this concept in their conversations. Since returning to a state of normalcy is one of the goals of crisis management (Brock et al., 2001; Obiakor et al., 1997; Pitcher & Poland, 1992), elementary principals instinctively considered this in their decision-making processes on September 11. Statements detailing this included: “keep classrooms normal and calm,” “have a normal day,” “keeping school as normal as possible,” “normalcy was probably the key word,” “continue working normally,” and that school should be a “place of normalcy” (Respondents 1, 3, 4, 5, 6, 13, 15, 16, 17, 21).

Other principals used similar words to convey the same idea. Respondent 11 “really tried to keep it as status quo as possible.” Another respondent (24) decided that the school should be a “stable atmosphere. Kids stayed and kept
busy and kept their minds on the school work.” A principal in Iowa (Respondent 29) said that the September 11 events “didn’t disrupt instruction across the building.” A principal in Michigan said, “We didn’t overemphasize. We basically tried to downplay it as much as we could . . . keep things as routine as possible” (Respondent 20). A New Mexico principal believed that “if you start changing routines it sends a different kind of message (to kids)” (Respondent 24).

A contrasting viewpoint in the midst of discussions of “normalcy” puts another twist to this thinking. A principal in Pennsylvania stated that on such a day “no normal school business” should take place. The “focus should be safety and communication. Sometimes it’s not normal and you better get with the program” (Respondent 26).

Another conclusion that can be made from the telephone interviews is that previous knowledge of response to crises can have an accumulative effect. The school shooting at Columbine High School in Colorado in 1999 was used as a reference point in eleven of the interviews (Respondents 3, 4, 5, 7, 8, 9, 15, 16, 20, 21, 26). This crisis was considered the impetus that moved the creation and sometimes refinement of crisis management plans forward in these school districts. Trump (2000) confirmed the significance of this: “It is important for school officials to practice what is preached in the educational community: Learn from the experiences of others” (p. 17). The elementary principals talked about what the district and administrators had learned from Columbine to change procedures and protocols in their own school setting. These procedures and protocols included locking doors, creating identification badges for staff, use of
mirrors in hallways, enhanced security systems, a script to read over telephone to callers, and communication pieces to be shared with parents and children.

A Connecticut principal (Respondent 16) commented that she had been to a training after Columbine so "I really did have that presence of mind, and that's one of the things (script) that they recommend you do so that the same message goes out to everybody." Respondent 26 said the same: "We always try to develop a script of what's going on so they get the same information."

Two other principals, Respondents 20 and 26 from Michigan and Pennsylvania, told of the change in telephone systems in their districts for crisis situations. Respondent 20 stated: "Our district felt that one of the problems at Columbine was that everybody was using their cell phones so the district bought all of the administrators Nextel because we have the Walkie-talkies."

Respondent 26, "Every school now has a Nextel phone . . . the Nextel has a radio feature to it." This same principal felt that past experiences really impacted what she did on September 11. She spoke of a hurricane, snowstorm, and the Columbine shootings which all prepared her for this experience. "I would say I was probably the most focused for 9/11. I hate to say it. This really felt different. I was kind of concentrating on appearing together."

A principal from Washington concluded: "We have a good plan. We've worked on that for a lot of years." Her school district added a crisis management team "like everybody else did after Columbine. We've rehearsed it, and we planned it. Our teams are trained. The student reunion team we just kicked into place and they (team members) came to school and just stayed all day." One
principal, Respondent 23 from Ohio, stated they already had “terrorist attacks” in their plan. This resulted “after Columbine.”

As schools revamped their crisis management plans because of Columbine, federal officials tried to learn from a previous terrorist attack in the United States also. Brown (2002) reported that “within hours of the Sept. 11 attacks, federal officials wanted advice from the city that lived through what had been the worst act of terrorism on American soil. That’s when rescue workers, city leaders and families of Oklahoma City bombing victims realized how much they had to say” (p. A3). A book from the Oklahoma City National Memorial Institute for Prevention of Terrorism in Oklahoma City called Oklahoma City: Seven Years Later has resulted from this exchange of advice following September 11, 2001.

Crisis management plans need to be continually redefined and updated in order for schools to be prepared for yet unknown crises that may occur in the future. Past experiences can assist in moving such plans forward in becoming effective vehicles for the psychological, physical, and emotional health of all involved. This accumulative effect can also drive future planning. Respondents talked about chemical warfare and Anthrax scares being considered in revisions of plans as well as response to terrorist crises.

Democratic principles. “Schools are not run as democracies,” as one principal reminded me during a telephone interview. A respondent asked me to turn off the tape recorder so she could speak off the record when I wanted her to ponder how this incident may have impacted the democratic principles of her students. She is inherently correct. Schools are not run as mini democracies,
but school is where children should learn about and practice democratic principles.

Creating school environments that practice and promote democratic principles will be important for the future of our country (Barber, 1984; Giroux, 2002; Wood, 1992). When such a tragedy impacts an entire nation can the response to it be used to promote participatory, democratic actions on the part of students? The survey results indicated little evidence was found to conclude that this premise might be true overall but some evidence suggested that with knowledgeable leadership it may be possible. Respondent 2 from rural MN, though, believed that such interest would ebb and die as he saw at his school in response to September 11 events. He commented: “I would suspect also if there are additional crises or big things come up it will slowly taper off also.”

Elias (2001) suggested that potential results of this national tragedy should not be wasted. He stated:

History tells us that the positive messages of tragedy do not last very long. While hundreds of thousands of people were directly affected by the terrorist acts, many millions were not. They will seek refuge and comfort in a return to their routines, as well they should. But we dare not let this moment pass without drawing an important lesson: We must educate our students for civic participation, for the development of sound character, and to understand clearly the gifts of our democratic freedom. (p. 40)

There is no doubt that through this study it was found that acts of patriotism by elementary students rose to new heights following the events of September 11, 2001, but that these acts may not have resulted in a deeper understanding of democratic principles. These acts did involve symbolic and substantive ways of demonstrating love of country and love for others through the service projects that is reflective of democratic citizenship. Five respondents declared such actions demonstrated “what it means to be American,” with no
further explanation. This may be because “what it means to be American” is equated with “patriotism” which, as suggested earlier, is often equated to democratic citizenship. This surface level understanding of democratic principles and practices will greatly impinge upon what Giroux (2002) believed could be a time to “define the roles students might play as critical citizens” in the aftermath of September 11. Educational leaders would have to understand and promote such a definition of roles for this to transpire.

National security. Survey results suggested that elementary principals believe that the quality of education in the nation's schools contributes to national security, even though some reasons given for their responses through the telephone interviews are contrary to the government rhetoric on this issue found through the literature review. There seems to be a disconnection in the reasoning of government and elementary leaders as to why quality education is important for the future of the country. Principals affirmed the fact that “local safety” contributed to a sense of national security on September 11, 2001, and the days and weeks that followed, but as Respondent 4 from Washington stated: “I'm not sure I equate national security with being scientists. I sometimes wonder if the need for national security isn't more related to that.”

Fenstermacher (1994) addressed this disjoint in yet another way when examining earlier educational reform movements. He expressed his beliefs that the government's interest in education lies in the goal of the U.S. to remain globally competitive, but admonished the government for its lack of extolling the necessity for civic participation:

We hear a great deal about readying the next generation of workers for global competition, about being first in the world in such high status subjects as math and science, and about having world class standards for
what is learned in school. We hear almost nothing about civic participation or building and maintaining democratic communities, whether these be neighborhoods or governments at the local, state, or federal level. Not only does the current national reform movement in the United States pay too little attention to the ideas and ideals of democracy, it pays far too little attention to the ideas and ideals of education. (as cited in Hoffman, 2000, p. 4)

The percentages were almost identical in both the survey (76.6%) and interviews (77%) that stated they believed the quality of education in the nation’s schools contributes to national security.

We can conclude from the study that not all principals considered their actions on and following September 11, 2001, to contribute to national security. Almost as many stated “no” as did “yes” in the telephone interviews. This conclusion contrasts to the survey sample that illuminated a different distribution of responses. Twenty-five percent of the respondents on the survey strongly disagree and disagree while 53% of them strongly agree or agree that their actions contributed to national security. This left 32% of the respondents with a neutral opinion on this question. Even though principals are education leaders at the local level that serves a national purpose, they do not all agree that these actions can have an impact at a national level. Nussbaum (2001) stated: "All too often, however, our imaginations remain oriented to the local; indeed, this orientation is implicit in the unusual level of our alarm. The world has come to a stop in a way that it never has for Americans when disaster has befallen human beings in other places" (p. 11).

**Implications for Future Research**

Due to the limitations of this study, a need exists to further investigate whether a school's crisis management plans support leadership efforts following a major crisis. In addition, a need exists to further investigate how these efforts
are perceived as being connected to democratic values and national security. Below are suggested areas for future study. The recommendations for future study are listed here to encourage additional research into areas not explored in this study.

1. A replication of this study should be conducted with a larger sample size of elementary principals employed in urban communities to determine whether the conclusions would hold true with a larger sample of this stated population.

2. A replication of this study should be conducted with middle schools and/or high school principals with adjustments in age-appropriate survey items to determine whether the conclusions would hold true with this stated population.

3. A follow-up study should be conducted with elementary principals in the telephone surveys to see if any of the changes they saw develop at their school sites following the 9/11/01 incidents still exist and if so, how did they capitalize on these changes to enhance the school environment.

4. A qualitative study utilizing case study methodology would allow more time to explore the affective domain of the September 11, 2001, impact on elementary principals and their schools. Such a study could add rich, thick description to the survey methodology utilized in this study.

5. In this study, crisis management, democratic principles, and national security were examined through elementary principals' perceptions. Teachers' viewpoints of these same three categories could result in different conclusions.

6. Another survey study seeking responses of elementary principals in three specific cities, New York City, Washington, DC, and Oklahoma City, could
reveal additional information about crisis response because of the proximity of
the schools to two terrorist events.

7. An attempt should be made to further explore the concept of crisis
management plan usage in schools in the wake of other types of tragedies and
measure the plan’s impact.

The survey and telephone interviews gave elementary principals an
opportunity to reflect on the meaning of the events of September 11, 2001, within
the elementary school setting, and the ways in which they, as educational
leaders, handled the response to the events. Probing survey and interview
questions linked to democratic citizenship and national security were used to
explore potential outcomes resulting from the terrorist strikes. Respondent 26
explained why she wanted to participate:  “I wanted to do it (the phone interview)
because I thought it would be good for me to hear the things you were sorting
through.” Respondent 4 added at the conclusion of the interview: “Thanks for
asking the questions. It gave me time to reflect. Actually, when that (survey)
came out in January, I thought, 'I didn't really think about that.’” Another principal,
Respondent 8, decided during the interview: “... you need to give them time to
respond. As adults, we try to process a crisis as quickly as we can, but kids
need time to do that. It’s probably appropriate to give them some time now to
reflect on it, opposed to just two weeks after it happened.”

All history is local but certain events have a national and international
impact and can influence generations of people. This idea is echoed by
Respondent 7 who said, “I’m 51 years old, so I . . . was in fifth or sixth grade
when the Kennedy assassination was and that still stands out in my mind.
Here's an event that's going to stand out in the minds of my fifth and sixth graders." Another principal shared this reflection regarding her response to the terrorist events on September 11, 2001:

It's one of those moments in times that kids are always going to remember. For me, I remember the day Kennedy was shot. As a school (on September 11), we did a good job. The kids are going to think back and know that they were safe, that it was handled well, and that it made a difference in their lives. (Respondent 9)

September 11, 2001, is a day that won't soon be forgotten. Terrorist-controlled airplanes careening into buildings with purposeful intent of murder is unfathomable and yet such events occurred on that day. These acts of violence not only took approximately 3,000 lives but also shocked the entire free world as they ushered in a new and unprecedented war on terrorism. The events of September 11, 2001, have been permanently etched in the minds of adults and children alike.

Elementary principals hold positions of leadership in the school districts they serve. However, sailing in uncharted waters, September 11, 2001, provided unprecedented challenges for the leaders of elementary schools across the nation. As might be expected, the leadership responses of principals on that day varied greatly. Many moved quickly to preserve the safety and security of the adults and students at their school site. They responded to the crisis with the protective impulse to maintain continuity and stability in the face of an international shock wave that struck at the very roots of every American's sense of personal safety. Some principals found their crisis management plans provided effective guidance for response. Others used certain components of their plans and relied on past crisis management training to guide their response. Many principals reported that district superintendents forwarded information and
directives that shaped their response on the building level. Other principals shielded their students and teachers by trying to render the event invisible while relying solely on parent intervention as students were sent home at the end of the day.

In the days and weeks that followed this tragedy, students and teachers sought to channel their feelings of patriotic empathy by investing them in tangible acts of stewardship. The skills and understandings elementary principals saw mobilized by these young people and their teachers in response to terror must not be lost. Even elementary children can learn the importance of civic responsibilities that are coupled with democratic rights and freedom. These young people are heirs of democracy. In a few short years, they will be voting and influencing the creation of policies that shape the future of our country. Students can only learn these duties if schools teach them to do so. Is there any better time to do so than now during the “greatest political crisis of their lives?”

Principals, as school leaders, must continue to acquire a better understanding of how to prepare children for the uncertain challenges of citizenship in the 21st century. Long-lasting lessons, the kind never found in curriculum guides or textbooks, can and will be drawn from the events of September 11, 2001.

For America to secure and sustain the benefits of democracy through the 21st century and beyond, political and educational leaders must not consider their work complete when the nation’s high achieving mathematicians and scientists are able to compete in the global marketplace. A vibrant democracy will rely upon citizens who not only engage in the global marketplace, but also understand and act upon the rights and responsibilities guaranteed through the
U.S. Constitution. These citizens will break the cycle of intolerance through deliberations that result in a new understanding of others. This kind of citizenship starts in the elementary classroom. Children begin this process by watching it modeled in the adults around them, by reflecting on and responding to local community concerns, and by participating in class meetings and outreach action projects. As students grow and mature, they have the hope of making sense of the senseless. They have the hope of gaining a deep understanding of the events of September 11, 2001.

Shortly after the attacks, Jonathan Zimmerman (2001) commented: "The only image scarier than the smoldering World Trade Center is the idea of future citizens who have not thought deeply about it" (p.56). The degree to which our future citizens indeed think and reflect productively on September 11, 2001, will be dependent upon the quality of administrative leadership in the schools of America. And that's something to think about.
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APPENDIX A

NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS' HANDOUT
Helping Children Cope With Tuesday's Acts of Terrorism
Tips for Parents and Teachers

Tuesday's tragic acts of terrorism are unprecedented in the American experience. Children, like many people, may be confused or frightened by the news and will look to adults for information and guidance on how to react. Parents and school personnel can help children cope first and foremost by establishing a sense of safety and security. As the nation learns more about what happened and why, adults can continue to help children work through their emotions and perhaps even use the process as a learning experience.

All Adults Should:

1. **Model calm and control.** Children take their emotional cues from the significant adults in their lives. Avoid appearing anxious or frightened.

2. **Reassure children that they are safe and so are the other important adults in their lives.** Explain that these buildings were targeted for their symbolism and that schools, neighborhoods, and regular office buildings are not at risk.

3. **Remind them that trustworthy people are in charge.** Explain that the government emergency workers, police, firemen, doctors, and even the military are helping people who are hurt and are working to ensure that no further tragedies occur.

4. **Let children know that it is okay to feel upset.** Explain that all feelings are okay when a tragedy like this occurs. Let children talk about their feelings and help put them into perspective. Even anger is okay, but children may need help and patience from adults to assist them in expressing these feelings appropriately.

5. **Observe children's emotional state.** Depending on their age, children may not express their concerns verbally. Changes in behavior, appetite, and sleep patterns can also indicate a child's level of grief, anxiety or discomfort. Children will express their emotions differently. There is no right or wrong way to feel or express grief.

6. **Tell children the truth.** Don't try to pretend the event has not occurred or that it is not serious. Children are smart. They will be more worried if they think you are too afraid to tell them what is happening.

7. **Stick to the facts.** Don't embellish or speculate about what has happened and what might happen. Don't dwell on the scale or scope of the tragedy, particularly with young children.

8. **Keep your explanations developmentally appropriate.** Early elementary school children need brief, simple information that should be balanced with reassurances that the daily structures of their lives will not change. Upper elementary and early middle school children will be more vocal in asking questions about whether they truly are safe and what is being done at their school. They may need assistance separating reality from fantasy. Upper middle school and high school students will have strong and varying opinions about the causes of violence in schools and society. They will share concrete suggestions about how to make school safer and how to prevent tragedies in society. They will be more committed to doing something to help the victims and affected community. For all children, encourage them to verbalize their thoughts and feelings. Be a good listener!
What Parents Can Do

1. Focus on your children over the next day or so. Tell them you love them and everything will be okay. Try to help them understand what has happened, keeping in mind their developmental level.

2. Make time to talk with your children. Remember if you do not talk to your children about this incident someone else will. Take some time and determine what you wish to say.

3. Stay close to your children. Your physical presence will reassure them and give you the opportunity monitor their reaction. Many children will want actual physical contact. Give plenty of hugs. Let them sit close to you, and make sure to take extra time at bedtime to cuddle and to reassure them that they are loved and safe.

4. Limit the amount of your child’s television viewing of these events. If they must watch, watch with them for a brief time; then turn the set off. Don’t sit mesmerized re-watching the same events over and over again.

5. Maintain a “normal” routine. To the extent possible stick to your family’s normal routine for dinner, homework, chores, bedtime, etc., but don’t be inflexible. Children may have a hard time concentrating on schoolwork or falling asleep at night.

6. Spend extra time reading or playing quiet games with your children before bed. These activities are calming, foster a sense of closeness and security, and reinforce a sense of normalcy. Spend more time tucking them in. Let them sleep with a light on if they ask for it.

7. Safeguard your children’s physical health. Stress can take a physical toll on children as well as adults. Make sure your children get appropriate sleep, exercise and nutrition.

8. Consider praying or thinking hopeful thoughts for the victims and their families. It may be a good time to take your children to church or the synagogue, write a poem, or draw a picture to help your child express their feelings and feel that they are somehow supporting the victims and their families.

9. Find out what resources your school has in place to help children cope. Most schools are likely to be open and often are a good place for children to regain a sense of normalcy. Being with their friends and teachers can help. Schools should also have a plan for making counseling available to children and adults who need it.

What Schools Can Do

1. Assure children that they are safe and that schools are well prepared to take care of all children at all times.

2. Maintain structure and stability within the schools. It would be best, however, not to have tests or major projects within the next few days.

3. Have a plan for the first few days back at school. Include school psychologists, counselors and crisis team members in planning the school’s response.

4. Provide teachers and parents with information about what to say and do for children in school and at home.

5. Have teachers provide information directly to their students, not during the public address announcements.

6. Have school psychologists and counselors available to talk to student and staff who may need or want extra support.

7. Be aware of students who may have recently experienced a personal tragedy or have personal connection to victims or their families. Even a child who has been to visit the Pentagon or the World Trade Center may feel a personal loss. Provide these students extra support and leniency if necessary.
8. Know what community resources are available for children who may need extra counseling. School psychologists can be very helpful in directing families to the right community resources.

9. Allow time for age-appropriate classroom discussion and activities. Do not expect teachers to provide all of the answers. They should ask questions and guide the discussion, but not dominate it. Other activities can include art and writing projects, play acting, and physical games.

10. Be careful not to stereotype people or countries that might be home to the terrorists. Children can easily generalize negative statements and develop prejudice.

11. Refer children who exhibit extreme anxiety, fear or anger to mental health counselors in the school. Inform their parents.

12. Provide an outlet for students' desire to help. Consider making get well cards or sending letters to the families and survivors of the tragedy, or writing thank you letters to doctors, nurses, and other health care professionals as well as emergency rescue workers, firefighters and police.

13. Monitor or restrict viewing of this horrendous event as well as the aftermath.

For information on helping children and youth with this crisis, contact NASP at (301) 657-0270 or visit NASP's website at www.nasponline.org

NASP represents 22,000 school psychologists and related professionals throughout the United States and abroad. NASP's mission is to promote educationally and psychologically healthy environments for all children and youth by implementing research-based, effective programs that prevent problems, enhance independence and promote optimal learning. This is accomplished through state-of-the-art research and training, advocacy, ongoing program evaluation, and caring professional service.

National Association of School Psychologists, 4340 East West Highway, Suite 402, Bethesda, MD 20814, (301) 657-0270, Fax (301) 657-0275
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Gathering with other families who are also missing a loved one helps provide support for you as well as for your children.

Special parent and child time can provide an extra sense of security that might be badly needed. Let your child know that you will set aside a particular half-hour each day to play. Make the time as pleasant and child-centered as possible. Return phone calls later and make your child the real focus of that special time.

Involving children in planning how to cope. Control and ownership are fostered when children help to plan strategies for dealing with a situation.

Prepare for difficulties with children at night.

Maintain regular bedtime routines such as storytime to provide a sense of security. Special stuffed animals or blankets may be especially important right now.

Sit near your child until he/she falls asleep for a few nights. Gradually withdraw this support by checking back in two minutes and continuing to lengthen this time until your child feels secure again.

A light may be needed in or near your child's room.

Siblings may want to sleep in the same room until they feel more secure again.

Don't let your children focus too much of their time and energy on news coverage of the terrorist attacks. If children are choosing to watch CNN News for hours each evening, find other activities for them. You may also need to watch the news less intensely and spend more time in alternative family activities.

Use outside support services if your child has a severe reaction. Your school counselor, school social worker, or school psychologist can assist or provide names of other professionals trained to deal with children. Religious and community organizations and mental health providers are possible resources.

Take time for yourself and try to deal with your own reactions to the situation as fully as possible. This, too, will help your children.

Always be honest with your child and do not be afraid to talk to others about your fears and concerns.

Source: Prepared by Guilford County Schools, Greensboro, North Carolina, adapted from Children and War —Responding to Operation Desert Storm by Debby Waddell and Alex Thomas from the Association of School Psychologists (NASP). Schools and districts have been granted permission to reprint and distribute this handout. Be sure to attribute NASP as your source.

For additional information, go to the NASP website at www.nasponline.org and scroll down to Disaster: Helping Children Cope—A Handout for Parents. You can also contact Julie Zwahr, director of communication, Guilford County S.D. at mailto:zwahr@guilford.k12.nc.us.
APPENDIX C

PRINCIPALS’ COVER LETTER
March 8, 2002

Dear Elementary Principal:

Hello! My name is Diane McCarty. I am a graduate student in Educational Leadership at the University of Northern Iowa (UNI) in Cedar Falls, IA. I am currently undertaking a dissertation study of elementary school principals' response to the terrorist attacks on the United States on September 11, 2001.

The enclosed survey is being sent to elementary principals across the nation. Elementary school principals, randomly selected for this study, were identified through the data base of the National Association of Elementary School Principals (NAESP). Your participation is voluntary and anonymity is guaranteed. Neither you, nor your school, will be identified. In addition to the survey, another form is included inviting you to participate in a follow-up telephone interview.

Your participation and input are vitally important to the success of this study. Thank you in advance for your time and assistance. Please read and sign the standard consent form acknowledging that you have received this letter and agree to participate in the study. This consent form and your completed survey should be returned in the enclosed self-addressed, postage-free envelope by March 29, 2002.

Upon completion of the study, a summary of the results will be shared with NAESP and its members. If you have any questions or concerns, please feel free to call me, my advisor, Dr. Lynn Nielsen (319-273-7759), or the Human Subjects Coordinator at UNI (319-273-2748).

Again, thank you and best wishes.

Sincerely,

Diane McCarty
319-266-6246 (home)
319-352-8316 (work)
dianemccarty@cfu.net
APPENDIX D

SURVEY INSTRUMENT
# A National Survey of Elementary Principals' Response to the Events of September 11, 2001

## Crisis Plan

1. **Does your school district have a crisis management plan?**
   - [ ] Yes
   - [ ] No
   - [ ] Don't Know

   If yes, respond to questions 2 and 3. If no or don't know, skip to question 4.

   *Directions: Please circle the responses that best approximate your opinion.*

2. **The school district's crisis management plan guided my actions on September 11, 2001.**
   - [ ] Strongly Disagree
   - [ ] Disagree
   - [ ] Somewhat Disagree
   - [ ] Somewhat Agree
   - [ ] Agree
   - [ ] Strongly Agree

3. **The school district's crisis management plan guided my subsequent actions in the days and weeks following September 11, 2001.**

4. **As a result of the terrorist event on September 11, 2001, which of the following were provided at your school on that day? (Please mark all that apply)**
   - [ ] Letter sent home to families
   - [ ] Intercom announcements were made regarding events
   - [ ] News updates were provided to staff
   - [ ] Announcement of availability of guidance counselor
   - [ ] Entire building locked down
   - [ ] Students not allowed on playground
   - [ ] Television coverage available in classrooms
   - [ ] Television coverage restricted in classrooms
   - [ ] A school assembly was held to process events of September 11, 2001
   - [ ] Principal visited each classroom
   - [ ] Supt. or central office personnel provided specific directions regarding response
   - [ ] School dismissed early
   - [ ] School canceled for the day
   - [ ] Building faculty meeting called
   - [ ] Other—please provide details: ____________________________

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5. In the days and weeks following the terrorist attacks, which of the following have taken place at your school site? (Please mark all that apply)

- a. Written correspondence with families regarding September 11, 2001
- b. A crisis management team was formed
- c. The crisis management team met to review the crisis management plan
- d. Changes to the crisis management plan have been proposed and implemented
- e. Building faculty meeting was called
- f. Directions from principal to staff regarding response to September 11, 2001
- g. Emphasis placed on current events
- h. Emphasis placed on multicultural curriculum
- i. Emphasis placed on patriotism
- j. Emphasis placed on citizenship
- k. Announcement made of availability of guidance counselor
- l. At least one school assembly was held to process events of September 11, 2001
- m. Engaged in service project(s) connected to September 11 events
- n. Other—please provide details: ________________________________________

6. Since the late 1940s, numerous government reports have directly linked the quality of education in schools to national security. A May 2001 report by the National Security Study Group states: "The Commission (on National Security/21st Century) views education as critical to the nation's security and its future, and stresses the imperative to recapitalize America's strength in science and education as a major national security challenge."

Please circle a response for item a and for item b that best approximates your opinion.

<table>
<thead>
<tr>
<th>Strongly</th>
<th>Strongly</th>
</tr>
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<tbody>
<tr>
<td>Degree</td>
<td>Agree</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

a. The quality of education in the nation's schools contributes to national security.

b. My actions on Sept. 11, 2001, and in the days and weeks following, contributed to national security.
Please complete the demographic profile section by marking an X in the space provided.

**ELEMENTARY PRINCIPAL**

7. Gender:
   - Female
   - Male

8. Ethnic Background:
   - Asian or Pacific Islander
   - Black/African American
   - Hispanic/Latino
   - American Indian/Alaskan Native
   - White/Caucasian
   - Other

9. Age:
   - 20 - 30
   - 31 - 40
   - 41 - 50
   - 51 - 60
   - 61 or over

10. Years of experience as elementary principal:
    - 1 year
    - 2 - 5 years
    - 6 - 10 years
    - 11 - 15 years
    - 16 - 20 years
    - 21 and over

11. Years of experience as elementary principal at your current building:
    - 1 year
    - 2 - 5 years
    - 6 - 10 years
    - 11 - 15 years
    - 16 - 20 years
    - 21 and over

**ELEMENTARY SCHOOL/DISTRICT**

12. Mark the type of community where this elementary school is located:
    - rural
    - suburban
    - urban

13. Please indicate your school building's enrollment: _____________

14. Please indicate your school district's enrollment: _____________

15. Please indicate ethnic composition of school population from your last state report by providing a percentage of students in each category.
    - Asian or Pacific Islander
    - Black/African American
    - Hispanic/Latino
    - American Indian/Alaskan Native
    - White/Caucasian
    - Other

16. City________________________________ State____________________ Zip__________

Please return this survey and consent form in the self-addressed, postage-free envelope provided by March 29!

THANK YOU FOR YOUR TIME AND ASSISTANCE!
I have read the introductory letter and am fully aware of the nature and extent of my participation in this project and the possible risks arising from it. My participation is completely voluntary, and I understand I have been guaranteed anonymity. I hereby agree to participate in the project. I acknowledge that I have received a copy of this consent statement.

__________________________
Signature

__________________________
Date

(A signature is necessary for me to be able to use your survey data.)

THANK YOU FOR YOUR ASSISTANCE.

Please return this signed consent form with completed survey postmarked by March 29!

A SPECIAL INVITATION

If you would be willing to share more information on this topic, please indicate below by providing your e-mail address and office telephone number. I will contact you via e-mail to arrange a convenient telephone interview date and time to ask follow-up or clarifying questions.

THANK YOU AGAIN!

Telephone: (___)_____________

E-mail address:________________________________________

(Please print address legibly.)
APPENDIX F

FOLLOW-UP POSTCARD
April 3, 2002

Dear Elementary Principal,

About three weeks ago I sent a survey to you seeking your school’s response to the terrorist attacks on the United States on September 11, 2001. Elementary school principals, randomly selected for this study, were identified through the database of the National Association of Elementary School Principals (NAESP).

If you have already completed and returned the beige-colored survey to me please accept my sincere thanks. If not, please do so today. In order for the results of this study to be truly representative of the opinions of elementary principals it is essential that as many principals as possible return the survey.

In the event that your survey has been misplaced, a replacement will be sent immediately once you’ve contacted me through e-mail at dianemccarty@cfu.net to indicate this need. Your contribution to the success of this study is greatly appreciated.

Sincerely,

Diane McCarty

Diane McCarty
APPENDIX G

SEMI-STRUCTURED QUESTIONS FOR TELEPHONE INTERVIEWS
Semi-Structured Interview Questions (Question Clusters)

CRISIS MANAGEMENT

1. Tell me about September 11, 2001. What happened in your school that day? How did you respond to this national crisis?

2. Do you have a crisis management plan for your school? (If this has not already been determined from the previous question.) Did you use it? If not, have you changed or developed your plan since September 2001?

3. As a school leader, what actions did you take in the days and weeks following September 11 that were a direct result of the terrorist events, if any? How have you seen your school change as a result of the terrorist events and the climate these events created?

DEMOCRATIC CITIZENSHIP

4. Do you think the changes in or school since September 11, 2001, have results in the formation of better citizenship skills and attitudes on the part of your students? Do you think students are more reflective in their commitment to democracy since September 11? If so, how do you know this? What have you observed or identified in your school?

NATIONAL SECURITY

5. Do you consider your actions in response to the terrorist event of September 11, 2001, and in the days and weeks that followed to be connected to national security? Do you see yourself connected to a bigger picture that is national in scope? Many reports over the past six decades paint education as an important player foundational to concerns of national security. Do you see yourself anywhere in that picture? If so, how?
APPENDIX H

TRANSCRIPTIONS
Respondent 1

Diane McCarty—DM; Elementary Principal—EP

DM I’m going to ask you to think back to September 11th. Just tell me what happened in your school that day and how you responded to the crisis.

EP Of course, we had gotten the news from some parents and stuff. As far as we, administratively, initially we didn’t do anything. A couple of my teachers did turn the TV on, but then we got a quick message from our superintendent to turn all TVs off. Of course, this was about an hour after the fact. We got the information from our superintendent to turn off all TVs and stuff. Of course, I kept mine on here in the conference room. The parents were calling and asking questions about what we were doing. We let them know that the kids were not being exposed to it, due to the superintendent’s directive. That was really more or less how we handled it throughout the day.

DM And you stayed in school all day?

EP Yes, we stayed in school all day. We did cancel some after-school events. We had school council and PTA that evening and that was canceled. Other than that, everything kind of went around as normal.

DM Were teachers coming down to where the TVs were so they could keep track of what was going on?

EP When their kids would go out for recess or PE, they would turn theirs on in their classrooms and observe what was going on in their classrooms without the children in there. Other than that, they just tried to maintain as much normalcy as possible.

DM Do you have a crisis management plan at your school?

EP We do.

DM Do you feel your crisis management plan was helpful to you on September 11th?

EP Actually, I didn’t even think about it. I know that’s terrible to say, but it didn’t seem like it was happening here. I didn’t even need to refer to it at that point in time.

DM Has your district done anything to change or add to their crisis management plan after September 11th?

EP Not particularly. I know that they constantly look at it to make adjustments, modifications. We are kind of in a high-risk area to a certain extent. There’s a river plant right across the border from us. A military installation is here too. So those places are on high alert.

DM Did they go into lockdown?
EP Right. We have a nuclear plant that is only about 20 miles from the school. Of course, that's been on high alert as well.

DM Did that heighten your awareness on that particular day?

EP It does. We really didn't think about it, because we didn't know what was going on that day. We didn't know why it was all happening. Afterwards, now, we're a lot more aware of it.

DM So you feel that even your sense of security or your heightened awareness is much higher now because of that?

EP The heightened awareness. We're more aware of all that now.

DM As a school leader, what actions did you take in the days and weeks following September 11th that might have been a result of the terrorists events, if anything?

EP Of course, the patriotism aspect.

DM Okay. Tell me about that.

EP Some of my parents got together, and we made a huge flag that we put in our hallway. All the kids drew their hands. We had those become the red and white stripes of the flag. Teachers did that as well. That was kind of neat. The school system collected donations that we sent to Red Cross. The city wanted to do a campaign to earn a certain amount of money. I forget the exact amount. As a school system, our superintendent asked us to donate to that effort, which the schools did.

DM Did children buy into that pretty well then?

EP The children bought into it. Our kids, in our district, bought into it extremely well. I think we earned about 2,000 dollars for that particular time frame.

DM Oh, that's quite a bit.

EP We did a lot of that stuff. I know there were discussions in the classrooms. I had a very interesting response from one of my teachers. For my end of the year evaluations I have teachers respond to questions. This is something that I really didn't even think about when it was occurring. In her response that she wrote to me was that her kids came back the next day asking her lots of questions. As a teacher, she felt inadequate. She said that she got very emotional because she felt that she should be able to know the answers, because she's a teacher. This was a time that she didn't have the answers. She didn't know what she was supposed to do as a teacher and how to handle it. Not only was she having difficulty understanding what was going on, but also knew that her kids were. So really, that opened my eyes up a whole lot as far as what I should have done as an administrator, which I didn't do. I regret it now. I didn't call a meeting after that happened that day. I should have called my staff together and done some type of debriefing together, but that was not something that I thought of.
DM In your own mind, you got to thinking about what your staff's needs are what you would need to do again. It had taken so many people off guard.

EP Yes. Her response really gave me a lot of insight. The thing is, kids do look to our teachers for guidance and leadership and answers. This is one that the teacher had no answer for, and she said she felt very ineffective that day because of that.

DM It would be interesting to find out if she has done anything to help herself in that area now. Has she done some research locally? Even here, we've had some people talk about the Arab community, talk about Afghanistan.

EP To my knowledge she hasn't.

DM If you wanted to learn about it, there's probably opportunities right within your community or through teacher organizations right now. There's been a lot going on as far as ways that you can learn about that. That's kind of an interesting thing for you to reflect on, isn't it?

EP Yes, it is.

DM Have you seen your school change as a result of the events and the climate those events created?

EP There's a lot more, not just here, not just in the school but citywide, acceptance and more patience.

DM How are you seeing that played out?

EP Just by behaviors and more sensitivity to individual needs and family issues and stuff like that.

DM Do you see children being more tolerant at school through playground incidents or being able to process problems differently?

EP Initially I did. I'm not sure if it's still as prominent. It's not discussed anymore. I think initially yes. It was calmer there for awhile.

DM Has your school or district done anything as far as trying to form the concept of better citizenship skills or attitudes on the part of the students? It sounds like it happened naturally at the beginning.

EP We already have a character program within our school system.

DM What's it called?

EP It's just character education. That's one of the things that we've already been doing.

DM Do you feel like you were able to capitalize on some of the concepts through the incident?

EP I didn't here. I can't speak for the other schools. We just constantly talk about responsibility.
DM So it’s vocabulary you are constantly using. It would have been interesting in some of those classrooms to hear how they might have used the connection of character ed.

EP I haven’t approached that with them.

DM Do you consider your actions in response to the terrorists events of September 11th and the days and weeks that followed to be connected to national security?

EP No. I didn’t really change anything drastically.

DM Do you see yourself connected to a bigger picture, which is national in scope as far as a principal within the building?

EP Not in particular. I know that probably generally speaking I am, but I try to really just focus solely here. This is my main interest. Just maintain the security and comfort level of all the kids and staff and community here.

DM In my research, many of the reports over the past six decades paint education as an important player foundational to the concerns of national security. Do you see yourself anywhere in that picture?

EP I guess long term you could say, when you’re teaching character and building character and working with kids for the future. There would be a connection there. I don’t promote that or focus on that substantially.

DM I was a principal for two years and I was thinking, “There’s no way I even would have connected to that.” You’re right.

EP But long term it all is connected. Eventually what we do here is going to build the foundation for later. If we do a really rotten job here, it’s going to have an impact later on in life.

DM You’re absolutely right. Is there anything else you want to share about your remembrances of that time period?

EP No. It was just such a shocker. I think, as adults, it affected us a whole lot more than it has our kids right now at the elementary level. I think with the older kids, there’s a substantial difference. With the younger kids, I think they live on such a day-to-day basis and what’s happening right now. I don’t think the long-term effects of that have impacted them yet. I think it will.

DM I do too. Some of the research says that for our age, our defining moment would have been Kennedy being shot or the Cuban Crisis. Earlier than that would have been Pearl Harbor for some of our parents. They say this might be a defining moment in this generation.

EP Yes, I think it will. I think it has changed our society. Now we’re all just living under this terrorism mentality, which is so unfortunate. I don’t live like that. I hate that the nation has taken on this mentality. Hopefully we’ll be able to get through that.
DM  You do wonder if it will resolve or it will just put us continually on caution.

EP  I hope it doesn't.

DM  Thank you so much for your time. I will be transcribing this interview, but I will identify your comments only through state and community size. Would that be okay? Also, will it be okay if I use something you say in a future paper or publication?

EP  That would be fine.

DM  Thank you.
Respondent 2

Diane McCarty—DM; Elementary Principal—EP

DM I'm going to ask you a few questions and they're going to go along the lines of the survey. Tell me about September 11th and what happened in your school on that day. How did you respond to the crisis?

EP It caught us by surprise, like it did everybody, of course. We became aware of it by somebody, I don't even know, somebody called into the building to a teacher about what was happening. Of course it spread like wildfire and pretty soon everybody was flipping tvs on to see what was going on.

DM Were you a little surprised when staff turned the TVs on right away?

EP No. I guess I hadn't thought of a major crisis like that happening. I guess it's just human nature. That's going to happen. Basically, our kids were able to witness it on TV just as it was broadcast. The primary grades, the younger grades, I don't believe they turned the TVs on. I'm talking about kindergarten, first, second grades.

DM So teachers made those decisions?

EP Teachers did, yes. I think teachers had it on and were watching long before we were aware of it here in the office. All in all, I think it was handled well by the folks. We didn't have any advanced plan for witnessing a disaster on TV. I think teachers handled it quite well, how they talked about it with their kids and that kind of thing. It was a credit to educators in general, I would say. There were one or two parents who did complain because there was a monitor in the hallway that's often used for announcements and things of that sort. It had been turned to that channel and left on. As kids were going to and from lunch or to and from places, they'd often stop and pause and watch and see that plane go into the building over and over again. Very understandably parents didn't like that. I think I had two parents complain about that. They didn't like the idea of their younger children seeing that over and over. That was about the only negative thing we heard from the community about that day.

DM Did you have any directives from your superintendent that you were supposed to put in place on that day?

EP I think we had already handled it at the building level. It came out of the notice from the central office that we should have a meeting with the staff after school, talk about what to say to the kids and to watch for signs of any kind of anxiety or stress because of possibly having connections or relatives involved. The principals had already gone that route with their people or were planning to anyway.

DM Principals are used to having many crises. I was a principal for two years, so I know you're used to having many crises on a daily basis. But certainly nothing to this level, I imagine. Another basic question, which
was on the survey, but I don’t know the answer now. Do you have a crisis management plan for your school?

EP  Yes.

DM  Do you feel your crisis management plan was helpful to you on September 11th? Did you use it?

EP  No, because it didn’t really fit into our plan. Our plan is more for a physical threat to people or the facility itself. This was not that type of threat.

DM  It was not immediate to you at your sight.

EP  Right. Right. It was more a psychological crisis I would say.

DM  No kidding. That’s a great way of saying it too. Has your district changed any of your plans because of this new type of crisis? Have they changed any of the crisis management plan because of it?

EP  The plan was examined back at the start of the school year and has not been revisited since. So formally, no. But I think each of us building principals would have a better idea of how we’d like it to be handled if such a thing happened again.

DM  Experience does help you build for the next time. Hopefully there won’t be something like this. But you just never know, do you? As the school leader, what actions did you take in the days and weeks following September 11th that were a direct result of the terrorist events, if anything?

EP  I guess all we felt a need to do here, locally, was to just kind of keep our antennas up and see if there were any students that looked like they were feeling stressed or wanted to talk about it. There were people that had connections, that had an uncle that was there or visiting there or things of that nature, knew somebody, that kind of thing. There were connections among staff too, in the building. One gal in my building here kind of went into a panic and had to go home after seeing that on TV because her brother was supposed to be in the building that day.

DM  That personalizes it, doesn’t it?

EP  Right. There were connections, even as far away as here in central Minnesota. They just watched for that. Social workers and counselors were available if we needed to work with individuals or talk to small groups. We basically just kept an eye on our student population and staff to see if there appeared to be a need any place. We got the word off to them also that if they felt uncomfortable and needed to talk, we did have resources available.

DM  Okay. That was a good idea. Have you seen your school change as a result of the terrorist event and the climate these events created?

EP  Patriotism probably picked up a bit.
DM You're seeing a little more patriotic symbolic responses?

EP Yes. Like you see all over, flags are much more prevalent. Besides the typical school flag out front, every classroom has its own little flag. You can see it in artwork that kids do; it's more prominent and things of that nature. I think all in all just a sense of community kind of helped develop out of that.

DM Do you think any of this will result in better citizenship skills or attitudes on the part of students?

EP Yes, I think it has.

DM How do you see that being played out besides the things you just said?

EP I'd say probably a little more sensitive to community projects or community needs. We had a couple of families that were very needy. People willing to bring in various items that they would be in need of. There was a collection done by the kids here at school and sent out to New York. Everybody raided their piggy banks. They raised about 1,200 dollars.

DM Wow. That was quite a bit of money.

EP I think more cooperation that way, that kind of pulling together as a community. It's part of the democratic process really.

DM Sure. You're absolutely right. That whole idea of how we bring our next citizens to the role of being our citizens in the community versus our community at school. Another question that came up that I found very interesting when I was doing my research. Do you consider your actions in response to the terrorists events of September 11th and the days and weeks that followed to be connected to national security?

EP I guess I would say probably no. I'd say more towards personal security or whatever word you want to use. I guess in my mind I don't think in those terms. I think of port of entry or along the border or whatever.

DM It's interesting too. I would not have put those in context together as a principal. I would have said no, just like you are. National security - what's my role in that as a principal?

EP There is some connection. There are several people in the building that have relatives that are over there now. There's a local military base nearby here. Members of families have jobs there and were activated and that kind of thing.

DM My research showed that national security is also tied to how we educate our students for future roles in society. How we stay almost economically at pace or above others. As a leader, do you see yourself in that picture at all, as far as national security?

EP Looking at it in that sense, almost anything you do with education is a national security interest. Right down to the student loans that are available to college students. That's all part of that same ball game.
DM That's what I'm saying. I really hadn't thought of it in those terms until I doing some of the research and thinking about how maybe the government sees education.

EP In those indirectly, almost everything we do is connected. In a very overt way, no maybe not.

DM Not obvious ways, or ways that teachers are directly making those types of links. Are you seeing anything in curriculum or behavior-wise as far as putting a system in place for students because of this? Have you gotten into more character education or teachers investigating some of that more cautiously or carefully for their classrooms?

EP We've been getting more into character education and values and things like that, talking about responsibility and honesty and things of that nature. I think that was in the plans, in the works, before September 11th. It's hard to say it's because of September 11th.

DM Character education has been in the educational literature for the last seven to eight years particularly. Do you think September 11th enhanced your program or increased it or affirmed it to any degree?

EP It probably helped to affirm it, yes. Along with the patriotism, that kind of came along with it. It probably helped to affirm all those things.

DM Even all these months later, are you still seeing some of the same patriotic responses or symbolism that you saw earlier still being displayed and promoted in the classrooms?

EP Yes. Maybe not as heightened as it was shortly after. But I think there is, yes.

DM Do you think that will impact anything in the future as far as what teachers do with children?

EP I would suspect it will. I would suspect also if there are additional crises or big things comes up it will slowly taper off also.

DM That's a good point because that tends to happen. Like after World War II and some of the ramifications of that. I appreciate your time so much. Is it all right if I any information from today's interview in my dissertation or any future writings? Are you okay with that?

EP Yes, that's fine.

DM I appreciate your time. Thank you so much for participating with me in this phone interview.
I have about four to five questions that are very close to the survey that I'll be asking you. This interview will give you more opportunity to give me more information about that particular day. I'm really interested in the stories. I appreciate you agreeing to let me ask you some more specific questions. I want you to tell me about September 11th. What happened in your school that day and how did you respond to this national crisis?

As far as how did things happen in this building? I make rounds very morning. In fact, I'm not doing that now because I'm talking to you. But generally I start at about 8:15. Our student population comes in at 8:10. I walk to every single room. Must walk the building, through the halls, through every single room. Sometimes I say something. A lot of times the kids come up and hug me. Sometimes I touch base with a staff member if I know they've been out.

DM It's your touch with reality, isn't it?

EP Absolutely. It keeps me focused and sane.

DM I was a principal for two years and I can really relate to that.

EP I was upstairs in one of the classrooms and infrequently the secretary will page me to the office on the on-call. If it's a phone call that I've been waiting and she knows that, or if she thinks it's an emergency, she will page me. That's what she did. She paged me to the office. She had my television on in my office and said, "Look at this." Somebody must have called her. I never asked. I stood there watching. It was shortly after 9:00, and I saw the second plane hit. I felt everything drop through my stomach. It was like, 'Oh my gosh, what are we watching here?' I decided at the point to come over to my computer, and there was an e-mail message already from the superintendent.

DM The superintendent was sure on the spot.

EP Yes. I think our first e-mail message was, "Make sure teachers do not have televisions on."

DM Okay. So you received a mandate, "Don't have televisions on."

EP Yes. Maintain the calm. We started getting phone calls. The first phone call that we got was from a parent. My secretary relayed the message that the mother who called knew somebody who called Jefferson, another school in our district. They were not releasing children. Were we going to be allowing children to go home? I can remember looking at her and saying, "Of course they can go home. If their parents want to pick them up, of course." Then I looked at her and I said, "Wait a minute, Rose." I thought that maybe the other principals knew something I didn't know. I went to my e-mail. It's wonderful. I e-mailed the superintendent. She and
I get along very well. I asked her, "If parents want children I can see no reason that they wouldn't be allowed to go home." "Of course," she immediately said, "of course they can go home."

DM That was good. You maybe had helped her think that through too.

EP You don't know. It's incredible when you look at it. Her first message to me was "Two planes crashed into the World Trade Center. Other reports are summarizing it as a bombing. Two principals have already told me parents are calling worried about their children." She said, "Make sure doors are locked as usual so we can continue to assure parents that their children are safe. You may want to say something to your secretary about how to handle calls. I don't think we need our children to watch this on TV and get hyped about it. We need to be calm and keep our schools and classrooms normal and calm." So that was my very first okay. Then I had one about the Pentagon from the Superintendent. "Another bombing--FYI."

DM The superintendent was reporting the succession of events.

EP Then the Superintendent started reporting about terrorism. "Because staff members are finding out about these terrorism acts through phone calls or hysterical gossip, we need to let staff know what is happening. I will fax a memo to all buildings in a few minutes." We got a memo from the central office. We copied it, and I hand delivered them. At that point, we have a volunteer who was our crossing guard. He's a retired engineer. He's wonderful. He's here every day, and he does counseling with students. I pay him half time instructional aide, so he gets four hours a day. He, at that time, was still a crossing guard. He had his uniform on. He came down to me. I had even the front doors locked. I thought I had to greet these parents. Gil came down, and he stood with me. I think the fact that he had a uniform on calmed them.

DM Isn't that interesting?

EP They know him well because he's been here three and a half years. I stayed there, but I had to leave quite a few times and that's why he was there. Then I left an instructional aide to be with him because I believe we had about 65 parents come in out of the 370 to pick children up.

DM Were you surprised at that?

EP No. Our parents are very, very, very protective. I don't know how to explain that. We have about 30% reduced/free lunch. But our parents become almost hysterical if something comes up and they have to see their children.

DM Has there been an incident in the city before that might have caused?

EP No. I think other neighborhoods are beginning to be that way. I think that many of our parents did not have good school experiences. I think they then have transferred that over to their children and they're going to make sure their kids have a good experience. I think many of them themselves had behavior problems, learning disabilities. Then we have another group
of people who are very religious. There are no parochial schools right in this neighborhood, but I think that we have a lot of very good religious people. What I did was, I walked the halls all day. I either was at the front door or walking the halls.

DM So you were very visible.

EP Yes, and it was important. I remember one mother coming in, and she was panicked. She's got the little one in a stroller. She had five children, four she was picking up. She came in and I looked at her and I said, "Donna, calm down. You don't want to scare our children." She replied, "What if they come here? What if they bomb us?" I said, "Donna, they're not going to bomb us." I said, "Please don't get your children worked up about this." Then our lunch aides were coming in and by that time we had heard the report that there was a plane on its way to a nearby city and somebody could hear planes.

DM Oh no. That put another hype into the situation.

EP This is another e-mail. "Safety and the secure feeling of safety is number one. What do you need from us? The crisis team will prepare whatever you need or support you in any way. I need every administrator to let me know if they are checking their e-mail continually today. Please reply back." I was. I was in and out of here. It was a tiring day. Briefly after that the local fire chief becomes commander-in-chief of the city during the emergency. He was just here. His advice and information at this time: "Do not accept any shipments from anyone unless you know them. Lock down the buildings. FAA has shut down all domestic flights everywhere, including the media. Nothing should be flying overhead. All fire and police personnel are on stand by. Parents started calling and asking if we are sending kids home. "Absolutely not," I said. "We would never do that during the school day. If parents want to pick up their children they may. Don't discourage them."

DM That brings us to the crisis management plan. You mentioned that some of that was obviously enforced that particular day. Do you think your crisis management plan was adequate? Do you feel it was helpful? Did you use it? If not, have you changed or developed your plan since September 11th?

EP You don't have time to pull out the plan and look at it. You do what your gut tells you to do. That's what we did. Ironically, we have a meeting this Thursday. We hammered out some of our crisis plan then. That was three weeks ago, and I could not make it to that meeting. It was an administrative meeting. This Thursday we're going to go over those things again.

DM That's good. It'll be refreshed then in everybody's mind in light of the crisis.

EP You don't write a new book. Who has time? You do what you think is best and you listen to everybody. I have a wonderful staff; they're very professional. There's not a gossip kind of thing there. I got a phone call from a staff member saying, "So and so has their TV on with kids."
DM After they were all told not to have them on. What did you think when you heard that?

EP I sent a voice mail message to the entire staff because not all of them check their e-mail; they’re teaching. I went up to that classroom and immediately said, “Shut the TV off.” Her son happens to be in the service. We did not want our fifth graders hyped.

DM It’ll be interesting for me to discover what schools did overall. In the days and the weeks that followed that, what were some actions that you took that were a direct result of the terrorists events, and have you seen your school change as a result of these events?

EP Actually, we’d already had lockdown buildings. We’d already installed those big round mirrors so that we could see people coming into our doors because our offices are located where there are no windows to see who’s coming in the front door. All of that had been done already because four years ago, my very first year as principal, a special education student threatened me. Because there was no special education person available that day, I ended up calling the police.

DM Sure. When I was a principal I had to do that once or twice two.

EP I got his mother to pick him up, and he looked like a caged animal in my office. He was ready to start destroying things and had done that in classrooms. That ended up being a media mess because I didn’t realize that it was in the newspaper. It happened before the Halloween parade, so I had many parents here waiting for me Monday morning. I had been on the job three weeks, and nobody really knew me.

DM I give you credit. You’re still there.

EP What happened then was the media got a hold of it because the assistant superintendent did not handle it well. I called the central office. I thought, “This is my first year, I’m not doing this alone.” I probably should have done it alone. We got through that and what came of that were several meetings with parents. That’s how we locked up the doors, and then we got the ID badges. We did some of those changes. So this time it was like people trusted us. I had all kinds of calls. Many of our parents picked their children up. They came right into the building and signed them out. They were nothing but complimentary as to how we handled it. I think it’s because we’re visible. We locked the doors down. We had Gil at the door. He was a wonderful calming effect.

DM You didn’t hide. You were out there telling people, “We’re here. We’re still alive. We’re still doing business as usual.”

EP Right. I kept taking notes around to teachers. I probably walked the building three times with updates so they would know what’s going on. Many of them ate lunch in the LRC with the TV on so that they could see it.
DM The adults, I'm sure, were very curious by this time. Anything change in the days and weeks following it, or you just continued with the practices that you had?

EP We just continued with the practices. It seemed like things worked the way they were. You can plan and plan and plan, but you don't know what the crisis is going to be.

DM I think, if you're a well-versed person, you're going to use all the resources you possibly have inside you to do the best you can. You're right, no book is going to give you the answers on that particular day. I want to ask you a little bit about citizenship skills and attitudes of students. Have you seen anything change that maybe makes them a little more reflective? Anything happening in the classrooms that you would point more to supporting democracy?

EP One thing we're doing is we're having more patriotic days. In the light of what happened, we've had a teacher come down and meet our students so they can do more singing. They've actually come out in the hall and sung "God Bless America." I think especially the first two to three months afterward were more focused on good citizenship skills. Of course, we're able to point that out in discussions with children with behavior problems. Yes, it has changed us that way. We had an assembly and were able to dedicate the flags, all of that kind of thing. It's all wrapped up in it.

DM Have you seen it continue even to this day?

EP Yes. I do in the way students are dressing.

DM That's interesting. What do you mean by that?

EP More patriotic. They're still wearing the little flags. They want patriotic day and red, white and blue day. We also say the pledge to the flag together. We didn't do that before. The classroom teachers did it. We had morning announcements and now what we have, and it was a suggestion from a teacher, when we do announcements we begin them with the pledge. The student announcer says, "Would you please stand to say the pledge?" and counts to 30. Then he says "I pledge allegiance . . ." and the entire building does it together.

DM That's a neat sign of unity, isn't it?

EP Yes it is.

DM That kind of gives me goose bumps to think about the possible power behind that. Did they get into any community action because of the events?

EP We did raise money. Absolutely. One of our schools made a patriotic CD where the students sang songs.

DM That's neat.
EP Parents made them so there was very little start-up costs. They sent a dollar from each CD to Washington and told them to use the money for the Afghan children. We did a collection here for that. We did various little sales of all kinds of things. We had a mother who had relatives in New York who actually made those safety pin flag pins. She made them for her son's two classrooms, all the staff members. There was a lot of that going on. People had to do something. They had to express their sorrow.

DM Isn't that interesting? It works out differently for everyone. My last question has to do with the last question on the survey. Do you see yourself connected to the bigger picture that the government sees as schools playing a role in national security?

EP I don't know.

DM The government has painted quality education as a foundational piece in national security. Do you see yourself in that picture?

EP Okay. I see what you're talking about.

DM Some of the monies that schools have received from the government began because the government saw the schools as part of national security. In the everyday classroom, you don't see that connection, do you?

EP Well, no. If you were a principal you understand. You go from tragedy to hyped experience to behavior to angry parents to media calling you.

DM It's a never-ending cycle.

EP Your day goes by in a blur and you look at your desk, which was clean in the morning, and everything is strewn all over.

DM I know that. And you're hoping tomorrow may be a little lighter.

EP And it's not.

DM That is the interesting part of being a principal. It's kind of an exciting job because you have something to do all the time. What was always stressful for me was there so much management in the job. It was hard for me to ever get to the curriculum. Is there anything else you want to add before we conclude our interview?

EP I'm just glad I could help you out. I understand what it's like to go to school and be working on papers or anything.

DM I appreciate your time. Thank you so much. Eventually my analysis will be given to NAESP so you'll hear about the results. You'll be part of that study. If I quote you in my dissertation or future writings I would not identify you by name. You would be identified by state and/or community size. Is that acceptable?

EP That is fine.
Respondent 4

Diane McCarty—DM; Elementary Principal—EP

DM I'm going to start by asking you to tell me about September 11th and what happened in your school that day. How did you respond to the crisis?

EP Well, it's a big deal here because this is a navy town. We have a big navy base in our town. We knew when we saw this that our town was going to war. It happened for us before school started.

DM I know the time zones make a difference. I start my paper with that, because what happened in New York, we got it just when school started. But you guys were still in bed.

EP Yes, I was up getting dressed and watching it on the news. The first one, you think like everybody else, what a dummy running into the World Trade Center. The second one went in and I can remember running out to say to my husband, "We're at war." He works in the shipyard and by then his beepers are firing off. Everybody is getting called in. We had some time to regroup as a staff before school started. We all met together in the library and had to deal with it on a couple of levels, because we all had all the fears everybody else had that it was going to be bigger than that. But also, a few of our teachers have husbands who are in the navy, were out to sea, were in the Persian Gulf, all this stuff going on for them personally too. We sat down and decided what could we do to help the children and the parents involved in it, that we would try to anticipate lessening the impact of children in the classroom. At the same time we had to plan what we do if there was another event and the parents began to storm the school to come for the children and take them home. It seems so distant now, doesn't it? You know none of that happened. Our agreement was that we would not run the TV in any of the classrooms all day long. We have real intensive emergency plans. We have intruder plans. We have earthquake plans. We have talked a great deal about all the different plans.

DM You have a strong crisis management plan then.

EP Yes, we have all those teams in place and we have for a number of years. We immediately just kicked in a couple of the teams. We kicked in the team that does parent-student reunion, so they were all here. We implemented lockdown and decided to keep all the doors locked, just to bring the kids into the building as soon as they came because we're less than a mile from that shipyard.

DM It's better to take precautionary methods.

EP There's a hanger sub base and there's a tri-sub base and there's a key port which is another smaller navy base. All probably inside a five mile radius of where we are. We had a sense that one of those bases might be targeted, and we better do the lockdown.
DM You know, after Pearl Harbor, it does make you think that's a very strong possibility.

EP It does, especially with the tri-sub base. Anyway, that was all part of our thinking.

DM It sounds like your crisis management plan really was in place.

EP Yes. We have a good plan. We've worked on that for a lot of years. We've been doing it for a number of years, and we added a crisis team like everybody else did after Columbine. We've rehearsed it, and we've planned it. Our teams are trained. The student reunion team we just kicked into place and they came immediately to school and they just stayed all day.

DM How wonderful. What a nice support system. What a great idea. Some people with their crisis management plans follow a course that you would suspect quite unacceptable for anything along those lines. They maybe haven't gone to the lengths that someone like you have. Because of where you're located might be part of it too.

EP And because I've worked in this building for so long.

DM That's makes a world of difference. You're absolutely right.

EP We had an earthquake last year, so we worked the whole thing. We worked out a lot of the bugs. We know we have food for the children, that people know what to do. We've got the rolls of duct tape that you need if you need to seal off your building for toxic stuff.

DM Wow. You really are organized and ready to go.

EP We're ready to go. We just don't want to.

DM You always hope it's more always preventive than it is necessary.

EP What was really nice was because the plans were in place, we didn't need to talk about that. We just decided whom we needed to activate. Then what we decided we would tell the children is what we tell them in all emergencies, that the president is going to take care of the country and the teacher is going to take care of the children in the classroom and that if any bad guys come to the building I will take care of them. It works.

DM That's a great idea though because then it localizes the concern.

EP Yes. They feel safe with their teacher, and they know that my job is always to take care of them like that. They're pretty okay with that. I got cell phones on all the playgrounds for teachers. We agreed that the teaching staff would be out on the playground in the morning watching the perimeters, making sure nothing was coming in the building. We didn't really think there would be, but we did that anyway. I sat out in the parking lot and greeted every parent as they brought their children to school.
DM: So high visibility.

EP: Yes. I just met them at the door. We did empathy, and we did worry. We told them that we were ready here at school and that if anything else were to occur during the day they could come get their child, but that right now we thought it was best to have a normal day.

DM: How interesting. Did you have a lot of children not come or go home that day?

EP: We didn't have children go home. We had some who didn't come. But not as many as you might think. Probably in a more affluent area more kids would have stayed home. But our parents didn't really have the resources to do that.

DM: So you serve quite a needy population?

EP: Yes, we do. Consequently, they can't take days off to stay home and watch TV. If they don't work, they don't get paid. So most of the kids came to school. During the day, we left a TV on in my office and one in the library so that the staff who were interested could come and get updates.

DM: Did they?

EP: Yes. They did during their break times, kind of according to their styles. Some people like to know what's going on and some just do not. But that opportunity was available. Part of our plan is this whiteboard we have in the staff room. If there were updates or important things that people need to know, we would just write it on the whiteboard. People could go in and read it any time.

DM: So you have some good communication plans in place it sounds like. As a school leader, what actions did you take in the days and weeks following that might have been a direct result of the terrorists events, if anything.

EP: There were a couple of things. One of the major things is that we wanted to have a ceremony for the kids to kind of work it through. They had that day where they wanted to have the moment of silence and they were going to run all the fire engines throughout the country. It might just have been our county, but we had a day like that. For that day they scheduled it at noon because no one gets up and all the kids are at recess. It works for the business community. We had all the children go out and we circled around the track and we brought the flags from all the countries and we told the kids about it. At noon, they blew the whistle and the whole school lined up around the track with their flag. We listened for the sirens and we did our moment of silence and said the flag salute and then they all went back to recess. It was kind of a simple little thing, but there was so much conversation that went into why were doing that with the kids. They were really very understanding of it. We just moved on. We really did. Where it would have been really awful for us would have been if one of our ships had gone down.

DM: Oh sure. That would have added a whole other element.
EP There are so many navy families that had a ship gone then.

DM I think that the ceremony that you did was a very unifying experience.

EP It was simple. It was okay for grade school. We could stand it. We had kicked around ideas of musical portions and singing "God Bless America." We decided that none of us could stand it. It would put us over the top.

DM That's the point. Emotion has a threshold and you have to be careful of not toppling that when it's in a precarious situation anyway.

EP We met probably for a week. We met every day as a staff. Just to see how things are going, and are we okay. We kind of worked our way through it. As other things didn't happen, people settled down. But systemically then I headed off to an administrative meeting and we all said, "Look, we need this, but we need more information." We needed information like what do we do if there's some kind of chemical warfare? We don't know.

DM Had you gotten any communication from your superintendent?

EP Oh yes. We have a wonderful superintendent. All three of them were in touch with us all the time. They made it around to all the schools and did care taking. They met with us and we just said that we needed more training and our countywide rep just kind of kicked into motion because they didn't know either. Since then, they've given us all kinds of training.

DM What's neat about it is that you have a strong crisis management plan, but you still went ahead and said "We need more" because there's other types of crises possibilities. I think that's really neat because you're in a whole other element than some other schools are. Some are still messing with trying to put a crisis management plan together.

EP Having that plan has been really, really amazing. We kicked it in last week over a big thing. We had a child removed from her home and there were threats. It's so simple. We can just meet and say, "We need to kick it this plan" and we're okay with that.

DM What's nice about that is you are not making those decisions in a highly emotional time. You have your plans in place and then you work whichever plan needs to be put in place. I think that's really a critical piece of what's happening. Do you think anything has changed as a result of the terrorist events and the climate those events created?

EP Looking back on the year, there are things that have changed. The children were altered. There's no question. It comes up in their writing all the time. The other day I was in a classroom and a bunch of kids had been doing Power Point presentations of themselves. They've written long reports of who they are and where they lived and their families and their hobbies. Then they took the bullet statement and they did a little Power Point presentation in the class. Almost every single presentation said something about September 11th.

DM Wow. Were you amazed at that?
I was stunned. It’s much later and we’re not really talking about it a lot. It isn’t even really in the news a lot anymore. And yet, when did, “the most important thing that ever happened to me” almost universally they wrote about September 11th.

That’s something I’ve been finding. There’s a couple of articles I found that said just as Pearl Harbor was for the generation that was in school at that time, of JFK Kennedy, this will be a defining moment in this generation’s history.

It’s true.

You know what I like about what you’re doing, is you’re recognizing it. I think some schools are in a little denial about it.

It shows up in many ways. The other day, we were in a partial lockdown over a CPS thing. I was out on the playground. I go out every now and again, and I had my cell phone. When I was out there, because I had my cell phone, several kids came up and said, “Did a terrorist attack happen today?” I said, “Why would you ask that?” They said it was because I had my cell phone. They remembered that all those months, that when I was out there I had my cell phone in my hand.

I bet that took you aback.

It did. I was very surprised.

That’s really interesting. Your children feel comfortable enough to continually ask, explore that thinking. What has happened in the classroom then, do you think?

One of the things that’s really helped with that is that it occurs naturally through the Time for Kids. We subscribe to Time for Kids which is a Time magazine.

Yes.

It has occurred naturally through that curriculum, which has been really nice.

That’s current event oriented, isn’t it?

It’s current event. It’s structured. It’s written for children. There’s a dedicated amount of time to do the current events in the classroom. We keep it within that little window.

Is that mandated or is that certain grade levels?

No. It was something that we decided to do in our school. We’re one of the states that have statewide testing in fourth, seventh, and tenth grades. Which we all, of course, love. Reading for a variety of purposes, non-fictional, fictional reading—those are highly assessed. So we’ve been stirring around increasing our non-fiction for children. This was one that
we agreed to do as part of our comprehensive plan last year. It fell into that category.

DM Now you're thinking that was a really good decision.

EP Well, it was.

DM Have you seen anything in the formation of better citizenship skills or attitudes on the part of the students since that date? Are children thinking more, reflecting more on a commitment to democracy? Do you see anything along those lines with teachers or students?

EP That's an interesting question. I have to think about that. I would say in the fall there was a lot of that. We have an indoor resource room we call the Choice Room because they can choose to play outside or they can play inside. There are a lot of arts and crafts things going on. For probably three months, all they did was patriotic art. We brought in beads and they made red, white, and blue friendship pins. They made flags. There was a lot of that. They displayed them all over the school. There were all kinds of needs to be patriotic to do those things through their art formats. All the kids were wearing their friendship pins. We went down to Michael's craft shop and bought every red, white, and blue ribbon they had and we used up all of it.

DM But what a way to give kids a way to express that. That's wonderful.

EP It was really pretty nice. We didn't make anybody do it. It was a recess option, but the room was packed. They felt the need to do that to identify.

DM How interesting.

EP It was really interesting. We started it because we felt the need to identify, but the children really did this. Then some things happened, like in our Christmas concert we sang "God Bless America." We haven't done that in a Christmas concert. People, when they gather together, were feeling a need to do things like that. There was a lot more of that sort of thing then. In terms of now, I don't know that that's a recurring theme. I'd say probably not.

DM It was probably the immediacy at the time.

EP I think if I was to project out how much would it take to get it going again, it would probably be far less than before that.

DM That's an interesting point though, because on the other hand it'll be something that'll come to the surface quickly. Do you think this is playing out anywhere in better citizenship or democratic principles being exercised?

EP At school or as a nation?

DM I guess I'm trying to think if you've seen anything at your school.
EP: Probably not. We already have a lot of it. We're a navy town; we're very patriotic.

DM: And you are right. They learn that at home, don't they?

EP: Yes. We're a very patriotic town anyway. I can't honestly say yes to that.

DM: My last question has to deal with my last question on my survey, which I wouldn't have guessed we would have gone into. Do you consider your actions in response to the terrorist events in the days and weeks that followed to be connected to national security?

EP: I do. I have to tell you that I've never felt more like a principal than I did on that day. I came to school that day feeling like we were going to war. This is bringing up emotions. It was just possible that the lives... (tears)

DM: When you were talking at the beginning, I could tell that you were going to say yes, which is different than some other principals. Because you already were going into a whole other thing about what your job was. You know what I'm saying. We were going to war and you knew that and that put you in a whole other category for what you were planning to do that day. I could just tell that. I figured you were going to say, "Yes, I have a lot to do with national security."

EP: Well, I do because I'm responsible for the lives and safety of every child that comes into this building. For making sure that all children, in a big event, are returned to the right family, not just anybody who walked in the door. To care for children if their folks were hurt in this war, to care for parents if their children were hurt.

DM: It puts a whole other twist on it, doesn't it?

EP: Well, they're my children.

DM: I know. I wish all principals felt that way. So you saw yourself already connected to national security as far as securing your school. Now let's look at national security from another avenue. The government looks at it as a role of creating future scientists and engineers and educated citizens. How do you see the school in that role of national security?

EP: I'm not sure that I equate national security with being scientists. I sometimes wonder if the need for national security isn't more related to that.

DM: I understand what you're saying.

EP: Such a democrat. But what I do see is we have such a focus in our school on the safety issues, the no bully, the treating everybody with dignity and respect, the zero tolerance for violence, racial discrimination and those kinds of things. At the same time, we have children in our school who are Muslim and who come to school with prayer runs and pray at 1:00. What you know in terms of security is that everyone who lives in your neighborhood comes to your school. What you have in your
neighborhood is what you have in your school. So your need to keep every child safe include that group of children.

DM Certainly it does. You can't isolate them.

EP We did a lot of work on that.

DM So you really have been working on those democratic principles of respect, responsibility, tolerance. Have you done that through an organized program?

EP Yes. We have a teacher on staff who is an interventionist. She teaches in every classroom for all the prevention pieces and then she works in the office with me for the intervention. The curriculum that she teaches to every grade every year, in addition to the traditional things like Second Step and all of that, are the steps to respect, the no-bully, and all the love and logic steps. She directly teaches nonviolence and acceptance to every student every year.

DM That's wonderful. Do you have a guidance counselor in addition to your interventionist?

EP No. We have a choice. We could put a teacher in that position or a therapist. I chose a teacher because she works with the community and we get our children to community therapists and we do a lot of wrap around with our children and interfacing with the community for psychological counseling, medical, and all that stuff. That's a large portion of what we do with our day.

DM That makes good sense because often counselors are never going to do the job an individual counselor can do for a child or a family. What they end up doing is what you're talking about. Placating what happens at recess or girl difficulties. So your interventionist does that job.

EP Right. All the neat stuff. So we have this whole systemic thing going on and then when children make mistakes or they engage in those behaviors, then we work with them from that format. We go back, we reteach, we relearn it and we help them identify the poor behaviors they participated in. They do restitution. We've got this whole thing going that doesn't look very much like punishment.

DM What's neat about it is you are teaching democratic principles through that practice continually.

EP Yes, and personal responsibility.

DM How long do you think you've been working on this systemic piece?

EP Seven years.

DM And you're seeing big payoffs now?

DM That's great. The number of years you've been there, 14, you've certainly lived through before and after now.

EP Yes. It's very, very different. Before I was dealing with every incident on a kid by kid basis. They come in, you deal with it. They come in, you deal with it. Now that we have all the curriculum in place and everything has been taught, they come in and we readdress our common teaching. What do we know about things to do in a no bully school? That doesn't mean that there isn't any bullying going on. It doesn't mean I don't do discipline, because I do. But what it does mean is that it isn't a locked step—you did this, so I'm going to do that. It's an opportunity to revisit and reestablish who we are at this school.

DM I think that's neat. I think what's powerful about it is that you have a plan of action, you have common language and the skills have been taught, so it's not like this child knows it but this one doesn't.

EP Right. We all know the same things. The kids are very good about it. It's very hard to be a bullied person in a bully world. We're asking them to do something that is extremely difficult.

DM I think you're right. We're asking them to do the most difficult thing they'll have to do in their life probably, to tolerate others. It's a major part of the job of a principal, isn't it?

EP It is. It is. We have a really wonderful staff. That's what they want. They're not asking you to hurt kids.

DM You have been absolutely wonderful to visit with. I have really enjoyed my time with you. Thank you for giving me this time. Have a really good day.

EP Thanks. Thanks for asking the questions. It gave me time to reflect. Actually, when that came out in January I thought, "I didn't really think about that."
Diane McCarty—DM; Elementary Principal—EP

DM I want you just to think back to September 11th and tell me about that day. What happened at your school and how did you respond to the crisis?

EP Probably the first indication we had that there was a problem was when one of our mom's came in. We start school at 8:45 (a.m.), and she came in right about then and said, “A plane has run into the World Trade Center in New York.” My first personal thought was, “Oh my God, it must be terrorism.”

DM Did you really think that immediately?

EP I did. I don't know why. I just did. It couldn't have happened by accident, that was my thought. More information started drifting in and we turned on the radio in my office and the reports were coming in and we turned on the TV in our media center, just for the adults to look at. Then we started receiving information. We started school as usual. We did all the usual routines. It was a beautiful, beautiful day outside. We were receiving some information from our district. As soon as they had information they passed it on to us via email. I was trying to update my staff as we went along. We made the decision at the elementary level to not talk to kids about what had happened. At that point we didn't really know much and we didn't want to frighten the children.

DM That was early in the morning, wasn't it?

EP Yes. I remember being in the media center watching with horror as the towers started to collapse. It was a pretty major thing going on. Then we heard about the Pentagon and we heard there was a plane heading for the White House. I think that was probably the one that ended up crashing in Pennsylvania. There were lots of rumors going around. At one point, President Bush came to Omaha at the strategic air command.

DM That's right. On his way back to Washington?

EP I'm trying to remember. He actually was in route to Colorado Springs. I don't think he actually went back to Washington. He ended up stopping at a strategic air command because they have an underground bunker and such. He was not actually in Omaha for very long. Probably just a little over an hour. Then he went on to Colorado Springs, I believe. We were told that he had landed in Omaha and we passed that on to staff. We made the decision to keep kids inside for recess. That was just an agreement with principals in 22 elementary schools. We were periodically checking with each other. “What are you doing? How should we handle recess?” After we had made this decision to keep the kids in, we got a directive from our central office to do that. The kids, of course, are like, “It's so nice out, why can't we go outside?” I said, “You know what? It's national inside recess day.” They went, “Oh, okay.” I said, “Every town is staying in for recess today,” which was probably true.
DM Isn't that funny when you think back to that now?

EP I know. Then we had a couple parents, surprisingly very few, who came up and wanted to take their children home. One family is actually from Scotland. The mom came up and she said, "I'm just worried there's something really wrong in our world." She took her daughter home. Of course, I let her go. But we still had made the decision that we weren't going to share anything with the kids until we had the go-ahead from central office. I know that at our high school the word was out because my own daughter is a senior at one of our high schools and she called me on her cell phone midday some time and her question to me was "Mom, what the hell is going on?" I tried to calm her down and said, "You know, it seems to be on the East Coast. I'm pretty sure it's terrorism. Go to your classroom and they'll tell you what they can tell you and that's about all I know at this point. I love you, and I'll see you after school." As parents came in, they would share more information with us at the end of the day when they came to pick up their children. I just remember the day flew. We were on pins and needles the whole day, just trying to figure out what to say and what to do.

DM So during the day you had no directive to share?

EP Yes. This was something we've never had to deal with before. We certainly have safety plans and security plans in place. We basically did what we call a code yellow. It's not a lockdown, although we're locked down every day except for our front doors anyway. Not allowing anyone go outside.

DM So you had a crisis management plan. You used some of it that day. Do you think it was helpful to you on that day?

EP It was helpful in the sense that there was no question that that was what we were going to do and what the procedures were. The teachers understood we were under a code yellow and that they weren't to send kids off without knowing exactly where they were going, which they probably shouldn't do anyway. They couldn't go outside in other words. PE was inside. By the end of the day, or the beginning of the next day, I don't remember exactly when we received this. I think maybe it was too late in the day to get it run off and sent home. We received a letter from the district just expressing sympathy for the families of the victims. We all were horrified and worried about what had happened. And that in our district, we were keeping school as normal as possible for children because we thought that was what was best for kids. Their sense of normalcy would change forever, obviously, but we wanted school to be stable and caring as possible.

DM So then you sent that home the next day?

EP We sent it home the next day. We actually did a couple more letters that we sent home as follow-ups offering additional information about counseling, things parents could say to their children to help them, to try to explain the unexplainable. At least a total of three communication letters went home.
DM  Did you get any feedback from parents or anything?

EP  The feedback we got from the parents was really positive. They really appreciated the way we did not go into panic mode with the children, that we stayed very calm even though it was a very chaotic situation. I have a newsletter that goes out once a week. Not every week, occasionally I put in a message from the superintendent. I don’t do it every week, because when I do it this way, parents really read it because they know it’s pretty important then. It was my message from the principal that week that was something to the effect, “Do you know how much we love and care for your children? Do you know how much we want to keep school safe? I was very proud of how all the adults in the school handled it, even though we were horrified and trying to deal with our own emotions. People remained calm in front of the children and tried to have school as usual.” Our parents came back with how much they appreciated that and they had no question about sending the children to school because they trusted that we were going to handle it.

DM  That makes you feel really good, doesn’t it?

EP  Yes. You go into this and you don’t know how to handle it but you find out your training and your decisions over the year really do help you. The only concern I heard from a parent was that first day. It was a mom of a fifth grader. The mom works as a paraprofessional up at one of our high schools. Of course, that was the whole focus for the day at that high school. By the time she came to pick up her daughter and her daughter really didn’t know what was going on. I don’t know if it was like a culture shock to the mom because she had to back up several steps.

DM  Sure, because she was on a whole other page.

EP  Exactly. She called and questioned why we hadn’t said anything to the kids. I talked her through it, and she was fine.

DM  That’s good that she brought it to your attention too, though, so you had a chance to share with her your rationale. Often, if they understand the reason, they really don’t have a question about it then.

EP  Right. She was fine. She was so upset anyway.

DM  Think about it. If she heard it all day at the high school and those kids were just abuzz with it, you just kind of work yourself up into a lather about it. You talked about your crisis management plan. Have you changed anything since then because of September 11th in your plan?

EP  I don’t think so. We had a really, really well defined plan anyway. If anything, it brought the whole level of understanding why we need to have locked doors and IDs and why we have evacuation plans and why we have a place for kids to go, to take children to wait for pickup and whatever. It really drove home why those plans need to be in place and everybody needs to understand what we do so that it isn’t chaos, or at least it’s less chaos than it would be. I think that’s what I head my staff saying, that they were really glad that we had those things in place so it was something to follow.
DM Sure. Even though they might have complained when they were working on the team.

EP When something like this happens, like when Columbine happened, we had already started working on the plans and we're like, "Now it all makes sense." It's realistic then.

DM As a leader of the school, in the days and weeks following September 11th, has anything changed because of the direct results of the terrorist events in your school? Has the climate or anything changed?

EP I think in some ways it's brought us closer together as a community. What I hear people in our school meetings say is that they are getting to know people, neighbors, better than they did before. It's like people are reaching out to one another. In some ways we're a bedroom community. We have a lot of corporate jobs out of our little community, so they're getting to know their neighbors better and caring for each other's kids and those kinds of things. I think the blessing in all this is that it brought us all closer together—certainly the sense of patriotism. You always hear about the Midwest. We're all hard-working patriots. I think it's just heightened that. Patriotism has been a big theme at our school and others. I know once this had happened, the whole question came out in the media "then there are schools that don't even have flags in the classrooms and they don't say the pledge."

DM Oh I know. That brought a whole other couple issues up, didn't it?

EP It kind of snowballed onto things like that. We always said the pledge every morning at our school. It was something that was important to me when I became principal that we do that and start the day together. So when I got the phone call from some media person he said, "Well, I bet you don't do the pledge every day," and I said, "Well, as a matter of fact we do." He didn't really believe me. I said, "I'll give you the phone number of any parent you want to call and they can verify it." Another thing we've done since then that we hadn't done before is that every Friday morning we sing a patriotic song together over the intercom also. We do the pledge and we sing a song. Our music teacher brings one of the classes down to lead the song for the week. That's been fun and it's been really nice for the kids.

DM With some of those changes, do you think anything has resulted in the formation of better citizenship skills or attitudes on the part of your students?

EP I think so. There's been a lot of talk at home, a lot of talk at school about being responsible citizens. I have to share one story with you. We had this American Legion older gentleman a couple years ago who had come out and presented a flag to our school and to our safety patrol. This was a flag that had been flown over the capital. Well, they called us again and they were very insistent that they wanted our school to be one of the two schools they visited that day. I thought gosh, we just got one, but okay. They came out. This was in January. It turns out one of our dads belongs to this group. He's fairly younger and most of these gentlemen are like World War II vets or Korean War vets. They came out, and they did this
whole presentation, showed all the flags and how it evolved. They presented us a flag that had flown over the capital two days after September 11th, which was very meaningful. Then our children stood up and they sang the “Star Spangled Banner” after we did the pledge. They all knew the words because that was something we’d been working on all year anyway. Then they sang “You’re a Grand Old Flag” and without even prompting, they all started marching in place. It was so wonderful. These older gentlemen were standing there with tears in their eyes. They were so touched that these children did this and kept saying to me over and over and over how wonderful this was. That wouldn’t have happened a few years ago.

DM I understand what you’re saying. The kids made a better connection as well. That’s so cool. You know, when you think about this, do you think students are becoming more reflective in their commitment to democracy? Are you seeing that in curriculum in any way? Have you identified any of that in your school?

EP One of the things at our book fare, which was in October, was a book on the Pledge of Allegiance. We made sure every teacher got one of those. The kids, before they would come up and they would slaughter the Pledge of Allegiance. But they know it now, and they understand the words as best they can. There are a lot of subtle things like that and some direct instruction that has happened that has helped children be much more aware than they were in the past.

DM Probably a clearer vision of what those words mean. Another question here is about national security. That’s how I ended my survey. Until I had done my research, I never thought that would be a part of it. Do you consider your actions in response to the terrorist events of September 11th and the days and weeks that followed to be connected to national security?

EP I don’t see how it couldn’t be. To me national security is kind of the umbrella that holds us all together and keeps us safe. How you react at your building level and your home level is dependent on how secure you feel as a nation. I think it has a real direct correlation.

DM That’s neat. What do you think your role is in that?

EP I think our role as a school is helping young people make the right kinds of decisions. Whether it’s security in the school or security in the home or security in the community as they get older, let’s make the right kinds of decisions. How you treat others on the playground. It can be any of those things.

DM Do you have any formalized type of citizenship plan or program?

EP We have several things in place. We have pieces in our curriculum, of course. We have the whole democratic processes. We have a counseling curriculum also. Our school and another school are testing out the new curriculum this year. There are a lot of things in this curriculum about bullying, about respect for others. We have a conflict management program which has been in place since I’ve been here, which is peer
mediation. Children are trained in the process of solving minor differences before they become larger differences.

DM I've seen that work quite well.

EP It's very, very effective. In the building, our social skills focus is the no put-down program. I don't know if you're familiar with that.

DM No, I've not heard of that.

EP It's a very inexpensive, fairly easy to implement program where the emphasis is on no put-downs and the skills to go with that. What we found in the elementary is, where do most of these come in, because they're putting each other down one way or another. Calling names, poking at somebody, this and that. The children are amazing. The parents will come back and they'll say, "We were having a squabble last night and such and such, my second grader, turned to me and said, 'That's a put down.'" It's something they usually understand and are able to label. If they can figure out what it is, they can deal with it.

DM You have programs in place it sounds like. Do you think anything from the terrorist attacks has emphasized or elaborated on those at all, or cemented it for children?

EP I think cemented it is a better way of putting it. It brought it up to a more conscious level.

DM Do you have anything else that your school has done that you'd like to share with me?

EP Somehow we got through it. I think we all came out stronger. It's so unfortunate it had to happen.
Respondent 6

Diane McCarty—DM; Elementary Principal—EP

DM I’m going to ask you some questions that will follow along with what my survey asked. I’m asking you to elaborate on your answers in this interview. Tell me about September 11th and what happened at your school that day and how you responded to the crisis.

EP It was definitely a crisis because my school is about a mile from an air force base where the president was and where the B52s are housed. I have a lot of parents who are B52 pilots and navigators. Of course, some of those moms immediately came to take out kids. Pretty much the central administrative staff were glued to the TV. We have emergency procedures in place. The main time it was a little scary was when we received notice that the president was at the local base that is right there.

DM Sure. That elevated it immediately, didn’t it?

EP It did. There was a little bit of concern there. Of course, everybody was devastated. Lots of parents took their kids out of school. Just shock for everybody. We’re a school that did not share it with our children. We did not have TVs on everywhere. I believe that it’s the parents’ decision about sharing those kinds of things with their children, rather than us glued to the TV, which some schools did. We did not. It was a very calm day other than just in shock and trying to make sure that everybody got home safely. We were all just glued to the TV primarily. We had a lot of kids who checked out and knew there was a lot of trauma for parents and families, even some families where mothers were at the base. Within a day or two, or even that day when those kids went home, one or other of their parents was gone.

DM Did you have some children missed school the next few days because of the concern?

EP A few, but most of them were situations were parents were gone such as one family with a mom with four kids. The dad is not in the military any longer, but the mom was and she was shipped out. There was some crisis there. Actually, my secretary thought we might need some extra help handling it, but we really didn’t. I have a wonderful counselor. We were all very sympathetic. We had a few days that quite a few kids were gone. I think it was just general concern of parents.

DM Sure, concern for their safety. A lot of people were just really devastated by it, even if they weren’t in close proximity to some possible fear.

EP We do think about the huge air force base and its closeness in proximity to the school. There were planes flying all day long. Once they said he (the President) was at the air force base, he’d probably already been there and gone by then. Still, they had the road from our school going into the air force gate closed off. You couldn’t get on the base or off the base. I had
one teacher whose children are in daycare over there and she couldn't get on to get her kids until late that evening.

DM They went into a lockdown then.

EP Oh yes. There was a major lockdown. Nobody could get on and nobody could get off.

DM It sounds like you had a crisis management plan.

EP We do have a crisis management plan. All our schools in our district do.

DM Did you feel your crisis management plan helped you on that particular day? Did you use it? Was it necessary? What happened with that?

EP We called it up to make sure that if we needed to know something that we knew exactly what we were going to do. We really did not have a crisis. Who's to say in that kind of situation whether or not it really would have worked? It really was not designed for that kind of a traumatic experience. We quickly reviewed everything we were expected to do. I knew we'd have some media coverage because of being so close to the air force base. As far as knowing if it (crisis management plan) would really work if it had been something right here in our city, I doubt that it would have.

DM Has your district done anything to change or develop the plan in case anything like that would happen again?

EP They had done some updating but I still question whether it would work. I'm not sure there's anything you can do that would prepare you for that kind of crisis.

DM I think you're right. Some crises you just can't be prepared for because they're past your imagination. As a school leader, what actions did you take in the days and weeks following September 11th that might have been a result of the terrorist events?

EP I think if anything we just tried to have some resemblance of structure and calm. We felt like that was probably the most normal place that kids came to. We did not change our routine. We pretty much kept it the same as it always was. There was some discussion, a lot of opportunity for children to write.

DM Was that generated by the school or student council or individual teachers?

EP We don't have a student council. It was just strictly individual teachers. My guidance counselor, who teaches social skills in every class one day a week, she naturally had her lessons geared to those kinds of things. My teachers in social studies with the older kids, they did some good map studies. They did some talking about things. But as far as that dominating our day, it did not. We really pretty much kept school as usual. We really felt like school was the place of normalcy for children.

DM Sure. That's what everybody was advocating, get back to normal.
That's what we did. Especially for some of our kids who had parents who, they weren't called up, they were going to be called up, and they knew that was coming or it was a possibility. I have two teachers who are married to pilots. They were extremely concerned. I tried to be there for them and just be encouraging and that kind of thing. I just don't think there's anything that prepares you for that.

I think you're right. Have you seen your school change as a result of the events and the climate those events created?

I don't really think so. Our school is a real family atmosphere to start with. It's a very close knit faculty with very little turnover or change and a very supportive PTA. We just seem to bond together and whatever we have to do, we do it. I can't really say that I've seen any change.

That's fine. Let's think a little bit about citizenship and attitudes. Have you seen any changes in that or in methods, or trying to invoke more democracy within your system? Do you see anything happening along those lines or within the curriculum?

I will say this. You probably are not picking a very typical school to talk to me. We do a tremendous amount with patriotism. We do the pledge and patriotic music over the intercom and have done that for years.

So it's been very much a part of your school already.

Yes, it already was. Our school uniforms are red and blue. Our song we're known for is "God Bless the USA." It's just kind of like we've always done those things. Right after the tragic day, we gave little ribbons to everybody to wear, kids and teachers. It's really interesting that we were already doing those kinds of things. We're a year-round school, and we do a big Fourth of July celebration. Patriotism and that kind of stuff are very strong at my school. So I'm probably not a school that you should be asking those questions.

It's good to know that because I think many schools have let that go by the wayside. It had become more of a mute point in some of the schools because the issue related to teaching values came up in the last decade and a half.

In my city, several years ago the board adopted a deal where we are required to say the pledge every day. We were doing it before we did that. I think now even more so I see a little more patriotism and Americanism everywhere, not just in school. It really was not something that we weren't doing already.

That makes sense. So you might not see such a contrast as maybe some other schools because you're already very much in the thick of it. Maybe even your attachment to the air force base was some connection there as well.

We do, because we have a lot of parents who are military. I think that makes it a natural thing probably.
DM My last question on the survey I would not have thought would be connected to what I would be asking, but it came out in my research. Do you consider your actions in response to the events of September 11th and the days and weeks that followed to be connected to national security?

EP Do I see my actions to be connected to national security?

DM Were the actions you took in response to the events on September 11 connected to national security or do you see yourself connected to a bigger picture of national security as a school system overall?

EP Not really.

DM Many reports over the past six decades paint education as an important player as foundational to concerns of national security. Do you see yourself anywhere in that picture?

EP I guess I just don’t feel that connected to it. I look at my own little world.

DM Every day you live minute by minute as a principal. You have many crises and principals are really good at responding to them. After 16 years you’ve gotten really good about responding to those. So this, even though it was more of a major event, you still have to plow in and do what you have to do.

EP I guess that’s it. I was very late getting home that day because I wanted to make sure, even in my after school program, that every kid was gone and taken care of. Some of those kids, I knew their parents were at the base, and they might not get off the base to get them. We had to make some preparations that if we had kids whose parents could not get them, because we had some with both parents working on base, that staff would take them home. We even had some parents call and say, “If I can’t get there, what’s going to happen to my child?” We said, “Don’t worry. Somebody on the office staff will take your child home and take care of them.” I figured I’d have my upstairs with four or five kids. Everybody got taken care of through relatives or whatever. Those are the kind of crisis issues that I was dealing with, rather than the bigger world.

DM When I looked at it through the research with the government viewpoint, they’re looking at it as far as educationally how are we training these future citizens. If we reflect on it that way, you can say you do that on a daily basis.

EP Absolutely we do that on a daily basis. Probably in our daily social studies and looking at maps at all, I think that has increased with kids following current events maybe. We get newspapers in our school every day. I’m not sure we ever really utilize them, but during that time I think we really, in the upper grades, utilized them a little bit more and did connections with maps and those kinds of things. I don’t think most kids even knew where Afghanistan was.
DM I think you’re right. What’s interesting is that teachers will use that point of reference for future years as well. Every child who’s in school at this time will have some remembrance of that particular day.

EP I totally agree with that. But as far as it really changing my school, I can’t say that it did. If anything, we did raise money to buy a fire truck to send up there.

DM Is that right? They sent up money for a fire truck?

EP Yes. Every school in the whole state did that.

DM That was neat. Was that through your governor’s office?

EP Yes, actually the fire trucks were built in our state, so I think it was a good advertisement for us. Anyway, they sent a fire truck to New York. My kindergarten children have communicated back and forth with a school that had to be moved out of their building and to different locations two or three different times. They (kindergarten students) took up collections for school supplies. One of my teachers who was working on National Board Certification, that kind of fit right in with some of what she was doing to communicate with kids at another school. They did that, but as far as us changing anything, I would never tell you that it was some event-changing thing. It was on our minds every day. It’s still on our minds. I’ve got a teacher who has a husband being deployed in May; I’ve got one who’s over there. It’s still there, but I think it has lessened. I’m really sad to say that I think probably we’ve all moved on, and it’s kind of died down a little bit.

DM That’s interesting. It’s interesting also to hear you talk about the undertones that may impact more than a person realizes, like your current events. Sometimes I think kids make some connections that we’re totally unaware of because of the enhanced learning at that particular time. Thank you so much for your time. If I would happen to refer to anything you said to me in my writing, the information would be used anonymously. Would that be satisfactory with you?

EP That’s all right. I don’t care. It doesn’t make any difference.
Respondent 7

Diane McCarty—DM; Elementary Principal—EP

DM I'm going to ask you some questions that follow the format of the survey you responded to earlier this year. Just go into any details that you want to. Tell me about September 11th. What happened in your school on that day and how did you respond to the crisis?

EP The first initial incident I heard was while I was in school. I do a lot of supervision on foot, so to speak. I stopped back in the office for something and someone said something about New York. I asked our secretary what's up with New York and she said a jet had just gone into the World Trade Center. I said "Oh my goodness." We have a large screen TV in our learning center in our library so I ran back there, and we got it on CNN or one of the news networks. It was just devastating. I didn't make any immediate announcements or anything. I wanted to get a little more information. I cruised back again to the learning center and told my staff, "If anything comes up that I need to know, or we need to share with anybody, let me know." Throughout the day, not to cause any panic, I would just catch people, so to speak as they came cruising down to the office, or told them in the hallway. I did permit the intermediate folks to turn it on to see what was happening, but if any issues come up with kids, to let me know what we need to do. We more or less rode the end of the day out. At the end of the day I did recap with the children that a terrible tragedy had happened to our country. We have, because of our diversity and everything else, we have a lot of after-school activities. Because of our ESL program we have Spanish and English classes every night. We have after school volleyball. We literally closed the district down once the kids left at 3:45, outside of extended day. We've got a pretty big extended day program also for our community. We weren't going to cancel that at the moment because we had parents downtown. We had parents everywhere, and parents that we didn't know where they were. With that in mind, we knew it wouldn't be wise to cancel that. That runs every day until 6:00 p.m. We knew as soon as the last child left the building from extended day that school was really closed for the rest of the evening until we saw what was happening in our country.

DM How did you recap with children? Did you go to classrooms? Did you have a small assembly?

EP I did it over the public address system at the end of the day. We dismiss at 3:45, and I do my final comments at 3:40 each afternoon. I won't say things were back to normal the following day, but we did not close school the following day. We tried to make it as normal as possible. Obviously we talked about it. The teachers talked about it in the individual classrooms. I know there were some emotions. We didn't have a lot of kids crying the following day or showing a lot of emotions. I know they were hurt. I did call our staff together that morning, the Wednesday morning, and basically we prayed.

DM How interesting.
EP My folks know me and I jokingly tell them at times that as long as I'm around, there will always be prayer in public school. I do share with them a lot. We have a very diverse staff also. Recognizing that if we have a tragedy among our staff, I say keep your thoughts and prayers with our colleagues. Sometimes I'll just say prayers and people know me well enough to realize that whatever culture our staff may be from, that that's what I'm reflecting on.

DM That's neat.

EP So we just got together and had a little prayer session. We sang "Let There Be Peace of Earth" together. We've got a very musical staff. They know I like music, so when we can do it with music we do.

DM That's neat. I'm sure that was a great way to start the day for staff.

EP We were hopefully trying to address this and go through it together. Friday the 14th we did a school sign along. We're a school of 550 and because of fire codes, we're not allowed to bring all the kids together. We had representatives from each of our grade levels come down. We have two music teachers. We had our music teachers lead us. We have many talented teachers. One sang "God Bless America" over the public address system, and we all did "The Star Spangled Banner." It was kind of patriotic just to reflect again that we're all Americans and our country just suffered a devastating event.

DM Do you have a crisis management plan and did you use it that day. Did you feel like it was appropriate for what your needs were that day?

EP Our crisis management talks about bomb drills and fire drills and tornado drills. We have an intruder plan. I like to think we were prepared because what we did was continue to focus on children. All of my actions were generated in the thought that what we were doing was to take care of our children, let them know that the country had suffered a terrible loss, and we were going to be there to help them. We're fortunate that we have a fulltime guidance counselor.

DM Yes you are.

EP We had that support. I think we were prepared. We didn't probably want to be prepared for it. This was an emotional time, as they always are. But this was something where who knows? We had that attack. We had what was going on at the Pentagon and the other situation in Pennsylvania. Who knows? Why wouldn't it happen here?

DM You're right. It was a psychological crisis and most of our crisis plans don't address that. As a school leader, what actions did you take in the days and weeks following September 11th that might have been a result of the terrorists events, if anything?

EP I like to think my eyes are always open, but I'm a little more cautious. Who would have thought? I was born post World War II and lived through the Vietnam War. We've had some rioting in a nearby city that's been a
community concern. But I guess a refocus on a more open awareness that the world’s not as peaceful of a place as we would want it to be. Sure, we’re talking about the diversity in our building and trying to recognize it. I guess just a better focus on our diversity and differences and how we can respect those differences and continue helping kids.

DM That’s neat. Have you seen your school climate change as a result of the events? Do you see anything happening with curriculum or citizenship skills that may have resulted because of the events?

A District-wide I’d say no but a general awareness that it may happen. Personnel-wise and emotionally, yes because it’s something that we have to be aware of. What I’ve done with every staff meeting that we’ve had since then is close with a moment of silence remembering September 11. I try to give people an update of where we are with the 2,800 lives that were lost on 9/11 at the World Trade Center.

DM That’s a powerful way for people not to forget.

EP Exactly. I’m 51 years old, so I reflect on the Kennedy assassination and Martin Luther King or Bobby Kennedy or other disasters through my time frame. I was in fifth or sixth grade when the Kennedy assassination was and that still stands out in my mind. Here’s an event that’s going to stand out in the minds of my fifth and sixth graders.

DM You’re absolutely right. I certainly remember when Kennedy was shot and where I was and the time of day. They’re saying from my research that this will be a defining moment for this generation. Do you think students are more reflective to their commitment to democracy or do you see anything happening in classrooms that you might not have seen before?

EP I think most definitely. I take every advantage to remind the children how fortunate we are to live in the USA and to have this type of democracy. We can talk about how suicide bombers or whatever may believe that’s it’s okay to take their lives and everything. We’re trying to treasure and value life. I think yes, they do. We make it important and we make it part of our teaching and I make it part of my leadership style as their principal.

DM Sure. You have reminders of what are the important things to us in our country. The next question is about national security. Do you consider your actions in response to the terrorist events of September 11th and the days and weeks that followed to be connected to national security?

EP Well yes, it is national security. It’s not any formalized organization, but it is the security of our country. If it can happen at the World Trade Center obviously that’s possible anywhere.

DM It’s kind of interesting. When I looked at the government’s view of national security, they were thinking about how we trained people. You’re right. I think along the lines you did, of securing our buildings, securing our children. Safety as the number one issue. Then they go into the next round, which is how we educate those children will effect economy, our place in the world, and so on. So that’s another component of national security. When I came out with that, it was like “I can’t believe I’m headed
this way” but the research kept showing that. You’re one of the first principals that have said that they really see themselves in that role.

EP  Our socioeconomic status at our school is 80% free and reduced lunch. Our home stability for many of our children is not what I give my personal kids. I want them to appreciate what we have. We truly are a blessed country, and our country was terribly hurt by 9/11.

DM  Thanks for your time. Would you be willing to let me quote you anonymously in any of my future writings?

EP  You bet. What I share and what I say and when I volunteer to do things, it’s because I think I have something to say. I wouldn’t say something to one if I were not willing to say it to all.

DM  It was great talking with you. You sound like an outstanding principal.

EP  Thank you. I enjoy working with people and taking care of kids. I think that’s our responsibility as elementary principals.
Respondent 8

Diane McCarty—DM; Elementary Principal—EP

DM  Let's think back to September 11th. I want you to think about what happened in your school that day and how you responded to the crisis.

EP  I first was aware when I was in the middle of a special education meeting with some faculty and parents.

DM  A problem solving meeting?

EP  Yes. That was a meeting to develop an individual education plan for a student with special needs. My secretary called me into the outer office and explained to me what had happened. We brought a TV into the office. I went back and continued the meeting. I did share with the people at the meeting what had occurred as best as I knew at that point. There was a question of whether we should continue the meeting or not. I said that we should because the student's needs were important. We were about halfway through it. After that meeting broke up, I spent some time watching the TV. We're a school that has grades fourth through sixth so at some point during the day I felt I needed to let the kids know what happened so they got the facts as we knew them at that point. I did that during lunch. We have three different lunch periods. One for each grade level. I just informed them at that point two planes had crashed into the Twin Towers in New York City and that right now, it was thought that this was done by terrorists. These were people who had certain religious and political beliefs, but it also included that their strategy was to act violently. This was a violent attack. I informed them that they were safe, their parents were safe, and that they would find out more about it when they went home.

DM  How did your students respond to that?

EP  It was interesting. They didn't have a lot of questions. One of the things that they found hard to understand was why would an enemy be on a suicide mission? Why would they fly the planes into the Towers and die themselves? Questions like that. It's hard to understand.

DM  It's hard for adults to understand.

EP  I just wanted to reassure them at that point that they were safe and that their parents were safe. I took a gamble on that, but I was fairly certain that that was the case.

DM  That's going to be most paramount to kids.

EP  Especially kids this age.

DM  Sure. They want to take care of themselves, and they want to be sure their families are safe.
I did also say that there was significant loss of life because there were a lot of people in those two buildings. They were pretty quiet about it. I expected some kids to get silly about it.

Oh sure. That happens so typically, doesn’t it?

But they didn’t. It was pretty somber. There were probably 120 kids in there eating lunch. They had some questions about where the planes came from and how the terrorists got into the cockpit. A couple of kids shared some experiences that they had been to the Twin Towers.

Sure. That personalizes it, doesn’t it?

Yes, it does.

Do you have a crisis management plan at your school?

We do.

Do you feel that your crisis management plan was helpful to you on that day?

I didn’t pull together the team. One of the first activities in the crisis management plan is to pull together the team. Because it was somewhat distant and didn’t directly impact on the school day, I didn’t feel the need to go that route. What I did do, though, was to consult with the other elementary principals, of which there are three. What we decided to do was just what I explained to you. At the two intermediate schools, grades four through six, we told the kids at lunchtime. I drafted a letter to parents explaining that was what we did. We did not expose the kids to TV coverage.

You gave limited information to children so at least they weren’t blown away when they got home. They were aware of it. Then you communicated that to parents. Did you have some feedback on how that was handled?

Yes I did. Not a lot. The feedback that I did get was very positive. Parents thanked me for not scaring the kids with a lot of TV coverage and a lot of misinformation.

Sure. Even at the fourth through sixth grades, you might have been tempted to have TVs on because they’re older.

Yes, right. We do have computers that have access to the Internet, and I’m sure probably there were some kids who poked around on there a little bit. But the feedback was good. They appreciated the fact that although we didn’t low key it, it was a catastrophe and we wanted the kids to know about it, we carried on as usual.

What did you see in the days and weeks that followed? More questions? How did your teachers handle it?
EP Not a lot. We saw more sort of patriotic things. The kids made flags. We felt it was more important to write some letters to families that were involved. We did have a fifth grade girl whose grandfather was killed. They wrote her and her family some letters. We made some flags that we displayed in all the windows. Just little things like that. I'm sure there were some discussions in the classrooms that I wasn't privy to. We tried to carry on as usual. We participated in a national minute of silence at noontime. We collected some paper goods, stuff that we sent to ground zero. We're only about 160 miles away.

DM I knew it had to be pretty close. I wondered if that made a difference with your children. I haven't talked to principals where there was an immediate death in the family, and you had a grandparent involved, so that does make a difference.

EP Several of the kids since then have been down there. Not a lot, but some.

DM What kind of reaction have you heard from them?

EP They just told me that they had been down there. They said it was a big mess; it looks like a construction site. Other than that, we carried on as usual.

DM Back to your crisis management plan. Is your district going to change anything? This certainly was not a crisis any of us would have been prepared for at that time. Are they going to change anything because of it?

EP I think one of the things that we'll make more use of is a parent list serve. We have a list serve that is sort of new for us this year. It's all parents that want to be on the list serve. That's one way in the future that I think we'll communicate more quickly.

DM I see what you're saying. You could inform them even at work.

EP Right. It's a message only that goes out to them on e-mail and they can get it at work. This is a pretty affluent community, so most people have access to computers, either at home or at work.

DM Sure. Did you have parents calling and/or coming and picking up children?

EP Yes we did. Not many though. I sort of expected more of that. We got a couple of calls. Out of 360 I would guess we had about 20 parents who came in and picked their kids up.

DM Sometimes I think that's more for the parent than for the child. I'm discovering that. The parents felt they needed to have their children close to them.

EP Exactly, but I expected more of that.

DM I would, too, with your location.
Those 20 didn’t happen all at once either. They were sort of staggered over the rest of the day. Actually, I don’t even think it was that much. I think there were about a dozen, which is kind of typical for a day when kids have to go out to the dentist and back in. We didn’t have a whole bunch of parents showing up saying, “Give me my kid. I have to get out of here.” There wasn’t the kind of panic that I thought there might be.

As a school leader, what actions have you taken, if anything, as a direct result of the terrorist events?

I think you’re always more conscious of security. I would say that there’s just a more heightened awareness of the importance of security.

Did anything change in regards to security at your school?

No. After Columbine, we really looked at our school safety procedures and security. We haven’t really done anything different since 9/11. We still have the same security procedures. No, nothing dramatic.

Have you seen your school change as a result of the terrorist events and the climate those events created?

I think yes. It’s hard to quantify. It’s just sort of an intuitive feeling on my part. People seem to be more together, more willing to work together.

More of a unity?

Yes, more of a unity.

It’s interesting because I’d have to say I’m finding that coming out from a lot of the conversations.

It’s more of a patriotic, nationalist feeling I think.

It’s more evident now than it was before?

Yes, that’s definite. If there’s one thing you can identify in, it’s the fact that people and kids are more conscious of the fact that they’re American and what that stands for.

How does that play out? How do these changes result in the formation of better citizenship or attitudes?

That’s interesting. We have a character education program that we initially started at the tail end of the last school year. It’s sort of ironic that after 9/11 the whole character education piece really seemed to be more important to everybody. It’s based on six pillars: citizenship, trustworthiness, caring, respect, responsibility, and fairness, core values. I think that that’s sort of dove tailed with the heightened sense of unity and patriotism.

Do you think students are more reflective in their commitment to democracy since September 11th?
I think so. I think they have a broader picture of America and the world. I think it sort of brought that whole idea of respect for differences of opinions and religions, and raises questions of why people turn to violence. I think that really has opened their minds a little more, put a more global perspective on things.

How are you seeing that played out? Is that through curricular discussions?

Yes, through curricular discussions. I think there are more discussions now on what is happening in the Middle East.

Those conversations may not have been there before?

No. We just recently did a used-sports equipment drive for an orphanage in Eastern Europe. That really wasn't a result of 9/11. It was a result of our relationship with a couple of people who do work over there. I just think it gives kids another thing that they can do to contribute to a better world. I think that as a result of 9/11 kids are more conscious of global issues. Again, it comes through in classroom discussions. I haven't seen a whole lot in their writing about it. Some of our teachers may, but I haven't seen a whole lot there.

Did you see much in pictures early on?

No. The art teacher did take one week's classes and gave kids the chance to draw, express their thoughts in drawing about 9/11. Those drawings, as I remember, ranged from things that you might find on a sympathy card to the actual destruction of the building, planes coming in, to patriotic flags. It did give kids another way to express themselves.

I have a friend that is a weatherman. He said in late October that he was doing a presentation at a school. They had talked nothing about 9/11 and all of a sudden he's getting these pictures drawn to him about the Twin Towers with tears cascading down the side of the building, with a plane stuck in the middle. He said, "We did not talk one thing about that. We talked weather the whole time and then they were drawing these pictures to me." He said it really struck him how after all that time they were still thinking about it. It's kind of interesting. How it was handled may be how kids respond to it too.

That's interesting because you need to give them time to respond to it. As adults, we try to process that as quick as we can. But kids need time to do that. It's probably appropriate to give them some time now to reflect on it, opposed to just two weeks after it happened.

That's a good point. From my research, they're saying this is going to be a defining moment in this generation's lives. The last question is going to deal with national security because this came out in my research. Do you consider your actions in response to the terrorist events of September 11th and the days and weeks that followed to be connected to national security?

I don't think so. I'm trying to think of anything, no.
DM The picture is that education plays a foundational part in concerns of national security and that's more national in scope. Do you see yourself anywhere in that picture as far as an education leader?

EP In contributing to national security?

DM Correct.

EP Now that I think about it, I think that national security really boils down to individuals using common sense and practicing good personal safety as well. I don't feel like I've contributed to any national security program or anything like that. But the fact that I work as an educational leader to instill in children those core values and to teach them good personal safety - I think that that contributes to national security.

DM Sure it does because they're our future citizens, aren't they? They're citizens at your school right now, but then they are our future leaders and followers. Is there anything else you'd like to share from that day and weeks and months that followed?

EP Not that I can think of at this point.

DM Thank you so much for taking time to visit with me.
Respondent 9

Diane McCarty—DM; Elementary Principal—EP

DM Let's think back to September 11th. Tell me about that day. What happened at your school and how did you respond to the crisis?

EP That was quite a day. We were having school pictures taken that day. I remember I walked into the superintendent's office. He's in my building. They said at the time that they'd heard on the radio that a plane had hit the World Trade Center, and they were thinking that it was an accident. They asked me to bring one of our TV sets down to their office. So we brought one down and hooked it up. When the second plane hit, we moved a second TV into the teachers' lounge. We started notifying staff at that point that this had happened and where the TVs were set up. We also asked them not to say anything to the kids. It was early in the morning, and we're a k-5 building. We did not want TVs on in the rooms, and we didn't want the teachers talking about it. I've got a great staff. They helped each other through the day. By lunchtime we had decided that the teachers would sit down with the kids before they went home. All of our students ride buses with older children. The teachers would talk to them about what had happened. I also wrote a letter to the parents at that time, and we sent it home with the kids. We told them that we had not allowed the children to watch (tv) all day, that they had been told what had happened, but we felt that a lot of their questions and the really serious talking about what was going on needed to happen at home. We sent that home with all of the kids. We did also have a school-wide picture taken for the insert in our yearbook that day. We had all the kids outside the building just before lunch. The photographer was on the roof. The high school thought that we were evacuating the building. They're right across the street from us. They called over and were worried that something had happened in our building.

DM On another day they wouldn't have thought anything of that, would they?

EP They wouldn't have thought a thing about it. We kept it very, very low all day. I don't think we had a single student who knew what had happened until the teachers talked to them just before they went home. We did have some parents come in and pick up their children. We had several that just needed to be with their kids.

DM Sure. That's happened everywhere. How did you feel about the way that was handled? It sounds like a nice sequence. Did you have any feedback from parents?

EP I had a lot of feedback from parents who really appreciated the fact that we did not dwell on it all day. We kept it away from the kids all day, and that they also were notified in writing as to what we had done so they knew what to expect when the kids got home.

DM Sure. Parents had the continual flow of what their student's day was like.
EP: I heard from a lot of parents on that. They really appreciated that.

DM: That’s great. You didn’t mention anything about a crisis management plan. I’m assuming you have one.

EP: Yes, we do.

DM: Did you feel that your crisis management plan was helpful that day or the past training helped?

EP: I’ve got a veteran staff. Most of my teachers have taught 20 or more years. They just handled it well. I know part of it was the crisis training that we’ve gone through. But we didn’t at any point in time really pull out our crisis plan or do anything like that. It’s a staff that communicates well together. They know that if they’re having a problem in a class they can go next door and get another teacher to cover the class if they need to bring a kid out and talk to them. Part of it was all the crisis training that we’ve done, the lockdowns and all the rest of it, but part of it was just the staff itself and the way they handled it.

DM: Sure. Some of that certainly comes with experience. Has your district or your building done anything to change your plan since September 11th?

EP: We had done a lot of that after Columbine. We’ve got a building that is a nightmare for crises. Every classroom has an exit. We have probably 25 doors. So we’ve changed some of what we do. We keep most entrances and all classroom doors locked, the inside doors and the outside doors. We’ve changed a lot of that since Columbine. But we probably didn’t really change a lot in terms of how we handle things since September 11th.

DM: As a school leader, what actions did you take in the days and weeks following September 11th that might have been a result of the terrorist events, if anything?

EP: We kept in close contact with parents. I probably did another three letters home after that, just about how things were going in school, the kinds of questions kids were asking, and how much time we were spending on it. We did a lot of that. We had a lot more parents in the building for probably about a week. We did a lot of the things that were happening throughout the nation.

DM: So you did current events?

EP: Yes. We did more school-wide things. We did school-wide flag raising. The first day afterwards, we did a school-wide flag raising and lowering to half-mast. A lot of the kids didn’t know what that was, so that was a new thing that they learned. Why you go to half-mast and what the process is. We did the national “Moment of Silence.” On Veteran’s Day our high school did a community event, and we brought all the elementary kids in for that.

DM: Have you ever participated in that before?
So you saw some new things, but I understand you did what was being done across the nation. What impact do you think that made on your school?

I think it brought our school together as a community more so with a common interest in our country and an interest in what it means to be an American. Really, it focused on what patriotism is, why people reacted the way they did, what it meant for the future, and what was going to happen. We've got several students who have relatives who serve in the armed forces. We had several staff members who had family members in Washington or in New York, and we didn't know where they were for awhile. A lot of things brought us together.

That personalizes the tragedy. You've talked about some changes that you did on the days and weeks following. Do you think any of this has resulted in the formation of better citizenship skills or attitudes on the part of the students?

Absolutely. I think kids are more aware. It's a real simple way to put it, but I think they're kinder. They are nicer to each other. They think more about what they do.

Do you think teachers or you have utilized the tolerance aspect more because of September 11th?

Yes. We don't have a real diverse community here, but yes I think so. In terms of not stereotyping people, not making assumptions about someone just because of the way they look seems to have resulted. That's a hard one for our kids to understand because we are very, very non-diverse.

Sure. They don't live that on a daily basis. Did they participate by doing any fundraisers?

Yes. We had a loose change drive probably two weeks after it happened. We had it for a week. The response was incredible. They raised about 1500 dollars. The local bank matched it.

Have you seen any curricular changes or anything school-wide for character education or citizenship developing?

Probably a little more emphasis on it, but we were already moving in that direction with the core democratic values. Our state has implemented a social studies portion to the state assessments that really gets into democracy and what a democracy is. We were doing that already, but we've broadened it into a wider range of grade levels. We now start some of that all the way back in kindergarten and work it all the way through 5th grade.

Did you broaden it because of September 11th?

I think so.
DM Did that develop through conversations with teachers?

EP Yes. Just a desire by the teachers to have those materials in their classrooms. There are posters that go with it and things. They could talk to the kids about what they (core values) are and they (students) become more familiar with it. Suddenly civics became a very important subject area.

DM That's interesting. It sounds like you feel that your teachers are reflecting on the commitment to democracy. Do you think children are too?

EP Yes.

DM How have you observed that or identified that in your school?

EP Just in the way people treat each other and the kinds of things that you see discussed in classes. In the middle of a lesson, if something links into government or democracy instead of just glossing over it, they'll take the time to bring that discussion out. Sometimes they'll relate it back to what happened in September or to the ongoing war or the constant news alerts that come up and things like that. You see more of it.

DM That's really interesting. The emphasis prior to that has been the standardized testing and teaching well for those tests. It's kind of neat to know that when something like this happens good teachers know to make those natural links.

EP People suddenly are saying that standardized tests are one thing, but kids need to internalize this stuff. Being able to just spit it back out isn't what they need. Kids need to understand what's happening in the world and they need to be able to talk about it and make these decisions themselves. So the standardized tests probably are less important.

DM That's maybe putting it in perspective the way it should be. Do you consider your actions in response to the terrorist events of September 11th and the days and weeks that followed to be connected to national security?

EP Probably not. We were concerned with the school and the children and their families. I was more concerned on a more local level, a more personal level.

DM Many reports over the past six decades paint education as an important player to concerns of national security. Do you see yourself anywhere in that picture?

EP I suppose in a broad sense we do, just because of the kinds of things that we try to instill in children. I would see it more that way.

DM It kept coming up in my research. This is the government's viewpoint that quality of education connects us to national security.
But if you stop and think about it, I’m sure it does. How children are educated goes back to how they are as adults. But we’re not spitting out little soldiers.

Anything more about that day or week that you’d like to share?

It’s one of those moments in time that the kids are always going to remember. For me, I remember the day Kennedy was shot. As a school, we do a good job. The kids are going to think back and know that they were safe and that it was handled well and that it made a difference in their lives.

It does sound like you did a really nice job. My research is showing over and over that it will be a defining moment in this generation’s life. If I would happen to quote you in my dissertation or future writings, I would identify you by using your state and other demographic information versus using your name. Would that be okay with you?

Yes.

Thank you so much for your time for this interview.
Respondent 10

Diane McCarty—DM; Elementary Principal—EP

DM I’m going to ask you about September 11th. You mentioned some things on the survey, but I want you to just tell me about that day. What happened at your school and how did you respond to the crisis?

EP The day kind of unfolded as we were in school. More news became available, and you saw the wave kind of start with the staff that was a little more in tune with what was happening in the news. Of course, the students being in school, they were not as aware of it. We chose not to have the news programs on in the classrooms, no TVs. We had people in the office, and we had people in the staff lounge that monitored things. We kept an eye on things there and we also initiated our crisis team because we knew that, depending on their age, their perceptions of where New York was vague. For the kindergartner it was right on the outside of town here. For the 6th graders, they might have known more about New York. They were also a little more aware of family that may be living in the area. We chose to take a little more delicate stance on just how much we allowed into the classroom. We talked about it.

DM Was that at a faculty meeting?

EP Yes. We got the faculty together, and we prepared an announcement for the students to let them know there were some events that they’re going to want to talk about with their parents when they get home. We gave them as much information as we could based on what we were hearing through the news. We didn’t want to alarm them. That was the day of September 11th. Some of the kids got home, and they were at least aware of what was going on. For a lot of them, parents weren’t home, and they turned on the TV and picked up even more information. The 12th was the day when we had the teams in place and as the students came in we talked a little more in depth in the classrooms. We were a little more prepared to deal with it ourselves.

DM Were you pleased with how that day went for you? Did you maintain what you wanted, which was a more normal day? It was interesting that you did give them some information. Some schools chose not say anything and others had TVs on. I’m finding the broad spectrum from one end to the other. Were you pleased or did parents comment that they were pleased?

EP I think the parents were very supportive. They know that we didn’t jump into it with both feet and create a lot of alarm in the students, but yet we directed them to the right source, which was back to the parents. In some cases the families were not in as much contact as we had hoped, but the students at least had some information. They weren’t turning it on and seeing it for the first time on TV.

DM Which I’m sure would have added to their anxiety about it.
EP Having the crisis team on the 12th, I don't know that we dealt with any severe cases of trauma. I think we were able to get around to the classrooms and talk about their fears. Even 24 hours later there were already rumors and panic starting.

DM Tell me about your crisis team. Who did that consist of? Who are the particular players in that?

EP Each building has their building principal and then a social worker that serves on the team. In addition to that we have two school psychologists in the district that split their time. We are actually a consolidated district with four buildings. You don't normally have a crisis or trauma going on in all four like this. You have maybe a student killed in a car accident, so the high school would be involved and whichever elementary the student was from might have some siblings. So we kind of target those as the major focus for the school psychologist to attend. The other buildings have some peripheral knowledge of what's going on. In this particular case, we had all four involved. The school psychologists went to the high school and spent most of the time out there. We had social workers and some teachers, special education staff. That's basically the makeup of the building's crisis team.

DM Did you feel your crisis management plan helped you when you used it?

EP I don't know that there's anything that really prepares you for this, but you at least have some outlines to follow. You have criteria that you know is in place. It helps you focus and apply your knowledge and then deal with it appropriately. You don't get so caught up in the moment that you forget what you're supposed to be doing.

DM Sure. Being prepared helps that, doesn't it? Have you changed anything in the crisis management plan since September 11th?

EP I don't know that we've changed anything in our plan, but we've had a little more use for our crisis team in the last couple years anyway. We've lost a couple students, and we had a murder/suicide involving a staff and a former student. We've had a lot of unwanted practice. 9/11 certainly confirms the need to get together and go through your protocols. We've got a meeting at 8:30 today with the (building) team and the area teams. We get together periodically and talk about how things are going and how we handle situations.

DM That's good. So you can recap what needs to be changed and so on. As a school leader, what actions did you take in the days and weeks following September 11th that might have been a direct result of the terrorist events?

EP The first thing that comes to mind is our heightened sense of security within the district. We're in rural Minnesota. Are the Afghans going to fly their planes to our city in Minnesota? I think mostly not. We do know that there's an anxiousness on the part of the parents somewhat created by something that we don't have any control of. The first thing we did was got a message out through the local newspapers and TV that the building was going to be locked down. During the day there would only be certain
access points. We usually leave open two to three access doors as a convenience to parents.

DM So you've changed that since then?

EP Yes. Everything comes through the front door, like it or not. If you're a delivery person you no longer go to the back door and walk in. Not that we had a lot of that anyway, but they would come in and report their presence.

DM Sure, in the small communities particularly. I'm from a very small community and that openness has always kind of existed. But when something changes, then you have to go in the direction of prevention.

EP We went to staff badges and visitors in buildings, making sure they check in. We would pin on a badge and let people know that they were at the office as requested. In our situation, we went with a photo idea for district personnel so they could move freely between the four buildings. The elementary buildings are small enough that we know everybody that belongs to our building and pretty much everybody that belongs to the other elementary buildings. But we don't always know the high school staff and vice versa.

DM So you've put some good things in place it sounds like. Have there been some changes in school in the formation of better citizenship skills or attitudes on the part of your students? What has been happening in that area and/or in the area of curriculum?

EP I would say that there's probably a new meaning to the pledge. The music department had a very patriotic twist to their concerts. I see a more supportive attitude about the flag and respect for what it stands for. We involved our local fire department and police in our concerts. You see an awful lot of emotion, especially on the parts of the parents when the kids are singing patriotic songs, and we've got our local volunteers standing among them.

DM That even gives me chills. Had you ever done that before?

EP This was directly in response to 9/11. In the classroom I don't know that we've changed our curriculum any.

DM Any more interest in current events?

EP They (teachers) are pretty involved. There was a rumored attack yesterday I believe involving another country and a plane flying into one of their buildings in Milan. We've got a social studies specialist for fifth and sixth grade who is really into current events and world affairs. I'm sure that will be quite a point of discussion.

DM I'm sure it will. It will be interesting to see if that brings up any remembrances. Some of the research says that even at Oklahoma City, six years later, they see children there with a great amount of stress. Of course, that was their city. Another question I'll ask was located at the end of my survey. Do you consider your actions in response to the
terrorist events of September 11th and the days and weeks that followed to be connected to national security?

EP Yes, I suppose. The total respect issue certainly plays a role there—the citizenship, the respect for the flag, to focus on what we have versus what they're trying to take away from us.

DM So you think it deepens the thinking about freedom?

EP Yes, definitely. They don't feel as free. They know through discussion and whatever else that every time you walk into an airport all the hassles you go through getting to your flight and back again are due to people trying to mess with their way of life.

DM It's an interesting thing to think about. It has restricted our freedom, which is some of the reasons that hatred is there—because of the freedoms that we have in place. Anything else you'd like to share about your remembrances?

EP I had one family that visited New York shortly after. I asked them how close they got, and they said within a block of the Twin Towers. The student was a kindergartner. I asked what he remembered from that and he said that everything was dusty and everything was this and that and he was describing it. He kind of seemed a little bit hesitant. I said, "What else?" He said it smelled bad. He went to breakfast or whatever and I looked at his dad and I said, "What did he mean by that?" and he said, "It was like a rendering plant." That was what he took out of that visit, that it smelled bad.

DM It'll be interesting in his life how he remembers that later on. You even saw on television months and months afterward the smoke and the dust that still existed. That's going to be a reminder for them forever. Thank you so much for your time. If I quote you in any future writings I will refer to your state and other demographic information instead of using your name. Would that be okay with you?

EP Yes, of course.
Respondent 11

Diane McCarty—DM; Elementary Principal—EP

DM Let's think about September 11th. Tell me about that day. What happened at your school and how did you respond to the crisis?

EP The information began to trickle down to us just as our staff was starting to come in. The first reports that there had been a plane crash into a building in New York just came in as our staff was getting here. By the time the buses were getting here about a half-hour later, we knew a little bit more, but it was still real sketchy. Our kids didn't know a whole lot. We had phone calls almost immediately. Not an overwhelming amount, but a number of phone calls within a half-hour of the event happening in New York. Then of course we began hearing about Washington. We had a field trip scheduled that day. That was one of the concerns that our parents had. Are you going to take the kids out? Are you going to go on this field trip? It created some anxiety on my part. I was a little bit hesitant about sending them out, not really worried for their safety, but what kind of a pr (public relations) thing does that do?

DM Every move you make as a principal, you have to think about those components.

EP I made a quick call to the superintendent and we both agreed that even though our kids were probably not at risk, we were going to keep our kids here. That way, parents would know where their youngsters were. They wouldn't have to worry. "My kid is downtown, what if something happens there?" We decided to keep our kids here. We really didn't formally do much. We kept the kids in from recess that day. We talked just a little bit building wide. As the kids came to lunch, I would talk to them a little bit. Some of the classrooms with older children had the TV broadcasts on. Others in the younger grades really just tried to keep it as much status quo as we could. We were in the middle of statewide testing that day. We had sort of made the call that we would not continue our testing that day and we waited. We did some the next day. We just went on a class by class basis, based on how the kids were responding. If they were still pretty emotional or upset, we didn't test the following day.

DM Did you have some of that, that you were thinking you might see from children?

EP Not really. I think our parents, as a group, had done a nice job talking to their kids about it. They had watched news reports the evening before. There were some questions, but it really was not a highly emotional thing.

DM During the day, nothing really was revealed or talked about as far as the event? You really left it to parents to talk to them. Is that how that day was conducted?
EP To some degree. With the older classes, like the 4th and 5th grade classes, some of the teachers chose to use that as a current event lesson because they were watching some of the news broadcasts on 9/11.

DM Do you have a crisis management plan for your school that you utilized that day?

EP We do have a crisis management plan. We implemented components of that. Our building usually locks most doors. You wouldn't really call it a lockdown. A lockdown by my definition is every classroom door is locked and the exterior doors are locked and no one is allowed inside. We always lock all except our main entrance through the school day. Once the kids arrive we lock down all of our exit or entryways except for the main entry. That was a practice. We did keep our kids inside, which would be a component of our crisis plan. The administrators across the corporation were talking about activity. What were we doing and so on.

DM So you were in communication with other administrators?

EP Yes. A lot of that was email. Some of it was phone.

DM Do you feel your crisis management plan helped you on that day?

EP I think it gave us some guides in the sense that we didn't necessarily pull that plan and put it on our desks. But we had talked about these things over the past several years enough that we knew what we needed to do. The staff was aware of the components and we went over a couple highlights of our plan. If we did have a safety situation here at school, remember these are the steps we're going to take. We talked about that briefly.

DM Has your school district changed or developed any plans since September 11th?

EP No. Probably if anything, just more of an awareness of the plan. But no, we really have not changed it.

DM As a school leader, what actions did you take in the days and weeks following September 11th that were a direct response to the terrorist events?

EP I think we did a little. The social worker was more available. We made sure she was available to visit classes and talk about the situations. I think our teachers used it as an opportunity to use discussions about the issues and different ethnic groups and nationalities and those kinds of things. Differences between religions and so forth. It didn't upset the apple cart in terms of curriculum, but they used that as an opportunity to extend their learning. In terms of our communication efforts with parents, we put out several articles about "Your youngster is having a difficult time trying to deal with this, how should you respond?" These were some of the things that had come out, for example, through the National Association of Elementary School Principals. They had several articles that they emailed out to their membership, and I used a couple of those articles.
I've looked some of those sites up and have referenced those because I see a lot of principals did the same. There was something also from the National Association of Psychologists.

Yes. And ESP, the elementary school group (National Association of Elementary School Principals), had linked us to that one from the psychologists.

I know a lot of schools used that because it was pretty precise.

It was a nice piece of work. It was very helpful.

I thought so too. I thought it was exactly what you'd need because it's kind of hard to come up with the appropriate words to say on a day like that. Did you send correspondence out that day or the next day?

The next day. We didn't really do anything that particular day. It was maybe even the second day, or the days following. I can't recall specifically.

Have you seen your school change as a result of the terrorists events and the climate those events created?

I would say that for the next month after that there was a growing sense of patriotism and what being an American was all about. We had some really neat things that our kids had done expressing their patriotism, such as posters and banners and that kind of thing that we displayed through the school. Even though we're not seeing those as much, I still think there's a stronger sense of patriotism than there was on September 10th.

How do you think some of this—the patriotism and all the emphasis that children probably placed and teachers on it—how do you think that might formulate into better citizenship skills or attitudes on the part of students?

I hope there's a positive correlation. We are fortunate in the sense that our kids do a pretty good in terms of overall citizenship and that kind of thing as it is. On the other hand, I think it's created an awareness on our kids' parts of differences and a need to tolerate other ethnic groups, other races, people of other nations and have really an understanding that you can't just condemn someone because their native home land may be Iran. You need to look at them as a person. I think perhaps there may be some positive stuff out of that. When I do my racial ethnic report for the state of Indiana, I'm 99% white Caucasian, so we're not exposed to that even though we're close to a big city. We don't see a lot of diversity.

With the citizenship have you had some formalized program that you've used in the past and then this day perhaps emphasized some of the characteristics you were talking about?

We've developed a program that we sort of took the best of several ideas. We developed a program we call "Skills for Success." Among those are things like citizenship, tolerance, patience, responsibility, and respect. Those are some of the skills that we emphasize. I don't know that we've...
put any more emphasis on those than normal, but it certainly does make it a little more real for the kids.

DM This is good to be talking about this. Do you think you're going to see anything more reflective from students as far as commitment to democracy, or do you think anything in the classrooms have changed along those lines emphasizing democratic principles?

EP I can't say that I've had first hand direct observation of that, but it sure wouldn't be a surprise to me if those kinds of things would happen. I think at home, as well as at school and other public places, we're seeing more and more of a call for what it is to be an American and the diverse nation that we have. I think that's bound to be an outgrowth of all that's happened.

DM And how we honor each other might also be a part of that. It's a different thing, especially considering your population enrollment that is quite non-diverse, and yet the rest of the world is really quite diverse. How many different viewpoints that brings in. In my research the issue always came up with whose values, but when you go back to the research democratic principles are pretty common values of what we expect from children no matter what nationality, no matter what ethnic background. This last question came out of my research. Do you consider your actions in response to the terrorists events of September 11th and in the days and weeks to follow to be connected to national security?

EP I hadn't thought of it that way. It was more that we were taking actions, that we were doing things to really take care of making sure that our kids were in a safe environment and ultimately a part of a safe community. I can see where, in a way, you're looking at national security in the bigger scheme of things. That's not how I looked at it personally.

DM Many reports over the past six decades have painted education foundational to concerns of national security. Do you see yourself anywhere in that picture?

EP I think education gives us an opportunity to provide a bigger viewpoint than what some kids may get just based upon their family or their community. I think education plays an important role in that, in understanding the world around us. But that would be about the extent of it.

DM You talked about some of the banners and the posters that students created. Tell me a little more about that.

EP We saw it in almost every classroom. They were doing something along that line. Our fifth graders in particular did an outstanding job. Revitalizing some of the basic ideas of "God Bless America." Of course, that was a point of controversy in some places around the nation. It was just really neat to see. It wasn't just mimicking what they'd seen on the news. These were ideas that were coming from their (children's) hearts and reflecting their own personal values as well as their parents. It was just a neat place to be.
DM That kind of gives me chills to think of it. It's kind of that revitalization. Obviously we've had highs and lows in patriotic responses in our country throughout history. It's interesting what a big event like this does for children. How long do you think something like that will last--some of those patriotic connections we're seeing?

EP Just even last week when the anniversary of the Oklahoma City bombing came up and we do a "What's happened in history?" on a daily part of our announcements. I know many of our kids were not old enough at that point to understand what was going on. But I know among the staff and so forth that was a planned conversation, and it brings back the thoughts of 9/11 and so forth. The fact that we have troops in Afghanistan and everywhere, other points across the world. We're in this together. For this to happen in our backyard is something else. We don't know these people, but they're not much different than what we are.

DM It's kind of interesting. A lot of the research would reference the Oklahoma City bombing. They were talking how six years later that some children are still going through some very traumatic responses from that. So that proximity to the bombing can make a difference too.

EP I think so. In Indiana much like Iowa, we're known for tornadoes. The school I last worked at had a tornado hit the community one summer. Any time there was a thunderstorm for the next two to three years, and it really seemed to be a little more than just a typical thunderstorm, the kids got really nervous and anxious. There were a handful of kids that would do that a couple of years after the fact. I can understand why it will have an impact on some kids for several years.

DM If I would happen to quote you anywhere in my dissertation or future writings I would not use your name but I may use your city, community enrollment and your state. Would that be okay?

EP That's fine.

DM Thank you so much for you time for this interview.
Respondent 12

Diane McCarty—DM; Elementary Principal—EP

DM  Let's think back to September 11th. I know you’re at two schools, so you can speak from wherever you were or both, whatever makes sense to you. What happened in your schools on that day and how did you respond to the crisis?

EP  Basically there was a lot of disbelief in the beginning. We have TVs and VCRs in all rooms. Some of the older grade students had the TV on and we watched some things for fifth and sixth grades. The other grades did not have the TVs on.

DM  Was that standard in both schools?

EP  It would be hard for me to say what happened at the one building because I wasn't here. There may not have been any TVs on here, very few anyway. A lot of information came out of the office to the teachers as they'd come through. We kept it as low key as we could, tried to be reassuring to children who had fears that something was going to happen to them, and that we were perfectly okay out in the middle of Wisconsin. Just be reassuring and not over dramatize anything that was taking place that day. Of course, it was traumatic to the adults. But in terms of what they did with their children, it was just a regular kind of day.

DM  Do you feel your teachers handled that day quite well?

EP  Yes. I think I'm the only one who had any relatives in New York.

DM  That personalizes it a little differently, doesn't it?

EP  Yes. Once I got a call from my stepmother that my brothers were okay, there wasn't a problem.

DM  Do you have a crisis management plan?

EP  There is a district crisis management plan.

DM  Was it helpful to you on September 11th?

EP  No, because it was so remote. If it was something that was taking place within our district such as the time we had a bus crash, that changes things. That personalizes it right down to your building, and you have upset parents coming in and all that.

DM  Did you have any upset parents at your school?


DM  Did you have many calls?
EP No. For our two communities, at least in the outlying schools in these two small communities it was taken as something very foreign. We are central Wisconsin, so we're quite isolated from what was happening. I also think that having a well-educated population helps.

DM Are you in an affluent area?

EP Not what I'd call affluent, by Wyoming standards. When I worked in the oil fields of Wyoming, that's what I'd call affluent. That's where I was before this.

DM What actions did you take, if any, in the days and weeks following September 11th that might have been a result of the terrorist events?

EP Not a lot other than a memorial kind of thing. We put something up at both schools. We made a plaque to honor the firefighters and military and everybody involved.

DM That's neat. That would be a reminder. Have you seen your school change as a result of the events or the climate the events created?

EP I would have to say no. Again, it's the isolation of the area. We are patriotic and did values every month with our school children. We take a different value every month. This month it's patriotism. I was just out taking pictures, and we're going to have a patriotic theme. At the other school this month the theme is responsibility, and we're involving the DNR (Department of Natural Resources). We're planting trees. So we do special things each month at each school in terms of character kinds of values.

DM Has that program been in place for a couple years?

EP It was in place before I got here.

DM Do you see that resulting in better citizenship skills or attitudes and were there any connections that the teachers have been able to make after September 11th?

EP We've always been a fairly patriotic area. On Veteran's Day kids do things, we do things, and we have programs. We honor all of the special days for the state of Wisconsin as well. We're a fairly patriotic area. We're small town.

DM So you feel like that's never been lost. That happens in other areas, it goes by the wayside.

EP That (patriotism) wasn't lost to us to begin with. It did reassure us that our patriotism wasn't misplaced.

DM Do you think students are more reflective to their commitment to democracy through all the things you are doing at your school?

EP I know they are. If somebody is not honoring the flag as they should, we'll have children tell adults. When we have the veterans of foreign wars or
the legion come in to do a color guard, they’ll be very respectful. You can
see it and hear it. When we go to other places, for example, our kids are
going to The Music Man play this morning. I’m sure they’ll do the Pledge
of Allegiance before they begin.

DM We’ve talked about patriotism. Do you think in your curriculum,
discussions, or current events you’re getting more to core democratic
values with children?

EP I think this is just a very enlightened place in terms of having those core
values. People live here by choice. A lot of people make choices to live
here based upon the kinds of values that are ingrained in the whole area.

DM One more question. It was at the end of my survey. Do you consider your
actions in response to the terrorists events and the days and weeks that
followed to be connected to national security?

EP Not really.

DM Do you see yourself connected to a bigger picture that is national in
scope? The last six decades the government has painted education as an
important player in concerns of national security. Do you see yourself
anywhere in that picture?

EP I come from a tainted background. I was in the military during the Vietnam
years, so I’m not sure I’m a very good person to ask that. I look at things
from a tainted point of view. The only thing that I would make a
connection to is that we need to ensure that our students are the best
prepared students in the world and to continue to work towards that goal.

DM I think that’s how government is viewing it. They see that piece as critical
to securing our nation.

EP It is critical. Just as our area is experiencing layoffs within the lower level
jobs, where they don’t take a lot of skill, you don’t have to know a whole lot
and they used to be really good paying jobs. They don’t exist anymore.

DM So that eliminates some jobs for community members.

EP That’s right. So you end up with very technically trained people in our
area. It’s paper mill, so it’s down and dirty work. But it’s big machines and
you better know what you’re doing or you won’t get the job.

DM When you talked about a tainted viewpoint because you were in the war, I
don’t think that taints your viewpoint. I think it’s your unique viewpoint
because you’re going to have a whole different take on it. My brother,
who was in Vietnam, has a whole different take on it than I would because
I’m the younger sister and I was sheltered from that. So you couldn’t help
but have a different viewpoint.

EP There are so few of us that it feels tainted.

DM You don’t have a core group then that you visit with about that?
EP: I don’t visit with it period.

DM: I find that interesting just because my brother was in Vietnam. I’ve tried to talk to him about that and he’ll say, “You don’t want to know what I did.”

EP: I don’t want to talk about it. I want to do what I’m doing now and stay happy with little kids.

DM: Is there anything else on that particular day or consequences from then that you have felt has emphasized democratic principles?

EP: I love the newfound honoring of regular folks as heroes. I love that.

DM: That’s neat. Do you know why you probably like that?

EP: Because I see myself as a regular folk.

DM: Certainly. Vietnam veterans didn’t get that. I think that’s maybe why you appreciate that as well.

EP: I do. It’s nice to see a fireman honored. It’s nice to see a policeman honored. Teachers are in that same core group of folks that do the dirty work every day. Having those folks honored is important. It shouldn’t be Michael Jordan and all the sports heroes. It should be regular folks that do their job every day and struggle with life each day.

DM: That’s neat. I can appreciate that. No one has said that quite like you have. Would you be willing to let my quote you in my dissertation or future writings? I wouldn’t use your name, but I’d probably say Wisconsin and your community size.

EP: As long as I’m not quoted as me.

DM: That will certainly be honored. Thank you so much for your time for this interview.
Respondent 13

Diane McCarty—DM; Elementary Principal—EP

DM Let's think back to September 11th. Tell me what happened at your school that day and how you responded to the crisis.

EP We did not hear about it right away. I would say it was a good half-hour before we heard. It was disbelieving. I think I went into a classroom and had them (teachers) check the news. We did not let the students know. We let the staff know as soon as possible, one on one. Being a small building, we could do that. At noontime we allowed the TV on for them (teachers) to watch. I don't think any of the classes allowed their students to have it on. We did receive a phone call from the administration building. I think maybe that's how we heard about it. There was a meeting called after school for administrators that day. We all met and at that time there was a plan put in place. Again, we only dealt with the situation as needed. If students came to us, we would address the situation. We read a short statement over the PA the next morning. That was about it. I don't think we had any serious problems here, anything we really had to worry about. We had counselors on duty. We had other people throughout the county available.

DM You have a crisis management plan. Did you utilize any parts of it or was it inappropriate for that incident?

EP We may have used parts of it. They sort or rewrote it and put something in it concerning this on that day.

DM So you have rewritten some of it?

EP We added to it, yes.

DM As a school leader, what actions did you take in the days and weeks following September 11th that were a direct result of the terrorist events, if anything?

EP Again, very little. I did not address the situation or bring it up unless it was brought to my attention first. There may have been one or two parents calling to see if we were canceling school. I think it was that Friday that some schools were talking of taking that day off in memoriam.

DM Did you have any parents pick children up that day?

EP No. I don't think so.

DM That happened in many schools. It didn't matter where the school was located.

EP If any, there were no more than one or two, but I don't think so. We may have had a few calls, but we were going to hold school. We weren't going to close early.
DM  You were trying to keep things normal.

EP  Yes. Normalcy was probably the key word.

DM  Have you seen your school change as a result of the terrorist events and the climate that these events have created?

EP  Other than conversation maybe not. I'm not sure of the children so much, but for the staff it's more a topic of conversation during the lunch hour or before or after school. It's dying down a little bit, but every once in awhile like the anniversary or when something else happens, like the other accidents where people flew into buildings. I guess we're all more serious about it and think about it, but I don't think there's been a lot affecting us.

DM  Did you see anything happen as far as curriculum or current events or art pictures that made you think children have an understanding of anything that happened?

EP  Oh yes, for a month or two after that particularly. The problem with art is I had substitute at that time so I don't even have the same teacher now. I wouldn't even be able to ask her. Nothing was brought to my attention that I can think of. We have not focused on it too much. I'm not even sure we did a moment of silence or anything like that. We pretty much kept things normal. I hate to say it, but I guess maybe living in a rural area, life goes on. I would say within a month or so it's more in the backs of our minds. As for current events, we do have three or four classrooms that do get Current Events weekly magazine, so I'm sure that was a topic there. I don't think any of our social studies curriculum really has current studies or current events as specific areas. Fifth grade is in the Civil War now, so unless they brought it into what they're talking about, no.

DM  What have you been doing in school for working with character education or trying to develop better citizenship skills or attitudes by students?

EP  We do a weekly Sums Up, which is not tied into any one thing. We just give out pencils, erasers, notepads, things like that. That's up to the teachers. Each month we honor a student of the month, and we call that "Sundae with the Principal," ice cream sundae by the way. Those are things we have been doing. That's been ongoing since I've been here and even before me. I have one classroom teacher who takes a character word and displays it in her classroom every month. I think she even spends time with it. I don't know how often, but at least throughout that month. That brings in responsibility. I'm not sure what the one is this month. She spends probably the most time with it. Of course our guidance counselor works with some of those things. I don't know if character works in with Red Ribbon Week. We do a little bit with red ribbon each year.

DM  Maybe you aren't noticing this because of the remoteness of where you are in proximity to what happened. Do you think students are more reflective in their commitment to democracy?
EP: I think yes. Probably for three to six months they were. I think you saw the shirts they were wearing because it was on everybody's mind. But I think it's probably back to where it was before.

DM: This will be considered a defining moment in this generation's history. How do you think we can capitalize upon major events like this to practice usage of democratic values or principles with children?

EP: I don't want to make it a national holiday. I don't think that's the right way of doing it. I wasn't born for the bombing of Pearl Harbor, which the closest we can come to that kind of event. That day is not celebrated. It's not a day off. I think we just have to bring it up as far as our character education. Counselors and teachers need to use it on a daily basis or refer to it. A lot of people 20 or 30 years old have not seen such tragedy. They weren't around for Vietnam as it was. They had to refer to it as a tragedy or things, going to war or fighting as such.

DM: I don't know how old you are, but my generation remembers Kennedy being shot. They're saying this will be that kind of moment to children's lives. Have you seen any discussion from children? Do they talk to you about it in any manner?

EP: Not that I remember too much. It might have been in passing, but nothing that sticks out in my mind. No one came in and wanted to discuss it. I think the classroom teachers handled it very well. We met with them the morning after and went over the guidelines to follow. It was just a statement that they read in the classroom. I think they handled things very well. It was probably more dramatic for them in a way.

DM: In some ways you're right. They (the teachers) had to keep their energies under check that particular day. The last question I have for you deals with national security. Do you consider your actions in response to the terrorist events and the days and weeks that followed to be connected in any way to national security?

EP: Probably. We probably dwell on it more now and look at things with the airlines. It hasn't affected me directly.

DM: Through the research I was finding that education was painted as an important player in concerns of national security, mainly in concerns of quality of education and how that affected our national security. So that kind of prompted my question. Now when you look at it in this light, do you see yourself in that picture?

EP: Yes. I think so. Improving our education is more tied to it because of technology more so than security, I guess. In this rural school one of the concerns we have here is math and not doing as well on our statewide tests and things like that. Math has sort of been our defining area this year. We had a family math night. It didn't go too bad. The teachers were afraid and weren't sure of themselves, but it went over very well. A couple parents said on their surveys that they wished it could have been longer, could have done more things. I think education ties more in because of the increased technology in our world. The security issue is a concern. I wouldn't have thought of it at first that way.
DM  You're always concerned more with the daily crises than you are national crises. Anything else you want to share that you can remember about those events?

EP  No. I wish I had someone with me to kick my mind in. I was talking to people later after the incident and I had forgotten quite a bit. I kept your notes, so I could always email you back.

DM  That would be great. If anything else comes to mind that you want to share that would be great. I will not quote you using your name, but if I refer to anything you said during this interview, I would refer to your state and size of your community. Would that be okay?


DM  Thank you so much for your time.
Respondent 14

Diane McCarty—DM; Elementary Principal—EP

DM Tell me about September 11th and what happened at your school on that day. How did you respond to the crisis?

EP Basically that first initial reaction was total shock. We did talk to the kids about it. I sent a bulletin out and each teacher talked about the ramifications of it. We tried to listen to news, not in the classrooms. We tried to keep that away from the kids. We went out by the flag. That was on Friday I believe. I was gone to a wedding. My daughter got married that Saturday so we had people coming from all over. The kids went out by the flagpole, did the Pledge of Allegiance, and sang the "Star Spangled Banner." We had one of the classrooms raise the flag. Then, of course, fielding calls and listening to people and the teachers. The counselor had a place where kids could come and talk if they needed to and then really deferred it to the parents.

DM Did you feel that was a pretty good way to handle it that day?

EP Yes, it was. The more you talked about it, the worse it made it. We got a lot of material from the National Principal Association, information on how to handle this and how to deal with a crisis. We went through crisis response training. We do have the safe room where kids can come and talk at any time.

DM Tell me about your crisis response. Is that for children as well as adults?

EP Right. One of the counselors is trained. We have a crisis response team in the whole school district. Currently we are faced with two girls missing in a nearby city. These people are trained. If children want to come and talk about their fears, or adults, they can talk to the people who have been trained. Laura, the counselor on our staff, was trained.

DM Did anybody utilize it on that day or the days following?

EP Actually kids did. Some kids did come and talk to her and express their fears.

DM So you have a crisis management plan. Did you enact part of it on that day?

EP Basically we just got the information communicated to people, to the staff, and how we would deal with it. That was about it really.

DM Was that building wide or district wide?

EP We have a district emergency procedure manual. I'm not sure what each building did. The superintendent's office did ask us what we had done and we shared that.
DM Are there any plans to change or develop anything more in your crisis management plan? Obviously many crisis management plans were not quite prepared for this.

EP I don't know. I guess we've had to have a little more practice in some districts because of the missing girls. I went to another training for an hour with my counselor. We're going to set up the whole system where all 20 of us come together in case they find these missing girls so that we can assist. I'm assigned to the hall; we all have an assignment. Not just because of September 11th, but because of this issue too.

DM It sounds like you're going to employ visibility. Did you utilize that the day of September 11th also?

EP Yes. We were all very visible. I had all staff out in the halls and right there to listen to kids. The minute they (students) came in that was the first question, the next day even. They said, "Guess what happened?" and we were right there to listen.

DM You said you're in Oregon so it would have happened before they came to school.

EP Yes. Our time it was 6:15 (a.m.).

DM Some children may have been sleeping, but obviously some parents heard about it. I know when I'm speaking with principals in different time zones, I'm hearing some different responses.

EP It was that day. It was the day they came in the building. I was thinking it was the next day.

DM That makes sense. Most of them would have been in bed yet. Parents would have heard it, and they probably talked about it.

EP They talked about it and some let them see it and some didn't. We were advised that the less TV viewing the better so we had no TVs on.

DM As a school leader, what actions did you take in the days and weeks following September 11th that might have been a direct result of the terrorist events?

EP The patriotic assembly. Certainly we increased the use of the Pledge of Allegiance. Every Friday we have one of the sixth grade students come down and choose kids from the classroom (to recite the pledge). We do that in all the schools.

DM That wasn't done before?

EP No. They did it in their classrooms, but now we do it every Friday together at school.

DM Has that been a good thing?
It has been. We had to work really hard to get it to sound good on the PA system. We get ahead of them or behind them, so I had to send the kids out to the rooms and listen to how we sounded.

What do you think this activity has done for your school?

Probably unification. It brought us together as a school. As a principal I'm beginning to think you need more of that.

That's interesting. In what ways are you thinking about developing that?

I feel like we need to have school pride, continuing that, more activities together as a school. We do student recognition, things that we do every month, but we just need to have some all school projects. We've started a character education theme that we're doing.

Had you done any of that before?

No.

Did September 11th prompt that, do you think?

Yes. October was patriotic (theme), November giving, December rainbow of compassion.

You really had some very specific titles.

January was respect for diversity. This month is manners, although it doesn't seem like they really followed any today. We developed this, and it's probably a fallout of all of that. Trying to do more as a school to create that school pride. We call it character education, and we just label the monthly things.

Did that develop between you and your staff?

Yes, the whole staff. We had different people on the staff from the different grade levels. Then we brought the sixth grade kids into it, and they put spirit days along with it starting in February.

That's neat. So you've had an all-school input in that to some degree.

Yes. The sixth grade kids are in charge of it, as they are in charge of doing the Pledge of Allegiance.

Did you see some other displays of patriotism? You talked about the increased recognition of saying the Pledge of Allegiance together as a unifying activity. Your character education themes are quite an impact if you think about that.

Although today is not a good day.

I understand that. All these plans are in place and children still aren't doing what you want them to do.
We called it a Climate Committee. That was October. We worked on the referral process. We implemented it and more steps to that. We tried to build more positive climate builders.

Putting a little more positive spin on it versus the retribution side of it?

Feeling school pride, more unification. A more unified approach.

I know you won’t want to answer this one today after what you’ve told me. Do you think the changes in your school overall have resulted in the formation of better citizenship skills and attitudes on the part of your students?

I’d like to think so. Today is not a typical day. We have a school program, and kids trying to go in and be part of that in the rehearsal. I believe that there’s more unification among the classrooms and the staff. They have buddy classes too. They’ve done that before, though, where you hook up maybe a kindergarten and fifth grader. I think we’ve had less referrals because we’ve given children a few more options.

That’s interesting. Is that part of your character development?

It’s part of the character education piece. Instead of just automatic referral we’ve given children warnings and maybe some other positive things. I was out on recess today, and the kids were great. It’s just that they wanted to be in the assembly and they were stuck with me.

Do you think students are more reflective in their commitment to democracy and if so, how have you observed that?

I’m trying to think if they’re more reflective. At this age I’m not really sure. I know kids felt really good when we did the dress-up day. One day we dressed in all red, white and blue. We had a specific day and then we had a sing along of all patriotic songs. I felt really good about that.

Was that pretty successful? Do you think children felt good about that?

That was that whole October. Yes. It’s so hard for me to know if they’re reflective at this stage. They’re all five to 12 years old. Whether they’re reflective or not I’m not really sure.

Has anything that teachers have told you prompted your thinking along some different lines on that? Have they shown you some posters or pictures or shared conversations that children have had with them? Does anything come to mind?

Time is so healing, but we did get pictures and drawings that kind of pulled at your heartstrings over September 11th. Crashes and fear and that kind of thing. We just dealt with them as we saw them and encouraged parents to deal with children and their fears.

Do you think you’ve seen any curricular changes or teachers doing something more or less than they did before because of September 11th?
Today they're doing one of the songs. It is "Welcome to Our World" that we're singing. It's K-2 tonight, and they are all children's nursery rhymes. I don't know if you know the song that was in Finding Forrester, "A Wonderful World," and then they're signing for that too. There's a little more getting back to good times, good feelings. "Twinkle, Twinkle Little Star," "London Bridges" and that kind of thing are what is being sung.

That kind of goes back to unifying, too, though, doesn't it?

Yes, it really does. But it's just K-2. The other kids were there to watch. We had a few issues.

I understand that. Those big kids think they know it all, don't they?

Yes. I think it's the time of year and the frustration.

Do you consider your actions in response to the terrorist events of September 11th and the days and weeks that followed to be connected to national security? As you know, that was the last question on my survey. For the past six decades education has been painted as an important player foundational to concerns of national security. Did you think of yourself that day as connected to national security?

I guess I would say I was connected. Only in a feeling tone I should say. The other thing that did come out of this was a major negative. We had a bomb threat called in during February, and it happened to be an after school program that the district had hired to come in called Amazing Science. She (the leader) called and disguised her voice to try to make it sound Middle Eastern. So we had to evacuate and send the kids home and had a lot of ramifications. We didn't catch her until she did it again in a surrounding school about 25 miles from here. I was like "You rat." The secretaries thought it was a Hispanic or Russian. It wasn't because the other school was real clear. She was trying to be Middle Eastern.

Things like that just put you almost in a state of madness because you think all the things that your children have gone through. Even though it's not directed at you, it also still affects them.

It affected the children. It added another fear factor in parents. We got through that too. It made me more aware of how vulnerable we are. No other elementary building had a bomb threat.

That's not the typical place you hear of a bomb threat.

This lady didn't want to come to work.

That's what I was going to ask you. How awful. Has she been charged?

She went into a psychiatric ward. The local police are so enthralled with these two missing girls that they didn't have time to go to get her.

It's minimal compared to that, but look at the impact on kids.
They did turn it over to the city attorney and said I would be subpoenaed. I would be more than happy to come and share my perspective if they needed any more evidence.

Oh. I bet. You're thinking, "I don't ever want that to happen again."

She signed in here every day except that one day. When I called the company she worked for, they were sure she had done it here too. She just didn't want to come to work. There you go with the Middle East thing. I do believe that was what gave us a little more oomph, she thought.

Sure. She was trying to utilize something to her advantage. What poor taste. Is there anything else that you can think about that day or the weeks after that really struck you? They're saying that this is going to be a defining moment in this generation's life.

For me, I think it's the fact that it was something that I never envisioned. I'm 50+ years old, and I never dreamed that this would happen. It really made me wonder about our own security in the country.

As a principal, you almost get prepared because you have many crises almost every day to some degree.

We really go through crisis training. We did this before September 11th.

Do you feel that that helped you be prepared mentally?

Yes. I have a little flip top. I could go right down-directive response, dangerous person on campus, suicide attempt—all those things. It flips up and gives me a step-by-step of what to do.

That's a handy format for a written plan. Thank you for your time. If I quote you in my dissertation or future writings, I will not use your name. Instead I'd identify you as a respondent by your state and size of community. Would that be okay with you?

Sure.
Diane McCarty—DM; Elementary Principal—EP

DM Let's start thinking back to September 11th. Think about what happened in your school that day. How did you respond to the crisis?

EP Out here everybody was on their way to work when they heard what was going on. I heard about it on the (car) radio coming in. Of course as soon as I got in (the building) I put the radio on in my office. People were coming in talking about it. Some of the kids, the little second and third graders, were making comments that are totally not factual, but their perception of what occurred. Five or ten minutes before class started, I called all the teachers in to a meeting in the faculty room and basically let them unload a little bit because there was a lot of emotion going on that day. I told them that they needed to be strong on the one hand, but that it was going to be a very traumatic day for the kids. We expected to have some kids not show up. Things were unfolding at that moment, so we didn't know what would be happening next. Actually our attendance was only down by about three percent.

DM Were you expecting more?

EP Yes. I have a very reactionary parent population that can tend to be over indulgent.

DM You must have had previous experiences with this, in other circumstances.

EP Not as severe as this. We're in earthquake country and you know how parents can react if there's any type of a potential disaster. I just told the teachers to try to make things as normal as possible for the kids so they have this as an anchor location. They need to have something solid and if you freak out, they're going to see you freaking out and they're going to freak out. I told them that they're going to want to talk about it so you go ahead and you talk, just be sensitive to what you say and how you say it. Depending on your grade level, second graders' perceptions are going to be totally out of whack. Sixth graders deal with current events already so they have an idea, but still a little bit of a warped idea of how the world works. So based on grade level, react accordingly and discuss it accordingly and appropriately.

DM Did you feel your teachers handled that well?

EP They did a wonderful job.

DM What kind of feedback did you get from parents?

EP They were quite happy that we didn't make a big deal out of it. We did not call an assembly. We did not do a big all call over the PA. I kept the teachers updated so I told them to keep the TVs off in the rooms. We kept them updated on what was going on as we heard it. Of course, there was
a little rumor that was going through. Basically what happened is I would put things in their (teachers') mailboxes, and they would come out in their prep time or break time and read what was going on.

DM So you gave information as the day went on. Did you send anything home that day or the next day?

EP Just a simple letter that day telling parents that this is traumatic for everybody and for their children's sake discuss it with them, but try to keep things on an even keel for the kids' sakes. Whenever anything occurs, whether a teacher has died over the weekend or some kids are killed in a car wreck or everything up to some major things like Columbine, the first thing we do in education is we tend to broadcast it. "We have counselors on hand for everybody to come talk." I think a lot of kids play into that.

DM Elementary children do. I know what you're saying.

EP I didn't want to create that kind of scenario for the kids. On one hand, you're not ignoring it. You're acknowledging that something historical and tragic has occurred. But I don't want them to go overboard with it either.

DM You were trying to balance it.

EP Hysteria does not help situations.

DM That's why keeping TVs off perhaps helped what you were trying to accomplish because that certainly sensationalizes everything. The repeated visions going over and over don't seem to help calmness. Do you have a crisis management plan for your school?

EP Yes.

DM Were you able to utilize it or was it not appropriate?

EP It didn't really fit on this one. I looked through what we had in case we were under attack and that was more if we were under direct attack here. I reviewed it in case something did start happening in this area. We're 60 miles north of a major city. Not knowing what might be happening, I reviewed that. I asked the teachers to check theirs out also.

DM Has your district changed or added anything since September 11th?

EP No. One thing that I found interesting was that we didn't hear a peep out of our district that day.

DM You had no communication from your superintendent?


DM Were you really surprised at that?

EP I was at first shocked. Then I figured that this tells me if we ever are in an immediate crisis here then we're on our own. They (superintendent's office) sent a little e-mail out the next day.
DM I'm kind of surprised at that. Usually you get central office calling immediately. Maybe they decided you were all very capable leaders.

EP Yes. I would still expect some kind of communication from the superintendent's office.

DM I would have expected it too. I would have been looking for it.

EP I was. I kept asking, "Did a call come through?" I had to pick up a phone to see if they were working.

DM As a school leader, what actions did you take in the days and weeks following September 11th that might have been a direct result of the terrorist events, if anything?

EP I gave a heads-up to our counselor to let her know to keep some time available. We only have her two days a week so I asked her to be on call in case a crisis did come up. I sent a note home to the parents saying if they felt their child needed to talk to a counselor they could, but only if the parent felt a need. Rather than just leave it open for the kids to come in on their own.

DM Have you seen the school change as a result of the terrorist events and the climate that those events created?

EP No. We're a tight community as it is. It truly is a neighborhood school. The community, I think, tightened up a little bit and got to know each other a little bit more. But overall, school things have kept running pretty normal. I've seen more of an awareness with our staff about safety and disaster preparedness, but that's also because we've been focusing on it. We have a new disaster plan that we kicked in last school year and this year we got training for the staff because our plan is a true action plan. If we do have a major earthquake that hits while we're at school, we have to be prepared for that. We're at a fairly busy intersection so if there were a chemical tanker in a collision out there, we have to know how to evacuate and how to handle the situation.

DM So you think that your faculty has bought into the concept?

EP Yes. I think September 11th helped them realize that tragedy does occur at any time of day, and they better be ready for it as best they can. You can never be fully prepared.

DM And for the new ones that come up like this. Do you think that you have seen anything in the way of better citizenship skills or attitudes on the part of your students?

EP Not necessarily. Ours were pretty good in the first place. I think just more an awareness of their community. I've seen an increase in patriotism.

DM How has that played out?

EP In the primary grades the teachers had already been doing a lot of this. All the classes do the Pledge of Allegiance every day. In the primary
grades they typically sing a song every day anyway. You hear the
conversations at lunchtime with some of the older kids about things
happening in the news and weird little comments that they make. I've also
seen the flag used more. For instance, some of the themes that kids put
into different posters, whether it's water conservation or whatever, you'll
see an American flag whereas before you wouldn't.

DM Sure. That has heightened their awareness. I see what you're saying.
Do you think that your school is trying to impact students in their thinking
of democracy and reflecting on that democracy and what it means to
them?

EP Yes. This is a real life lesson for them. We stress a lot of citizenship,
involvement in the community. We have two polling places here at the
school so whenever there's an election the kids go through and they get to
practice on the ballot machine so they're understanding the responsibility
of citizenship. We're already doing that and this brought home the reality
of it rather than just a fun thing to play with.

DM I see what you're saying. Taking it a little more seriously. Do you onsider
your actions in response to the terrorist events and the days and weeks
that followed to be connected to national security?

EP As a school, no. I'm a pilot so, of course, this all hits home with me. At
the site we're already interested in security. We have doors we keep
locked, and we require people to sign in at the office and wear an
identification badge. We're already fairly security conscious.

DM It's been kind of interesting. I would have never dreamed that this would
be part of my study, but it kept coming up in my research. The connection
the government makes with education to the role of national security.
That is in the quality of education. Do you see yourself anywhere in that
picture as an educational leader?

EP I don't think the quality or the curriculum has changed. One thing that we
do stress with our kids, and we still tend to stress with our kids, is that we
expect them to think for themselves. Get all the facts and base their
opinions on what they see, not just on what they hear or what somebody
else expects them to.

DM So you were working on core democratic values anyway as far as having
students think for themselves, be responsible.

EP In one of the sixth grade classes one of the kids brought up the fact when
Bill Mauer made his comments on TV about how Attorney General
Ashcroft said he was unpatriotic. One of the kids brought up some
discussion on that. There again, we stressed what is the reality? You
have one person's opinion and another person's opinion. Are either of
those factual? They had a good discussion on what patriotism truly is.
Does it mean you blindly follow your government or is it okay to still
criticize your government in times of crisis?

DM Those were good discussions to have because there were statements
even at the government level that people were unpatriotic. I found some
articles where people were criticizing other people for saying that multiculturalism should be considered more in-depth now. They were saying that's just ridiculous. It's been an interesting exchange of thinking on some of those issues that have been on the surface for quite a few years. That sounds like a really good discussion as far as supporting what you are expecting from your students anyway. Thank you so much for your time. If I quote you I won't use your name, but I would use your community size and your state. Would that be okay?

EP  Sure.
Respondent 16

Diane McCarty—DM; Elementary Principal—EP

DM  Think back to September 11th. Tell me about what happened in your school on that day. How did you respond to the crisis?

EP  We actually got the information via the parents and television before we heard anything from central office. The social worker and myself and a few people just chatted really informally. I typed up a very short description of the information that I had at that moment and requested every staff member to send a student down to the office. We gave them a paragraph folded over and stapled and said, “Here, take this back to your teacher.” We made sure every adult in the building got it. It basically summarized the information that we were able to get from the television, and it directed them to turn off their televisions and any radios but to continue working normally. Continue to do their schoolwork. We also canceled outside recess but the rest of the day went on as normal as yesterday.

DM  How did you explain cancellation of recess to children?

EP  We didn't really do that. We just said that they weren't going outside. The feedback we got about that afterwards was that they (teachers) wished we had said something to the kids about why. What happened was that they (students) started making up stuff. What they made up was not accurate. But it wasn't a big deal, to be honest with you.

DM  So the children were unaware?

EP  Unaware.

DM  Then the next day you probably dealt with more of that.

EP  The next day the staff members were directed to have a conversation with the kids about everything that we were doing and to reassure them that, as far as we were concerned, they were safe here at school. Every school was involved so we couldn't use the crisis team. We had to just use the people who were in the building. We do have a full-time social worker and a part-time school psychologist and various other support staff so we made it clear that the kids were to be able to have access to those individuals even if it wasn't your scheduled time.

DM  So the team was not employed because it involved other schools, right?

EP  There's a district team that goes into being when there's a death or suicide particular to that building. The same principle applied here so it worked beautifully. We all know how to do it and access it. The teachers were good about that. I think that there was also some discussion in classrooms. That part we met with the faculty to go over the next morning before school started. The faculty met with us and we talked with them.
about what would be appropriate to say and the support that was available for them.

DM That was great. So you had a chance to collect your thoughts and then give information out to the teachers. Were they pretty responsive to that?

EP Oh yes.

DM So you feel like your crisis management plan training or background helped you on that particular day?

EP Yes.

DM As a school leader, what actions did you take in the days and weeks following September 11th that were a direct result of the terrorists events, if any?

EP I sent three staff members to a crisis intervention conference. They actually came back from that conference and wrote a building level crisis intervention plan. It articulates all the steps that we would follow in the event of any kind of crisis. Once they planned it out we took it to focus groups. Those people responded to it, and we made some minor changes. Then we enrolled people in volunteering so that we now have a person who is sort of the designated contact. If September 11th were to happen now, people might have a role that they didn't have on the 11th. What ended up happening on the 11th is that I did put a person at the front door. We lock all the rest of our doors anyway always. But our front door is not locked. We had several greeters at the front door because many parents came to take their children home, and we allowed that. We facilitated getting their kids as quickly as we could with no questions asked. We didn't try to discourage people from taking their kids.

DM So you wanted to have high visibility?

EP Absolutely. We wanted to make sure that we were checking everybody that came in. We had a little script that we gave out for everybody who was answering telephones so that everybody was saying the same thing.

DM That was good. Did you come up with that quickly?

EP Yes. I already had been to a training after Columbine so I really did have that presence of mind. That's one of the things that they recommend that you do so that the same message goes out to everybody.

DM So obviously your previous training did help a lot.

EP Absolutely.

DM That's neat that you had more teachers take some training so now you have more on board who are trained and feel adequate in these circumstances. Have you seen your school change as a result of the terrorist events and the climate those events created?
EP  I think so. I think that people are more cautious. Whether it be the kind of field trips that teachers are planning or parents' response to our request to do that. I actually also think that there's sort of a heightened awareness this year of people responding to what they perceive as acts of aggression or violence against each other.

DM  They're a little more concerned about that?

EP  Yes, I think they are.

DM  How does that play out? Parents are more interested in solving the problems?

EP  Yes. We already have a character counts program. It's a conflict resolution program, and we've been doing it for years. I find that there's less of a resistance to the coaching that I give to people about the things they should say to their kids when they begin to hit others.

DM  How interesting. So a little more acceptance of a better way to handle situations versus the possible destructiveness of it?

EP  Yes.

DM  How do you think that plays out in children's minds? Do you think they're making any comparisons?

EP  I don't think the little kids are because I don't think they have that schema. I think the fourth and fifth graders might be. In this school it's hard to tell that because we've done "Character Counts." This will be our second year. They (students) are much more aware intellectually of judging and evaluating their behaviors and the behaviors of others. Instead of keeping quiet about it, they're actually talking about it. They might say, "That's really not right to do and here's how I know that." In that sense, trying to coach people out of doing it.

DM  So they have a common language. Sometimes an event like this can heighten awareness of responses to something like that as well. Have you seen anything in the form of better citizenship skills or attitudes on the part of your students?

EP  Absolutely.

DM  In what ways?

EP  I don't necessarily think it has anything to do with September 11th because I really think it has to do with an openness to the content of the Character Counts program. They're more receptive to the lessons and maybe even more receptive to the value of engaging in a lesson. That would be my assessment. We do a newsletter every six weeks and there's a portion in there about parent advice. It seems to me that parents are taking more of an interest in that than they did in the past.

DM  Do you think that might be reflective of September 11th?
EP I do.

DM The adults have a different mindset about it than the children will.

EP I've always encountered parents to say, "Well, that's what kids are like. That's what kids do." Almost an acceptance of bullying as a part of life. Now what I'm hearing is that that's not necessarily the way it has to be, and we could have an impact on that. There's still some resistance to it because they're okay with it as long as it's not their kid, but it's less than it used to be.

DM How interesting. What's interesting is if those parents buy into it, then we'll have better students overall anyway. Do you see either through your Character Counts or other things that you're doing in school more reflection of students or a commitment to democracy in your school?

EP I think so. I think that people are more receptive to listening to the points of view of others. There's far more tolerance. We're a pretty culturally mixed school. We actually reflect the nation at large. We're different than most of our community because this is a primarily white suburban white middle class community, but this school is really racially mixed. The percentages that we have really reflect my understanding of the United States (population mix).

DM That's neat. So you feel pretty good about that.

EP We're not just one race. We have a good mix of Hispanics, Latino, Asian, and Caucasian. I think that there are a fair number of Pakistan kids here. I had one or two phone calls from parents about what kids were saying. In one instance somebody was being called Osama (bin Laden) for something that he was doing. His parent was very respectful when she came in to talk to me about it including, "I understand where that's coming from and it's not acceptable" and making sure that I took care of it. It was a piece of cake to do it. It was so easy. I don't have any parents who would say they want their kid to be like that. I appreciate that about them. As much as they may say and do things like that in their homes, they're not right wing necessarily.

DM Way over there.

EP Frankly, I think some of them are at home, but their public side is to be more democratic.

DM Have you noticed more patriotism?

EP Absolutely.

DM How has that played out in your school?

EP We do the Pledge of Allegiance every day. Kids and parents alike are more into doing that. We do it at every assembly. We always did. Especially initially there was a lot of clothing that had the flag on them. Our PTO did a display in the hallway that was in honor of the victims. So there's been a little bit more of that.
DM Did you do anything else that was in direct link to the victims?

EP We did two contribution drives. Our student council did one. We did one in response to President Bush's request. Then we did a ceremony by our flagpole. Actually the newspaper came and covered that. I think there was a request that might have come from the president that everybody was going to do that at the same time.

DM Sure. That was that "Moment of Silence" on that Friday.

EP We participated in that, and we invited the kids to bring one dollar, and we sent it for the Afghan children.

DM How do you think that impacts children? Capitalizing on circumstances like that? Do you think that helps them understand patriotism?

EP I do. More than patriotism, I think it helps them understand caring. That's in citizenship. I suppose citizenship and patriotism are closely aligned.

DM I think it depends on what you do with the patriotism. Patriotism can be very surface oriented, but you're talking more like getting into democratic principles with your character counts particularly. It sounds like you're really trying to emphasize a deeper meaning associated with patriotism and citizenship. Do you consider your actions in response to the terrorist events and in the days and weeks that followed to be connected to national security?

EP I think that they're supportive of it. But that one didn't resonate with me as much as some of the other questions did (on the survey).

DM I wouldn't have even thought that would have been in my research, but it came out through all the literature review. I had to laugh. I said to my chair "I think we're going to use national security in this." Some of that connection with the government has to do with the quality of education. That quality of education impacts national security in the government's view. Do you see yourself anywhere in that picture?

EP I've done a fair amount of flying this year. What I really get is that as much as it's a bother to me, I've very willing to go along with what people are asking me to do. To a certain extent, I think that sometimes as a society we have criticized and complained about what the rules are, like how to play the game and what we need to be doing. I actually see less of that now. There's more of an acceptance that this is how you have to do it because it keeps you safe. What we're doing in the schools is setting the mindset for kids. I see why you don't want to have to stand in line, I see why you don't want to have to not play during this five minutes that we're asking you to wait, but that's what is going to keep everybody safe so that is what you have to do. There's more of an acceptance of that in their life.

DM That's a good parallel. Certainly rules are there for a reason and children don't always see the reasons. Anything else you want to share with me?

EP I think we've covered them all.
Respondent 17

Diane McCarty—DM; Elementary Principal—EP

DM  Let's reflect back to September 11th. I want you to tell me what happened in your school that day. How did you respond to the crisis?

EP  First of all, we all got here in varying degrees of not understanding, being shocked, being horrified and knowing that whatever was happening was not as bad as it was going to get, really only a beginning. We did hold a staff meeting in the morning before the kids arrived. The emphasis in that meeting, which was less than 15 minutes long, was what do we know for sure and what is it we want to reassure kids about the most. The decision was that we wanted to reassure kids that in good old Oregon we were pretty safe in the short term. We wanted school to be a safe haven for kids. We had a discussion. We didn't decide to set up a safe room. We decided that teachers would take whatever time it took that first day. This is all first day thinking. Talk about what kids needed to talk about. Make sure that what we knew was true, what was real or speculation or rumor. The kids couldn't understand that that we didn't know everything for sure yet. We kept the kids pretty well grounded in the events of the day. There was a TV set on in the staff room during the day so that teachers could catch some of the updates.

DM  Your students would have been coming after it happened, so your students came with some understanding.

EP  They saw it on TV.

DM  Sure. Your students would have come with knowledge.

EP  At the breakfast table Bryant Gumbel was reading a story about the first plane and behind Bryant on the television you can see the second plane fly by and into the Towers.

DM  For me, I was on my way to work so I heard it on the radio. I was in first disbelief.

EP  I was sitting with my wife at the breakfast table. I won't pretend that's something that we do every day. It happened that day and the TV is on and Bryant is starting this story about the airplane hitting the World Trade Center.

DM  Did you think at that moment how it was going to impact your day or did your mind go immediately into what mode am I going to use for crisis management? What were your thoughts?

EP  I tend to think in terms of nurturing kids. When the second plane hit it was a matter of trying to get some perspective right away. I got out of the house as quickly as possible knowing that I wanted to be here (school) and as much in control and poised as I could possibly be because I think
that administrators who can do that create calm in their building in the worst situation.

DM So you were highly visible that day?

EP Absolutely, away from my office except for minutes at a time. I would come in and check the national broadcast. Up until about noon our time they stayed pretty well with news reports. When the talk radio format started, it became worthless. It was gossip. I did get into classrooms a lot. I did talk to fifth graders for a good long time. I actually talked to them a couple of different times.

DM About the incident?

EP About the incident, about their feelings, about what we could do. This is now stretching it into the second and third week after the incident. We ended up doing a large fundraiser. Actually we started with one clear water bottle, those great big ones, and set that out in front and put some balloons on it and said, “If you want to bring something, we’ll send it through the Red Cross to New York.” We ended up filling two of those. It was close to $1,100. It was cathartic. It gave kids an opportunity. What I wrote in my newsletter was that this is something we want kids to feel empowered to help, so don’t send money with your kids. Let them find it. I had a couple boys who went out and did a bottle drive. They brought in 70 some bucks.

DM The people they were raising the money for are clear across the country, but obviously your students felt an empathy for them.

EP We have a number of families who are in either civil service or in law enforcement. We actually don’t have any fire fighters, but we do have 9-1-1 workers and some other folks who are pretty well connected in the system. There was a real connection there.

DM Do you have a crisis management plan and did you use it on that day?

EP We actually do have a plan. We have a district and a building plan. Like I say, we considered the different elements of the plan as we went. We took some of them, like having several staff meetings. That first week I met with teachers probably four times in six days. Some of those meetings were real short; they were just updates. We considered that first day if we needed the safe room or if we needed to send kids home. We ruled that one out because there’s nobody at home to look after them and nurture them. The district did a letter to all parents saying we have our crisis plan, and we’ll put it in place. We’re going to look after kids. What I did and what I think most principals in our district did, is you get the letter. It’s well written, but you modify it. Make it fit your building. You put your letterhead and your signature on it so that it’s something that your parents recognize that you had some ownership in.

DM As a school leader, what actions did you take in those days and weeks following that might have been a direct result of the terrorist events?
EP Reassuring folks was the biggest thing. In order to reassure myself, we did an intruder alert drill. We practice them every month. We do an evacuation drill. Then I always combine that with one of the other drills. We’ll either start them with intruder alert, or we’ll start with an earthquake alert. We do those things pretty routinely. Sure enough, we got a break in the weather, and we practiced that. Then we did the safe room thing that I told you about. That went a long way. We considered at one point meeting with parents and ended up not doing it. Didn’t feel the need to.

DM Have you seen your school change as a result of the terrorist events and the climate those events created?

EP We’re pretty far removed. I could see where some schools, particularly those in metropolitan areas that have had more threats, would be more impacted than we were. I think for most of us in our area, talking to other schools, it’s changed perspective a little bit. I don’t think there’s any implied threat. I don’t think that anybody feels that their school is in danger. We have a pretty multicultural environment in terms of international families because of the university. One of the things we worried about both in our schools and community was reaction toward folks from the Middle East who live here.

DM Did you see anything of that in your local district?

EP Inside the schools I don’t believe we had any incidents that you would refer to as overt, actual prejudice or discrimination. There was some stuff that spilled out of the community and into the high school that got dealt with very quickly. There was some back peddling and apologizing. The first or second night the community did a very open ecumenical kind of prayer meeting in a theater and had speakers literally representing all parts of the world. All of the civic leaders were there, more people in government than civilians. It felt good to go. It felt good just to be some place where other people were concerned. That was part of the community response, it wasn’t directly the school’s response.

DM Do you think that you’re seeing anything as far as better citizenship skills or the formation of better attitudes on the part of students as tolerance of others?

EP We’ve been doing that pretty hard in this district for a long time. Do I see it being better? No. I see it getting more recognition from the press.

DM That makes sense. I see what you’re saying because it’s been an ongoing commitment for your school.

EP It has. It’s very much an ongoing thing in this community. One of the most active committees that volunteers for our city is the Human Rights Commission. It’s 15 years old. Our city is a pretty broad-based community and really prides itself in that.

DM Have you seen more signs of patriotism, and do you see this reaching into any depth?
EP That I do see. Lots of American flags are still displayed in people's vehicles. Lots of those kinds of things.

DM Did you see more of that at school in artwork or songs or anything along those lines?

EP Yes. Individual kid stuff seemed to reflect that. The other thing we did, we do once a term and we're on a trimester basis right now, was recognition of some group of folks. We invite guests. One of the things we did at midwinter was to invite public safety workers.

DM That was neat. Was that something that you hadn't done before?

EP Not specifically that group. We always do school color day, where you wear your school colors. We always do grandparents day in the spring. In the winter we added one for public safety workers. We invited law enforcement and firefighters and emergency medical trainers. We had some search and rescue folks here with a dog. They had lunch with the kids, and we called it Hero Day.

DM What a great idea.

EP We served slices of hero sandwiches.

DM Do you consider your actions in response to the terrorist events and the days and weeks that followed to be connected to national security?

EP In a sense that taking care of kids is a national issue. I view my job as taking care of kids and the teachers who look after them. I guess that's my contribution and it's national in scope. When I think of national security, I think more of the military.

DM It kept coming out through my research how the government sees education, the quality of education, as a key piece in national security. Thank you so much for your time. If I would quote you in my dissertation or future writings, I will not use your name. Your information in this transcript would be used anonymously with only a reference to your state and/or community size. Would that be okay with you?

Respondent 18

Diane McCarty—DM; Elementary Principal—EP

DM Let's think back to September 11th. Think about what happened in your school that day. How did you respond to the crisis?

EP We didn't respond initially. We had heard it on the news. We were able to get word to the faculty that we didn't want TVs put on. We more or less let the teachers know individually. We didn't want to upset the children. We went room to room, told them there was an incident, told them to keep their TVs off. Basically the first day, we did not want to alarm the children. So we alerted the staff through a memo and through door to door notification. It wasn't until the next day that we addressed it with the students.

DM How did you address then?

EP We met with the teachers briefly before school. We gave them some guidelines to promote discussion within the classroom based on the age of the students. We go from kindergarten through sixth grade. We told them to see if they had heard what happened when they got home and then just to proceed from there.

DM Did you have any parents call that wanted to remove children from school that day?

EP Not many. We did have a few calls. I would say it was less than 10.

DM Did they come and get children?

EP Yes.

DM Were you surprised at that or not?

EP No, I was not.

DM It depends on where you were in the country. I'm finding some similar responses. You were already in session; your children were already there so you were in the midst of your day. Many schools did choose to do what you did, which was not talk about it. They were going to let children go home and find out about it, and then discuss it the next day. What have you seen from children's responses since that day and in the discussions with teachers and counselors?

EP In the days and weeks following the incidents, the teachers reported that there were a lot of questions on a daily basis. We told the teachers just to answer the questions as honestly as they could. We got some periodicals from the Red Cross, and we distributed them based on the age of the students. Just as students needed to talk about it, the teachers would discuss it with them. If any students needed to see the counselor, she made the teachers aware that she was available. For a few weeks,
students were quite apprehensive. It's been pretty calm since November. Not many students are talking about it anymore.

DM Do you think being in Pennsylvania where that last plane went down made any difference to your students?

EP We're quite a distance. That's near Pittsburgh, we're near the northeastern part. I don't think so.

DM Do you have a crisis management plan for your school and was your plan helpful on September 11th?

EP We don't have a crisis management plan. We have the beginning stages of one, but it's not in its final stages. We just utilized any resources that were available to us through our counselors. If we needed to use a local counseling center, they were on call. We just used whatever local resources we had.

DM Are you adding something now about this type of crisis into your plan?

EP Yes. That's going to be addressed.

DM As a school leader, what actions did you take in the days and weeks following September 11th that were a direct result of the terrorist events, if any?

EP Our school has always been a very secure place. Our doors remain locked throughout the day. We have television cameras and monitors inside the building. We have cameras outside and within the building.

DM That's interesting. I'd not heard of that at an elementary building.

EP We got that through a grant. So the hallways are monitored; the entrances are monitored. So as far as building security, we really haven't had to do that much.

DM I'm sure it helps with behavior in the hallway too.

EP Yes, it does.

DM How have you seen your school change if at all as a result of the terrorist events and the climate those events have created?

EP I believe it's brought the school closer together. Through all the discussion we did a fundraiser. We sent a letter home to the parents telling them what we were doing in school, to talk to the children about the events, and that we asked them to send in a donation to the Red Cross. We had almost 100% participation.

DM Wow. That's pretty good.

EP We had maybe 98% participation.

DM Were you surprised at that?
EP Yes. I was surprised at the response. In the week that followed the events, we had a PTA meeting that was regularly scheduled, and we addressed it there with the parents.

DM That was a good idea. Do you have well attended PTA meetings?

EP Yes. It was the first meeting of the year. It was our "Meet the Teacher" night so it was a big turnout. We told the parents that our first reaction was to not react. We just explained what we did that day. We felt it was better not to alarm the elementary students. We felt it was better for them to go home, hear it from their parents, and then we would address it the next day.

DM Did you get any feedback from parents about the way it was handled?

EP Yes. We got positive feedback.

DM So you felt good about that then.

EP Yes. We had all positive feedback.

DM That's good. If you would have had some negatives, you certainly would have heard about it.

EP As a matter of fact, one teacher initially had heard about the attacks and within about five minutes put her TV on. We told her to turn it off. One of the parents in that class did complain. She said she didn't think that was appropriate, and I had to agree. I said the teacher was only concerned about safety and her intent was not to alarm the students. It was first grade.

DM I can see that. The younger they are the less they want kids to know.

EP But only one.

DM You've talked about some changes as far as making your school closer and so on. Do you think any of this has resulted in the formation of better citizenship skills or attitudes on the part of the students?

EP Yes, I would say so.

DM How is that played out?

EP Maybe the classroom teachers are more aware of it. I don't really know. I know that our students are generally very polite. We had an evaluation conducted here in our cluster of schools in our area. We have a committee that will visit schools periodically and do an evaluation over a three-day period. That's one of the things they found. That was done at the beginning of March. They said that our students are very polite and mannerly and compassionate.

DM What do you think has made that true in your school?
EP: I think it's a combination of the good relationship we have with parents and our faculty. They are veteran people. They've been here at least 20 years, many of them.

DM: Have you been working on any plan of character development or anything like that that may have added to this as well?

EP: I know our counselor addresses it in her guidance curriculum.

DM: Is she in your building one hundred percent?

EP: Yes.

DM: So she does some guidance pieces with every classroom?

EP: Yes, she does. She does character and responsibility.

DM: Sometimes that plays out well too then. What about patriotism? What have you noticed in the area of patriotism?

EP: Wonderful. A lot of positive things there. Each year we have a production. This year the first, second, and third grades did a patriotic theme. The kids were really excited about it.

DM: Is that something that you haven't done in quite a few years?

EP: We haven't done a patriotic theme ever. It was always cartoons or children's literature, more contemporary. But this was strictly patriotic, red, white, and blue. The crowd loved it, and it was very timely.

DM: What imprint do you think that makes on children?

EP: Oh, a very positive imprint. I think it embellishes the patriotic spirit. It just promotes patriotism.

DM: Do you do anything at your school through discussions or current events that try to help students be reflective in their commitment to democracy?

EP: Yes. It's addressed through the curriculum to promote democracy. It's addressed in our social studies curriculum. Just last week the elementary PTA had a presentation for the various grade levels, k-6, on respect for the flag and the history of the flag. They paid for the presentation. It went over very well. The kids were very enthusiastic about it.

DM: You can see with more emphasis on that, kids will have a deeper link or connection to not only their school but their community as well as their nation perhaps. My last question deals with national security. Do you consider your actions in response to the terrorist events of September 11th and the days and weeks that followed to be connected to national security?

EP: Yes. We always promote safety. We talk about safety. It's been addressed in our building safety, to what precautions we've taken here.
It’s addressed in safety classes through physical education and the health teacher. Just through our curriculum we feel we do address it.

DM That’s interesting. So you really feel like your curriculum gets to democratic principles, gets to safety issues.

EP Oh definitely. I’ve been here 16 years and I know the atmosphere and I know what’s promoted and what’s not. You sort of have your finger on the pulse. We always try to remain current with our staff development and our materials. We believe that we are growing in the right directions to achieve quality education.

DM So you see a real push on quality education?

EP Yes.

DM Is there anything else in those days or weeks or responses of students you’d like to share with me?

EP No. You’ve been very comprehensive.

DM I appreciate your time. If I would quote you in any future writings, I would not use your name. Instead I’d identify you by use of your state’s name and/or district enrollment and/or community size. Would that be okay?

EP Sure.
Respondent 19

Diane McCarty—DM; Elementary Principal—EP

DM I want you to think back to September 11th. Tell me about September 11th and what happened in your school that day. How did you respond to the crisis?

EP We got a couple of calls from parents saying that there was a crisis. I logged onto the Internet and saw what was going on. I printed out an informational flyer, and we put it in all teachers' boxes. We sent that around to the staff so they were aware that something was going on. This was around 9:30-9:45 (a.m.). Then we put the TV on in the teachers' room so teachers were going in and out and checking. Then it was the Pentagon too. Then it was like, "Oh dear, what do we do?" Then around 10:45 we noticed that St. Mary's, a parochial school just a couple of blocks from us, was evacuating to us. I said that I needed to let the staff and students know that something is going on. I held an immediate assembly in the gym and just said that something terrible was going on in our country and that they were safe at school. St. Mary's was coming to us and that they would be in groups and to be supportive and friendly. I didn't want to scare the kids, but reiterated that they were safe. We were going to have a moment of silence and a prayer for the victims of what was going on in the United States.

DM You had your moment of silence before it was even designated. Good for you.

EP The tone was remarkable. Very solemn, very well received, very well respected. The children knew I was very serious. It just gave everybody the information. St. Mary's is just a block from the federal building. The federal building was being evacuated and the state capitol was being evacuated. We were affected by a lot of parents working in those two buildings. So they started to go and take out their children, but we ended up with a full day session. We did not dismiss school early, just St. Mary's did. We did our best. We fed their kindergartners and first graders and took apples out to all the other grades. They were all picked up by 1:00 (p.m.) so that was no problem. We just offered cell phones and support and just helped with that whole transition.

DM That was interesting. Then your students really became mentors to St. Mary's students in some ways.

EP We didn't have a lot of interaction. St. Mary's teachers needed to be responsible for their children, so they were in groups on the playground. Our children were out there for recess. They did kind of interact and maybe chat a little bit, but it wasn't a lot. St. Mary's teachers wanted to keep their children because parents were coming consistently to pick up St. Mary's children.

DM Those parents knew to come to your school?
Yes. They all got called by cell phone. Like we have here in the building, each teacher has the emergency card for each child even though we have it in the office. So they have a ring to always grab whenever we have a fire drill, whenever we go to a special whatever. All the students pertinent information is on these cards so we can all be out there and calling parents as soon as possible.

Did you have many families pick up your students?

I would say about 40 students got picked up.

Were you surprised at that?

No. Not when the federal building in the state shut down. It wasn’t just the state capitol; it was all the state agencies.

Do you have a crisis management plan at your school?

Yes.

Did you feel that plan was helpful on September 11th. Did you use it?

We used it as far as the crisis team going into action and helping with St. Mary’s. Our lead teachers on that were jumping in and being out there with check-off lists and helping us check off the students that we had. We did have quite a few right at lunchtime that parents came to get. They helped the secretary here in the office. There were a couple of people outside so as parents came we could check off our students that went too.

Do you feel that that background planning helped you at all during this day?

Definitely. You’ve got the support too. I went to a couple of people and said, “I’m going to do an assembly” and they said, “That’s a good idea.” It’s just not me making the decision. I just said this is what I feel I need to do, how do you feel about it and they said to go for it, that we needed to inform the students and the staff.

Do you think you would have handled it differently if St. Mary’s had not been evacuating to your site?

Yes. I don’t think we probably would have had the assembly. We probably would have tried to stay status quo. We did have an administrators’ meeting shortly after that to kind of unwind and talk about it. I was the only one that notified my students that day.

It probably changed because of them coming to your building. It would have been pretty hard to explain otherwise.

Right. The others kept school in session. The staff was made aware, but the students were not. In some classes in high school they had the TVs on. I did say that if they wanted to have the TVs on in grades four and five they could, but I really tried to limit it to a half-hour. They didn’t need to see the planes going into the towers over and over again.
DM Did you have any teachers that utilized the TV?

EP Two of them did. Two out of 14.

DM You were talking about your crisis management plan. Probably no one is prepared for this type of crisis. Has your district considered changing anything or not?

EP No. We just firmed it up last spring. We'd been working on it for several years, and it's finally in place. It's one of those things we spent a lot of time on my first year, which would have been three years ago. We had almost monthly or weekly meetings to make a plan. Then we came up with a district wide one. This year the initiative has been on writing. I brought it up at several staff meetings at the beginning of the year and then once in November, but it's time to come back and put it to the forefront again. I think it's one of those things you can't forget. Even though we have the plan, we have the booklet and it tells us exactly what to do. The state has put out one, and we're really following the state guidelines. Ours is pretty much like theirs. It's a great little booklet that has the flip pages. I've got it right here. Warning signals, school lockdown, bomb threats, fights, evacuations—the whole thing. You pick up the tab and it tells you exactly what to do.

DM A handy resource it sounds like.

EP I feel like we haven't addressed it enough this year. We are having a safety committee meeting on Tuesday where we're coming back together as a team and seeing what we have to do to bring it to the forefront for staff again.

DM There's so much at a school system to do.

EP There is. With the initiatives and everything, it's overwhelming.

DM As a school leader, what actions did you take in the days and weeks following September 11th that were a direct result of the terrorist events, if any?

EP We just kind of stayed in tune with everybody at the school. I said to my guidance person, "We may have some families affected personally by this. It can't hit that many people and not touch us." In the long run, it's surprising that we didn't. We did have a couple of parents who were very concerned about their children, and they maybe kept them home a day or two. I talked with parents as they phoned in and reiterated that we're a lockdown building. We only have the front door open. We have a camera on that front door; it is safe here at school. I reassured children. There were many six to ten year olds that might have had real concerns about the whole thing. They met with a guidance counselor and met with me. We said it's safe here, you're okay, but if you have concerns and you want to talk about it, you come to an adult. Just dealing with it on an individual basis after that.

DM Have you seen your school change as a result of the terrorist events and the climate those events created?
EP Not specifically. There was a lot of patriotism in the whole country. There was a lot of solemnness from it, what is going on in our world kind of thing. We did a lot to help support the effort. We did a major fundraiser for the Red Cross. We made over one thousand dollars. We also did the president's Afghan fund. We sent in over one hundred dollars on that. There was one class that might have done stuffed animals. There was talk of it. That was discouraged. The high school ended up doing that, so we really didn’t do it here. We gave the money instead, a lot of patriotism. We did a couple of bulletin boards of flags. The teachers all wore flag pins. We did that aspect.

DM Do you still see some of that?

EP Oh yes.

DM So that hasn’t died out?

EP No, which is good. We did do a ceremony. I went to the music teacher and told her that a lot of children don’t know some of the songs, like “America the Beautiful” and “God Bless America.” I asked her to please spend some time with those songs. She did, and then we went outside one of the days in the fall when they initiated some kind of prayer. We had the “Moment of Silence,” and we were around the flagpole. We then sang the songs. They were so beautiful. We did them twice.

DM How do you think that’s affected children? Those were songs that we learned as kids, but are not necessarily emphasized so much today. How do you think that’s affecting children?

EP I think it was wonderful. It showed our patriotism. Our Christmas concert ended up being a patriotic concert for grades three, four, and five.

DM Otherwise you might not have seen two patriotic assemblies in about three to four months, right?

EP Right. We do a monthly assembly and we recognize those citizens that are good. We’ve got themes going this year within the building. We’ve really worked on school climate, like using polite words and caring about each other’s feelings, thinking good thoughts, listening to each other, loving each other’s differences, being responsible. So we have kind of pushed this whole citizenship, which is good.

DM Is that something you were already doing?

EP Yes, we were already doing it. Our emphasis this year has been on that.

DM Do you feel like September 11th made it even more important to do that?

EP Oh yes.

DM How are children responding to it?

EP Beautifully. The incidences on behavior and the whole school climate being respectful and helpful have been stressed with the positive. In three
years that's been a big initiative of mine, to build that school climate, have the children responsible for their behaviors, helping each other, and not being disrespectful to each other. It's remarkable to see the changes.

DM As a principal I discovered right away that you've got to have them respecting each other. Otherwise you have continual problems. Have you seen less referrals?

EP A lot less. We're now rewarding them every quarter if they haven't had any referrals. Now we're getting into working with those referrals that are repeat offenders only.

DM Are you doing something special with them?

EP What they have to do is if they do have an incident report—we've judged it totally on—if you have hurt somebody's body, feelings, or property, then you have an incident report. With that incident report we decide if it's mean, very mean, or extremely mean behavior. We have a list of consequences. On the incident report the adult writes at the top part and the children have to go to what we call the process room. They lose their lunch recess, and they write a letter home to parents. “Dear Mom and Dad, this is what I did.” Here they are taking responsibility for their actions. “This is what I could have done and this is who I could have gone to for help. If it happens again, this is the consequence.”

DM You've got that pretty spelled out then.

EP It's very spelled out. We've got a whole grid made for the consequences. Three incidences that are just mean behavior, they just do their incident report. Parents get called on every one of these even though they get the letter home. I've made the classroom teacher also responsible to notify the parents. They're totally aware of what's going on.

DM That doesn't mean the child always gets the note home.

EP Right but we mail them home.

DM That makes a world of difference.

EP Also if it's very mean behavior, then the second incident leads to after school detention. I bet I've only had no more than 10 this year.

DM We've talked a little bit on how this has emphasized what you already had in place. Do you think you're seeing students more reflective or committed to democratic principles?

EP I don't know if it's since September 11th. I think it's more due to our whole place of citizenship and whole place of the school community being kind to each other. Our discipline policy is written in the positive. You are kind, you are polite, you are respectful, and you are helpful. We've got a consistent way of dealing with things. I deal with all of the discipline issues, and then they go to the process room. The guidance person has done a lot of classroom talk with this. If you do something that hurts somebody's body, feelings, or property on purpose then that equals mean.
We've done that as a formula that's around the building. We're all using the same language. It makes a huge difference. It makes us all consistent.

DM So you see your building as responsible citizens through the plan that you've been working on. How do you think September 11th added to that if at all?

EP It might have added. Just the caring, how much we need to care for each other and help each other. Through helping, through the Red Cross, we're feeling we're doing something. Also, the whole thing brought us together as a country, which was so good.

DM Do you think what was happening in the country also happened in your school then?

EP Oh yes.

DM How did you see that? What is evidence of that?

EP Like I said, we had one staff member who made flag pins, everybody wearing them.

DM Common activities then, things that people did alike?

EP Yes.

DM Do you consider your actions in response to the terrorist events of September 11th and the days and weeks that followed to be connected to national security?

EP Yes, I think possibly. I think it put us on heightened alert. It just makes you realize that it could happen anywhere. We had scratched on the door about a month afterwards, "There'll be a bomb on Monday." That kind of puts you on heightened alert. That any of these crazy things that are happening can happen here. The high school ended up with several bomb threats. It makes you very alert of what is going on and who's doing it and just to always be on guard.

DM Sure. Many of the reports that I've been reading paint education as an important player foundational to national security, mainly in the regards of quality of education. How do you see yourself in that picture? Or do you?

EP I think so. Quality education is a big part and a big part of that is citizenship, having that unity, that teamwork. Learning can't even happen if you don't have a respectful environment. Another big emphasis of mine this year in dealing with children is if they get a timeout and need to come to me, I give them about 10 minutes of quiet and then the first question I ask them, "Are you ready to be a learner?" It's making them responsible for their actions, not me saying, "Are you ready to go back to class?" That is their job. I do announcements every morning. I said, "Take pride in what you do today. Give 100% even when nobody is looking," those kinds of messages.
DM  Is there anything else that you’d like to share?

EP  I think I’ve given you most of the information.

DM  Thank you so much. If I would happen to quote you I would not use your name. I would use your state and probably your community or district enrollment size for identification purposes. Is that all right?

EP  Oh sure.
Think back to September 11th. I'm just going to ask you to tell me in narrative form what happened at your school that day and how you responded to the crisis.

what happened was my secretary said to me that one of our special education teacher consultants had said that a plane had crashed in New York. I have a TV in my office, mainly for bad weather days, so I turned it on. Of course, the initial reaction was oh my goodness and probably three minutes later the second plane hit. Then all of a sudden my guidance counselor happens to walk in. We looked at each other, and we said we better tell the staff not to put their TVs on. That was my first reaction. They all have TVs in their classrooms.

How did you inform them?

She went one side. I went the other side. My building is like a rectangle. The left-hand side was all lower elementary and the right-hand side is upper elementary. I just disturbed teachers and went into each classroom. I pulled the teacher aside and talked to the teacher. That's what she did too. Our district felt that one of the problems at Columbine was that everybody was using their cell phone so the district bought all of the administrators Nextel because we have the Walkie-talkies. Halfway through the time that I was going to classrooms, my immediate boss, who is the director of elementary education, Nextelled me and said, "Make sure that you go and talk to staff and be sure nobody turns the TVs on. We will be faxing you a statement to be made to the kids." What I told my staff was that when they had breaks and kids went to specials that I wanted them to come into my office and watch it there. I kind of opened that door because I didn't have much info at that time.

No, you were right. You were off informing people at that time.

The other message from central office was to just inform parents that we are safe, (we have real, real strict security features in place) that we were going to be sure that the kids weren't aware of it, and that we would be making a statement. Well, many of the families, probably within an hour, I had 20 parents here so I just gathered them in my office.

Did they pick up children then or what?

Some picked children up. We didn't fight it. We just said we feel we are very safe and comfortable but told parents they had to do what they felt was best. So some did take their children, but very few of them. The majority of them I could just talk them into being here with us. We drank coffee and we talked and we reassured parents. Many of them stayed and had lunch with their kids. The statement that came out was just a very basic statement. What we decided was that at third, fourth, fifth grades it would be read to their students because we have a lot of parents
in our district who pick their students up for lunch and bring them back. We wanted kids to hear something from us before these kids who had been out (to lunch) came back and started talking.

DM So you were already informing them in the morning?

EP What we did was informed them before lunch just in case kids came back from lunch and went on the playground because we have lunch and recess back to back. So everyone knew before lunch. So at three, four, and five they read the statement (I don't have a copy of it now), but it was very basic. "There were two plane crashes in the World Trade Center and we just wanted them to be aware of it. There was nothing for us to worry about."

DM How did you feel about the central office giving you a specific statement to make?

EP I liked that. I really liked it. What I did was take it a little further. With kindergarten, we didn't even worry about it. With first and second I met with the staff and said, "How do you want to handle it?"

DM Sure, they know their students best.

EP First (grade) said they didn't want to read anything. Second (grade) said they weren't going to read it but that they were going to talk about it, just to say that there was this accident. Then I went back to the third, fourth, and fifth grade teachers. I told them that first and second had chosen not to read it and to ask their kids to please not discuss anything on the bus, to make sure they didn't scare the little kids.

DM That was a really good way to handle that. What kind of feedback did you get back from the way it was handled?

EP Not much. Parents said that they appreciated that we made sure that their kids did not watch TV and that they appreciated, basically, how we handled it. We didn't overemphasize it. We basically tried to downplay it as much as we could.

DM Sure. To keep things as normal as possible.

EP That was our goal.

DM You talked about a very strict security. That, of course, means you have a crisis management plan, right?

EP Absolutely and we only have one door open in every building.

DM So that means you already had everyone coming through one main door and all the others are locked. Did you use any part of your crisis management plan that day or did the district use any part that fit?

EP I think the fact that my counselor and I had the people in the building all aware of what was going on.
DM The communication part?

EP And the fact that the district was right on. I liked that guidance. Even though we were doing what they wanted, it was just nice for them to basically reinforce that we were handling it correctly and then take us that next step.

DM Oh, I agree with you. You then knew it was consistent across the district too. Is your district doing anything because this was a really unique situation? Are they doing anything with the crisis management to fit this type of incident if it would ever happen again, or do they revisit the crisis management plan often?

EP Basically we all had to come in on a Sunday, which I never had to do before. They talked to us to make sure that we all had a plan in place if we had to evacuate our buildings. We had to, which we had in the plan. However, we refined it because the plan that was given to us, my building, my 500 kids would have to walk to the middle school that was approximately two and half miles. I said, “How in the world would I get my kids there? What’s going to happen in the middle of winter or pouring rain?” So we refined policies that way. I found a place much closer. We now got transportation actively involved. If I had a crisis I would call, either I or my secretary would call, transportation and we would say we were heading to this place which is probably three-quarters of a mile away and through a neighborhood. It’s a church. They would send buses.

DM That’s helpful so you are now even more prepared.

EP The other thing that we came up with is the meds (medicines). We have a plan in place that my secretary, who deals with the meds, would evacuate with us carrying the meds.

DM Now that’s a good thought.

EP Stress can exacerbate things like that. We said we don’t know when we can get back in. This district is so pro-active. I have worked in two states and maybe it’s just because I’m the administrator now and I’m so much more aware, but many of the things we have in place here I did not have when I was a teacher. I taught for twenty-four years. We all have emergency folders in our rooms. There’s a procedure for each evacuation, stranger in the building, fire, and disaster, all of those. In the folder is the class list and they know that no matter when we evacuate the building they have to take that so we can check the children. We decided we’d have numbers on that.

DM It sounds very organized.

EP We’re very organized.

DM Have you had some specialized training in this or have you had other staff members who have had some crisis management training?

EP We have crisis management training. I just haven’t been able to get there because I can’t take the time right now. I figure as long as I have other
people who have had the training, it'll be okay. I'm feeling very comfortable. We do weekly newsletters to our staff and just every so often I'll say, "What's the sound of the disaster drill? What would you do if this, this, and this happened?" just to make sure they are constantly aware. When we do it we know it, but would we know it if they weren't prepared?

DM As a school leader what actions did you take in the days and weeks following September 11th that were a direct result of the terrorist events, if anything?

EP Well, I guess, the only other thing was how we refined our policy. We had counselors that if we felt that we needed them for kids (were here). We talked as a staff about what's being brought up (talked about) in the classroom, how are you handling it so that we could support each other on that. Really, not much was said. We basically downplayed it. I said, "Please don't ask them. If they bring it up we need to deal with it, but we kept things as routine as possible. We thought that was it. We refined our policy, though.

DM Think of it in broader terms. Have you seen your school change as a result of the terrorist events and the climate those events created?

EP I would say that, especially with the parents, a lot of stress. I found people were getting more impatient if they weren't getting what they wanted.

DM More impatient?

EP Yes. We had a real hassle in our parking lot because we have so many parents that pick their kids up. I was having parents fighting with each other out there, which I had not seen.

DM That's interesting. So parents were a little more urgent with their children. Have you seen anything in the way of patriotism?

EP Yes. We did a collection for the Red Cross, and we collected over three thousand dollars. We made sure that got in the paper. It was really popular. We just had kids bringing in coins. I think it gave them an opportunity to feel that they were doing something.

DM Sure. Have you had any other displays or assemblies connected to patriotism?

EP No. We haven't done that.

DM Have the teachers anything along those lines as far as curriculum?

EP Yes, I've seen little flags that kids have done. I had a little first grade write the Pledge of Allegiance. Just little things like that. Nothing major. We have a pretty strict curriculum. I'll tell you one thing. The next story, we just adopted a new reading series, and the next story in fourth grade was about New York, and it had a picture of the World Trade Center. It was just really eerie. Oh, you know what else, now that I'm thinking about it, we had kids make ribbons and hand them out to their classrooms. We had a lot of kids wearing ribbons. We had a red, white, and blue day.
DM Ok, so you had more than you remembered?

EP Yea, now that I'm thinking about it. That was a long time ago, and I think about where we've come since then.

DM I know. It's interesting for you to talk about the curriculum. If some people are seeing some changes in their school, I can get to this question about whether they see more students interested in citizenship skills or attitudes toward democracy. I don't know if you're going to say you've seen anything because of your strict curriculum.

EP Well, I think that we talk about citizenship all the time, helping each other, working together, and voting. We, which is the only thing which bothers me with this district, do have people who come and vote in our building so the kids are aware of that. Since we promote that as it is. Our student council rakes leaves so we're just a school that talks about being a school family. We have rules; we have regulations for the betterment of the good. That's a part of us.

DM Sure it is. We talked about some citizenship things. Do you have a character education program or a citizenship plan in place or anything in your social studies curriculum that address that?

EP Yes, we do. In a lot of the social studies they talk about community. A lot of the teachers, before I came, had adopted the Life Skills Program—perseverance, caring, and honesty. Many of them are carrying that on, but we're not doing it whole school-wide. Since I've come we talked about that the main theme for the school is respect, respect for ourselves, others, and property. My building is beautiful. This year I have not had any writing on the walls.

DM So you have a newer building?

EP No, our building was built in '68, and it's been well kept. I think the fact that it's my third year, and we've been preaching this. Kids are real aware that we talk about they have this responsibility. It isn't my building; it's our building. You get those black marks on your shoes that go off on the floor and kids volunteer to stay in over recess to help get them off. They want to go out and pick up litter.

DM That's neat.

EP We're just promoting that in our everyday activities.

DM That's where you want to see citizenship and democratic principles being practiced is in your everyday experiences.

EP And we have the student council.

DM Are they pretty active?

EP Yes, they do, like I said, the community service, especially for senior citizens. They rake the leaves. The other thing is that our fifth grade students, as part of the curriculum, go to a three and a half day YMCA
Camp. The four principles they promote at the YMCA, which are honesty, trust, caring, and responsibility, are promoted and then we bring those back to the building.

DM That's neat.

EP It is. Our kids are buddies to the younger kids so they talk about that.

DM So you see some nice exchanges, I'm sure. One of our last questions which will be in a couple parts is do you consider your actions and responses to the terrorist events in the days and weeks that followed to be connected to national security?

EP I do.

DM Okay. How?

EP I think that we already had that security system in place which was a result of Columbine. I think nationally we just became more aware. That's another thing now, all the staff got badges, just like companies. We have our picture badges.

DM Was that planned prior to September 11th or afterwards?

EP I think it was after. We did have guest badges that people wore anyway.

DM Sure but now you have your own staff wearing them.

EP Everybody in the district, no matter who you are. Even interns, student teachers, will have them. I think just that awareness. We met as an administrative staff to refine some of these policies. I guess I'd look at that as it's related in the fact that even though we are very secure, nobody is ever totally secure.

DM No kidding because that's an impossible position to be in.

EP So I think just that alone—we wouldn't have refined our policies as we did if this hadn't happened.

DM Some of the reports I've been reading have talked about the quality of education and how that also connects to national security. Do you see yourself in that picture?

EP This district is a very high quality district so to say that it's changed, no, but I do think education is very important. I think that we need to promote education and promote literacy and hopefully, if we have, that we'll have the intelligence to just be aware of these things and know how to handle them.

DM Sure. Is there anything else that you would like to share about that you remember from this experience?

EP No, I think that was it. The biggest thing is that I think my district is extremely proactive, which again, makes us all much more secure.
community thought we responded well, and we have a better system in place. Our biggest concern was to keep the kids' routines and as comfortable as possible. We did have a few kids who got a bit stressed out, now that I think about it. It was more that they weren't sleeping well because that's all they watched so it was just dealing with their feelings and getting them through that.

DM Have you seen some interesting drawings or other stories that kids have written?

EP Yes, we'd have a couple interesting drawings but a lot of them were just planes going into buildings, which is developmentally appropriate with our younger children. They don't really understand and it's scary and this is how it comes out.

DM I agree. If I would happen to quote you or use some material in my dissertation or in other writings I would not use your name. I would either use your community size or your district size and just your state. Would that be okay with you?

EP That's fine.

DM Thank you for your time in the midst of your busy day.
DM I'm going to ask you to think back to September 11th, and then I want you to think about what happened in your school on that day. How did you respond to the crisis?

EP Ok. I arrived at school. I usually arrive at 7:00 (a.m.). There were some folks in the library. That's where we had seen it initially. We were really in shock a little bit at the moment. We didn't really know what to think, as neither did the news people at that time. I had heard something on the radio when the first plane went into the first tower. They were saying what a terrible accident it had been. Then by the time I had parked, which was just three minutes later and had gone upstairs, the second plane had just hit the other tower.

DM By then you figured it was something different.

EP By then they (reporters) began changing their tune. I realized what had happened. There were a number of teachers in their rooms at that time. I could see a look of fear and panic on their faces and uncertainty. I had a very quick faculty meeting with the staff. I asked them to keep it very low key for the day. Just to be as normal as possible, to hold the discussion down. If a question was asked they should try to answer it. Depending on the age, though, our primary kids didn't even know what had happened. That was by design. Our upper grade kids, who may have heard something, somehow through the day, had a couple questions. I asked them (teachers) to keep it as normal a day as possible. Answer the questions briefly and not get into a grandiose discussion about reasons why and all of that.

DM Had some of your students see it before coming to school?

EP Some of the kids had. You know how word spreads. We had a couple of parents call to see how we were doing here. I then sent an information item that I derived off of the website from the National Association of Elementary School Principals.

DM Was that from the National Association of School Psychologists?

EP Yes. We pulled up the one sheet. I sent that out to the teachers in a memo right away. Got that to them, asked them to follow the guidelines and the advice offered. We had a brief faculty meeting at the end of the day, debriefed a little bit, and asked how were the kids. Asked them what was going on with them (the kids) and what questions they might have. Kind of checking in with their (the teachers) state of mind as well. After that, because we are so far interior in the country and we are not very close to a major population center, it didn't impact us a lot. That's the way we handled it that day. I asked them to watch them the next day to see what was going on with the kids. If need be, we'd activate the counselor. I had him clear his schedule for the day. I know they did the same at the
high school just in case there were some kids who might need to visit about it or debrief it a little bit or if they seemed distraught. I asked the teachers to watch for that, which they did. We had one child who was a little panicked but that was dealt with. She was a little second grader and it just took a little bit of time.

DM It was good that you were aware of that and that you could even work with that one individual. Does your school have a crisis management plan?

EP Yes we do.

DM Did you use it that day or wasn’t it appropriate to use it that day?

EP It wasn’t. We weren’t in a state of crisis so it was not utilized.

DM Has your district changed anything in the plan because of the type of crisis that happened nationally for any possible future use?

EP We already had in the plan terrorist attacks. We had, after the Columbine incident, an incident here that was not of that magnitude, obviously, but where there had been some writing on a wall. It had said something about Columbine had just (happened), and then it set a date. We then rallied behind that. We took that very seriously and had a very large community meeting. We took every precaution. We had enhanced our security with other local agencies. I don’t think the individual thought he was going to get quite the attention that he did. We had taken a lot of precautionary measures prior to that and that occurred two years ago. At that time we did some revamping and changes that we felt needed to be done and made some other precautions. It was a pretty up-to-date crisis management plan.

DM Do you think that background and preparation and training helps you like on a day such as September 11th? How to think through the communication piece and the two faculty meetings you enacted right away? Do you think that gives you any background to work with something on that particular day?

EP Well, I think that the crisis that we went through did. Sometimes we think that I’m ok with this situation and assume that everyone else should be as well. Everyone reacts to situations differently. We’ve had some deaths among our faculty in the last couple of years. Just sudden things, like the teacher didn’t show up one day. The staff is use to those brief faculty meetings. They don’t look forward to them. They don’t know exactly what’s going on but they know it’s not good. One day we just had donuts. I said, “Hey, let’s have a quick faculty meeting.” Everyone came up with that quick morbid look like who’s not with us and there were donuts. They said, “Thank you. We’re glad that you did that. We were tired of coming up here for those bad meetings.”

DM As a school leader, what actions did you take in the days and weeks following September 11th that were a direct result of the terrorist events, if anything?
EP: We did not do anything. I could tell you that the only thing that we really did was remind the teachers to follow the (guidelines), look to see how the kids are doing, as they always do. If you notice someone who is very distraught, please let us know. Communicate that to parents immediately and let me know as well.

DM: Have you seen your school change at all as a result of the terrorist events and the climate that these events created?

EP: No.

DM: Ok. Do you see anything happening as far as citizenship skills with teacher emphasizing curriculum a little bit differently now since that event?

EP: No, we have a pretty patriotic tone to our building the way that it is.

DM: Did you see any enhancement after the event with that?

EP: No. The last eight years we’ve had Veteran’s Day activities in our building. We’ve really tried to enhance students’ views about what those days are about and really try to enhance their feelings of patriotism. As well, our state has a law that every day each student in the school will recite the Pledge of Allegiance.

DM: It’s on your books that you have to do that.

EP: Unless there’s a religious reason, yes.

DM: Do you think the activities you’ve been doing in the last eight years, particularly, have formed some better citizenship skills and attitudes on the part of the students?

EP: Certainly.

DM: How do you see that demonstrated?

EP: I see it as an overall respect for the flag, for authority figures within our community. We have an Adopt a Class program where the police come in, adopt a classroom, and are here a lot. There are things that we’ve already been doing and implemented over the course of the last eight to ten years that have really enhanced that feeling. I don’t think that I could say that they were a direct reflection of what occurred on Sept. 11th.

DM: Did you think you saw any enhancement, like were more flags displayed at your school, more patriotic pictures being drawn? Did you see anything like that happening?

EP: Sure, the PTSA got together and did some red, white, and blue ribbons that were made available for the whole staff and students. For the next couple of weeks most students and staff members were displaying those ribbons as people in our community were.

DM: So that was part of a national movement, wasn’t it? So you saw that at the local level too. Do you still see some of it displayed?
DM The last question is the same as on the survey. Do you consider your actions and response to the terrorist events of September 11th and the days and weeks that followed to be connected to national security?

EP No.

DM Some reports say that the quality of education is a foundational piece to national security. Do you see yourself in that picture of national security?

EP That education enhances quality?

DM That the quality of education impacts national security?

EP Certainly.

DM Why do you believe that?

EP I believe that if you have a well-educated populace it is going to enhance all of us—our entire country, our entire nation. I guess in that way you are adding to a safety situation. Plus what we teach here, like respect and manners. We teach understanding of diverse cultures. If you become educated in that way that adds or impacts the level of security that you are going to see at a national level. It's kind of unique in Montana. We just kind of live our lives feeling very secure, and we all know one another. It's a little different than other places. If you're from a larger city your sense of security might have been a little less.

DM I'm from Iowa, and I was raised on a farm. My hometown was a community of 180 so I realize that the response in a rural community might be different than an urban community response.

EP I could understand that.

DM Thank you so much for your time. I'm appreciative of the time that you would give me today. If I quote you, I would do so anonymously. You would be identified by state and/or community size. I would not use your name. Is that okay?

EP Sure.

DM Thank you. Have a great day. Thank you again.
Diane McCarty—DM; Elementary Principal—EP

DM Let's think back to September 11th. I just want you to tell me what happened at your school on that day and how you responded to the crisis.

EP I came to school really early. I first heard about it when one of my teachers came in. He had heard it on the news. I had a meeting that I decided not to go to. After I heard about the news, I definitely decided I wasn't going to the meeting. As it started to unfold, a lot of teachers had come in (to school) and were talking about it. I decided it was more important for me to go around to every classroom and talk to the kids at their developmental level about what was happening.

DM So you went into each room and talked to the classrooms. That must have consumed most of your day then.

EP A good part of the morning. I found that kindergartners didn't particularly understand that, but certainly as I got into first grade and especially second grade some of the kids had already heard about it prior to leaving for school that morning. We just kind of talked, and I talked about the whole issue of "in loco parentis." Basically I told the kids that I was their mom and that my responsibility was to keep them safe and that everything was okay. I would be there to answer questions or whatever so that worked out real well.

DM Did you get some feedback about the time that you took to do that from many parents?

EP They were real appreciative of the fact that I did it that way.

DM Did you send any correspondence home that day to inform parents that you had done that?

EP No, not that day.

DM Did you in the next couple days?

EP Yea.

DM Now we haven't talked about any crisis management plan. I'm sure your school district has one. Did you use any of it on that day?

EP No.

DM Well, you probably didn't have anything very particular to this circumstance or this incident in your plan.

EP I just felt it was my responsibility to reassure and answer questions the best I could based on what I knew.
DM  Sure. Has your district decided that they are going to change or develop anything more with the crisis plan because of the uniqueness of this situation?

EP  We already have. It's required by the state, as well as by the district, to have an emergency response plan that include plans for lockdown and evacuation. We have our evacuation sites all set up and so everything that we could possibly do is already set, in my perception.

DM  Did you go into any lockdown situation on that day?

EP  No, as a matter of fact, some of the teachers didn't want to send the kids on the playground for fear of other things that might be going on. My take of the situation was to keep things as normal as possible so we did have recess. We did everything as usual because once you start changing routines it sends a different kind of message.

DM  Oh sure, especially when you had been so calm in explaining things to children you saw that as possibly an opposite effect.

EP  Exactly.

DM  As a school leader, what actions did you take in the days and weeks following September 11 that were a direct result of the terrorist events, if anything?

EP  One of the wonderful things that happened here (I think I wrote this on the survey) is that I have a student teacher whose boyfriend works for a Seattle newspaper, and he was assigned to Afghanistan. As he was traveling around Afghanistan, he met a wonderful young lady named Vita. Two of my third grade classrooms became e-mail penpals. He had her (Vita) use a computer to send emails to the classes. They wrote back and forth as children do. We were on the Today show evening news in October. I have the tape from the Today show segment that we were on. It really personalized it. We made a point that it was the adults, and not the kids. That kids were kids.

DM  Sure, no matter where they are in the world. What a neat connection, huh?

EP  You see what happened was the Today show came and filmed us for Vita. Then they filmed Vita as part of the segment, and we got to watch the videotape. When Josh came back, one of the questions the kids asked here to Vita was, “Do you eat candy?” So, on the video she (Vita) brought out a bowl of candy that they eat there. When Josh came back to visit the classes, he brought back that candy for the kids.

DM  How special.

EP  Yea, so it was a real personal connection so everything was publicized. We had maps and pictures of Vita in the hallway. Parents were made aware of it through newsletters and things like that. That seemed to put a real nice calm on the situation, as calm as you could have it at a time like that.
DM Did that affect children, though, to think of how we had troops there at that
time that were literally bombing their country side?

EP Josh's report and his pictures gave a real visual understanding and by
making it more concrete they understood it on a personal level as well as
a national issue. That helped.

DM Think about how that will impact those classes particularly. Especially at
that grade level, they will remember it.

EP And the adults. We had a lot of parents come in when Josh came back. It
was a very, very good session. He brought back Afghani money. He
brought back a burqa, his scarf, his hat, what he wore, so the ties that
kids were able to make were just incredible.

DM That is really a special effect. Do you think there will be any long-term
effects with an experience like that?

DM Well, I think if kids understand that kids are the same, that kids have the
same wishes and dreams that kids have all over the place and sometimes
the adults cause a little craziness in the world. I think that really helps.
We did spend a lot of time talking about that. We also had a map that
tracked where Josh was going throughout the country, and he would
report back on what military efforts were going on where he was.

DM How interesting. Now obviously you made a wonderful connection with
this lady in Afghanistan. Was she a teacher in Afghanistan?

EP No, she was a 10-year old little girl. Her mom was educated in Pakistan.
They are Afghani. She was an engineer and still is an engineer. That's
where she learned to speak English.

DM What an educated family. That's good for our children to know, too.
Otherwise our children see children with head wraps and think, "Who are
these people?"

EP She talked about the fact that she wouldn't wear the burqua, and she
wasn't allowed to go to school.

DM I'm sure the students found that fascinating. Have you seen your school
change as a result of the terrorist events and the climate that those events
created?

EP Well, you know, right afterwards, yes.

DM In what way?

EP I think there was a high level of tolerance. Behavior problems went down.

DM Well, that's good to know but the long term?

EP Well, it's the end of the year right now and the kids are all going a little
bonkers. I just want to say, "Did you forget all that we just learned six
months ago?"
DM  I don't think that's a bad lesson to revisit.

EP  They've gone back to a lot of intolerance.

DM  In what ways? Are you seeing more scuffles on the playground?

EP  Some issues that had been squelched have arisen again. Our school is 95% Hispanic and about a third of our kids are immigrant families from Mexico. One of the things, I do hate to admit, is sometimes our native-born New Mexicans tend to be a little cruel to our immigrant families. Basically their heritage is the same and so that has come up again in the past few weeks where I hadn't seen it.

DM  You had been thinking, "Wow, we've made some progress," I'm sure. When you were thinking you saw more citizenship what types of behaviors were you seeing?

EP  During that time, too, we're a quality school. One of the things we did was engage all of the kids from kindergarten to fifth grade in every classroom to talk about (using an affinity diagram) what are the expectations that we have for everybody here at this school. Then we had two representatives from each of the classes work with me and another teacher to develop the new school-wide expectations based on what was developed in their classrooms. Kids from ages 5 to 11 met with us. We had an incredible time putting together our new set of expectations for the kids.

DM  Was this your character education program development?

EP  Part of that and we used some of the character education terms, but we didn't really bring that in. It really was just what are you here for and what are the expectations that we have for not only you but also the adults in the building. Character education, yea, we do it, but not directly. We don't talk about "the pillars." That happened in September and October, as well. The kids developed the expectations, the rewards, and the consequences. It meant a whole lot more because part of it was "I pledge to be caring I pledge to be respectful. I pledge to be responsible," which are the character education pillars. There are five of them written with a little explanation, the consequences, and then the rewards.

DM  These were developed with students?

EP  Yes, so there was great buy-in. It's wonderful because I had them laminated and in my office, and I only see blood and guts kids. Everything else is handled in the classrooms.

DM  That's the way you want it.

EP  Well, my teachers decided that because they said, "You are spending too much time with kids for yucky things. We need to take care of that. You need to be out and about." It was so nice when they said that to me a few years ago.

DM  You were talking about the development of the expectations and so on. Have you seen anything more reflective on students' parts or deeper
commitment to democracy? Have you seen that played out anyway in your classrooms?

EP I think feelings are more easily shared. When I see the kiddos the language has probably become a little bit more sophisticated.

DM Is that because of the plan you've been working on, you think?

EP Yes, but also the world events. It's probably the combination. They are seeing the plan on a more regular basis than the results of six months ago, but it stays with you.

DM Do you consider your actions in response to the terrorist events and the days and weeks that followed to be connected to national security?

EP I think we're all in a heightened alert. In that sense, yes. To make it that I'm doing this because of national security, no.

DM The reports talk about the quality of education being critical to national security. Do you see yourself in that bigger picture?

EP Yes.

DM If so, how?

EP I think we are responsible for creating an incredible cadre of learners that can be contributing to the country in whatever capacity they end up contributing, be it directly or indirectly related to "national security." There's that responsibility of kids understanding what's going on in the world around them, how government functions, the actions of adults given the information they have. I think that's just part of the teaching and learning so in that sense, we are contributing to them as future adults.

DM Tell me a little bit of patriotism. Have you seen any displays of patriotism that might be different in your school since September 11th?

EP Yea. We had one kindergarten class make an American flag out of red, white, and blue Solo cups. Little acts of recognition.

DM Is your school into community projects? Have they done some in the past or as a response to the 9/11 events?

EP We did have our kindergarten class collect pennies. They raised five hundred to six hundred dollars.

DM Is there anything else that you can recollect or changes that you've seen from the 9/11 incidents that you'd like to share with me yet?

EP The other thing that I was able to do with the older classes was make connections with New York. I have lived in New Mexico for over 27 years, but I grew up in New York City. My parents and brother still live there. My Dad sent me newspapers from New York. He witnessed the second plane come into the World Trade Towers. He was downtown so he's been sending me newspapers from New York. I was able to bring those in for
the students so we were able to personalize it a little bit again, and talk a little bit about the geography of Manhattan and New York. The kids wanted to know where I lived there and so on. Some of the fifth grade teachers asked me to come and talk about that.

DM  That's neat you were able to personalize it like that for students. Thank you for dropping what you were doing in the middle of the day to give me this time to interview you. If I would quote you in my dissertation or future writings, I would not use your name. I would simply identify you by state or community size. Would be that okay?

EP  Certainly.
DM  I'd like to start by having you tell me about September 11th. What happened in your school that day, and how did you respond to the crisis?

EP  Actually I have a partner principal here because of the size of our school. We happened to be meeting with our PTO president when our secretaries alerted us that things were happening. Of course, we all happened to be there at the time. As it started to hit us fully, the impact of what was happening, we decided to let staff know, but not alert or alarm students, being an elementary school. We did get the word out to staff not to turn the TVs on and that we would keep the day as normal as possible. We did. Some parents had started coming for their students mid-morning to noontime. Instead of calling students down, we went up individually and got them out of class. We brought them down so as not to raise any concerns or fears. Immediately after school we called a staff meeting to discuss the issue and how it would be handled the next day. We wanted the parents to be involved; we have a very involved parental community. We felt it best that they addressed the situation with their students the way they chose or preferred.

DM  You were confident they were going to do that, right?

EP  Absolutely. Knowing then that we would need to address it the next day at school if students had questions or brought things up so teachers were alerted and prepared to do that. Most of the students, by the next day, had heard or had some inclination of what happened. In a few cases, the parents did not, but then teachers allowed students to process through that. We allowed time for that, but then we got back to the business of work so that they wouldn't dwell on that. We are fortunate to have a fairly safe community in our location. With the huge parental interest, we thought our best response would be to keep things normal and ongoing and yet answer questions honestly without giving the elementary students more information than they needed considering their age and maturity level.

DM  Everybody was going to respond differently that day. Do you a crisis management plan for your school?

EP  Yes we do.

DM  Do you feel your crisis management plan was helpful to you on that day? Did you use it?

EP  We did not need to put it into operation. It was such that even though we didn't have the news on for students, we had monitors going on constantly in the teachers' lounge and our radios in the office. That way we could monitor what was happening so that we would know if we needed to put it into operation.
DM Okay, so that wasn't necessary?
EP It wasn't necessary. That's why I say here where we are located, it's relatively remote. But then we found that one of the planes did fly over a nearby large city, which is just a couple hours north of us. Then, of course, it headed back to Pennsylvania. That was the one that crashed there.
DM That was a little scary I'm sure, when you found that out in hindsight.
EP You know, there are some things that even with the best of crisis management plans, I don't know how anyone could avoid something like that.
DM How could you have been prepared for that? Have you changed anything in your plans, or was it not necessary because of not needing to use it?
EP We had just redone our plan at the outset of the year. We did have, as a follow-up over the winter, a security audit of our plan. An independent company was hired to go through our crisis management plan.
DM That was good. So you felt pretty secure with your plan?
EP Right. They felt that we had things in good order. We have a flip chart under every telephone in the building. Every teacher has their own telephone so they have that. That's where it's located in every room. So wherever you are in the building, you go to the phone and the flip chart is there. It's graduated so you can quickly flip to the appropriate situation. Teachers have reasonable knowledge of what to do in various situations. We have about 23 scenarios.
DM Do you think that having knowledge of that assists you to move forward?
EP Absolutely.
DM Let's talk about your role as a school leader. What actions did you take in the days and weeks following September 11th that were a direct result of the terrorist events, if anything? How have you seen your school change as a result of the terrorist events and the climate these events created?
EP I think we're much more conscious, not just as a school community, but as the American nation. I don't think the students understand that quite so much. But our security is never going to be quite the same that it was before the September 11th attacks. That does make us much more vigilant, I think. As people visit our building, we get a lot of visitors, but we have a sign-in system that all our visitors have badges. We have a large staff and all of our staff has picture ID badges.
DM Was that true before?
EP Yes, it was before. I just reinforce that this is why we do this for some teachers who might have questioned that. We used to have a school that our doors were always open. Now only the front door is unlocked for access so that everybody has to come in the main entrance and right to
the reception desk to check in. That was in place before September 11th. We try to be very conscious. We have a high profile community. Knowing even before September 11th that our stewardship and protecting our students and families, that is what's important. I think things in world events have kind of led up to this. This was kind of the culmination to just punctuate that this is more necessary than ever. Going back to your original question...

DM Sure. What changes have you seen in your school?

EP Oh, afterwards it brought out the spirit of patriotism and just reminded us that we are an American community even though we have students of different nationalities here. We stress tolerance. Our teachers are doing what we call World of Difference Training. In some ways we're very homogeneous, but we are growing and changing. Nine years ago we had 310 students. Currently we have 1,275.

DM Oh my. Is that in your building?

EP In this one building, yes.

DM Oh my word. No wonder you have an assistant principal.

EP This year we are projected for 1,440. We are building another school. I think teachers followed events after the parents had a chance to discuss it with their students. Just with current events and world events. Again, addressing it without dwelling on it to the point of alarming students or making them feel uncomfortable or insecure.

DM Do you think it's more of an awareness?

EP Yes, exactly. Also, we participated in the collection of the money that President Bush had asked one dollar for the Afghanistan children. We didn't initiate that. Children just started bringing the money in. So we had Student Council pick up and collect donations from anyone who wished to make a donation. We realized families had given on many different fronts. There were a lot of collections in the community in various work places, at our own workplace here, etc. This is just an aside--two of our teachers, one at the high school and one at the elementary, our elementary counselor who is in the Guard, had been called up for service. Students and staff contributed care packages and cards and things like that to them, which they distributed to other folks and children where they were stationed in Pakistan.

DM Oh, that personalized it then, didn't it?

EP Yes. Our counselor didn't actually have to leave. She's been away about 50 days of the school year. She counsels troops who are leaving and their families and on returning. She provides support during the time they're away.

DM How interesting. Do you think students are more reflective in their commitments to democracy since September 11th and how do you think that plays out?
I think this group of students this year is much more aware than they have been in the past. This has kind of been my concern anyway that American schools have gotten away from that curriculum so much, stressing the importance of democracy. We take a lot of that for granted. I think this is, I can't say I have particular evidence and we haven't done a survey, but I certainly think that would have to have increased. I do know, even in our music program, that our spring musical is going to be focused around the patriotic theme.

We haven't seen that for quite a few years in some of our schools.

We try to incorporate here and there, but by and large no, not as a theme in and of itself.

In the 50s or 60s that would have been very much a part of some of the school assemblies and so on. The last question in my survey I'm sure took some of you by surprise. Do you consider your actions in response to the terrorists events in the days and weeks that followed to be connected to national security?

Our actions to be connected to national security?

Yes.

I guess I don't see a direct link, but I hope we contributed to national security in taking a positive stance, trying to keep things normal and to say, "Attacks are not going to stop us. We are going to survive and go on and strive for democracy and make the world safe from terrorism and senseless killing that is going on." To have that kind of resolve in a round about way contributes to the national security.

Sure. So you see yourself connected to that bigger picture.

Yes. I sometimes wish it could be more so. We thought we would do our part the best way we could, not retaliate in so many words, but the best response to this is "life goes on. We will overcome."

You talked about the money drives. Were there any other projects that were student oriented or that particularly touched your heart that teachers initiated?

We do a lot of that kind of thing. Collections were made for New York and the firefighters. They were collecting water and Gatorade and candy bars and things that they were sending to different groups. Yes, some of the staff members initiated this on their own. Parents brought things in and solicited and said, "Will you see this gets there?" Of course, we accommodated that. I think that yes, it was a great show of support and enthusiasm for this. We are fortunate to have a clientele that is fairly affluent. They did more than their part I think to support that. We even had one set of our parents that was there at the time that it happened. A brother of one of our teachers was in one of the World Trade Centers, but escaped. As people shared stories, I think it generated a lot of conversation among staff members that maybe, in its own way, had a unifying influence. I reflect back to the time of Desert Storm how the
country came together then in response to that incident. It's comparable in that way. Sometimes it takes a crisis or a tragedy to pull people together and provide a united front. It's a fact that they collected so much money they were starting to turn money away. We'd also sent money to some of the schools in the area. I just returned from a national conference of principals in San Antonio. We talked with a New York couple who were telling about it. They finally had to say, "We don't need any more money." I give credit to them for being upright and saying, "Send it somewhere else. We're okay now." Also, a community member is doing something nation-wide. He developed what they call a Patriot's Plaque. It's actually the Pledge of Allegiance and a background of red, white, and blue. Schools were able to purchase a plaque of various sizes, framed or unframed. He had those down at the national conference for other people to purchase. All of the money is going to support the military. In his case, the first round of money was going to preservation of the World War II Memorial of Veterans who fought in the war.

DM That's neat.

EP The plaques were very nice. When I came back we had already ordered one, but we ordered another one. Our building is large enough we could accommodate more.

DM You must be adding on if you started out with that number and now you're up to 1,275.

EP We're adding eight more classes this year. We've added eight to ten classes every year the last three to four years.

DM If I would happen to quote you anywhere in my dissertation, I wouldn't use your name. I would identify you by state and community size. Is it all right if I do that?

EP Absolutely.

DM Thank you so much. I appreciate you sharing your stories with me.

EP Good luck on your dissertation. I haven't gotten that far. I wrote a thesis, and I know what it takes to do the research so I always try to participate.

DM It's been a real struggle for me, but with help such as yours, I will complete it. Thank you again.
Respondent 24

Diane McCarty—DM; Elementary Principal—EP

DM I wanted to ask you some questions if you can think back with me to September 11th. What happened in your school that day and how did you respond to the crisis?

EP Actually the cafeteria had the radio on and they informed me when the first plane hit the Towers. I began to listen. When the second plane hit I went over and informed my sixth grade teachers. They do a lot of current events. They use the newspaper once a week in the classroom. I thought it was appropriate and relevant for them to be aware of this. We have cable in the classrooms so I had them turn on the TV and watch the events.

DM Just the sixth grade did?

EP Just the sixth grade. I informed the other staff members, but I did not suggest that they watch it. I didn't feel this was as appropriate for the younger children.

DM Did you inform the other children in the school that day, or did they go home unaware?

EP Some of the older kids were aware from talking to the other students. Some of the teachers at the intermediate level did tell their kids what had happened. The teachers did not tell the ones in kindergarten and first at all. Second and third grade teachers just made them aware that something was going on and their parents would talk with them about it after school.

DM Did you have any correspondence from your central office on that day?

EP Yes. It was very limited, just to make us aware of what was going on and to inform us that if parents did come in and request that their students be released, that it was okay for us to release them. There was not going to be a general overall dismissal for school that day.

DM Did you have quite a few parents pick up children?

EP I had quite a few parents that called and asked me my opinion, what I thought. I had several parents that just dropped in with the intention of taking their children home. I discouraged that. I asked parents to leave their kids here. I said I did not feel that we were in any danger in this area. Most of the parents did comply with my request. I only had one mother that came in and was insistent that she take her child home. She was pretty much hysterical. I tried to talk her out of that because of her mental state. I informed the parents that we were handling it pretty well as a building here. It was a stable atmosphere for the kids, and I just thought it best if the kids stayed here and kept busy and kept their minds on the schoolwork and were not at home watching television.
DM You didn’t mention anything about a crisis management plan. Do you have one and did you use it on that day?

EP We have a crisis management plan. We have several plans for different instances, different crises in the school. We did not implement anything. I did not feel that we were in any danger. If there had been something come up, we have an alternate location where we can move the students to that’s more secure. I didn’t feel that it was necessary to implement it and didn’t even consider implementing it at that time.

DM It didn’t fit anything particular to this circumstance, I’m sure. Has your district changed anything because of the type of crisis that day?

EP No, not really. We have reviewed plans and brushed up on our plans but West Virginia is fairly isolated. We’re not that close to any major airports or big cities. I guess we feel kind of secure.

DM Sure. What actions did you take in those days and weeks following September 11th that were a direct result of the terrorist events, if any?

EP Basically we just reviewed our plans at the county level, discussed what we would do in a crisis situation. The only thing that we actually addressed that was any different was about chemical plants. We do have several chemical plants in a fairly close proximity, 20 miles or so. We discussed what we would do in a chemical disaster or some type of sabotage on one of the plants.

DM That hadn’t been something you had thought about before?

EP Not too much, no.

DM Have you seen your school change as a result of the terrorist events and the climate those events created?

EP Patriotism definitely increased after that time. Not a whole lot of other changes.

DM What have you seen? What are some demonstrations of this patriotism?

EP We had several programs. We did things to support the soldiers who were overseas, participated in several of those things where we sent Christmas cards, Valentine cards—that type of project.

DM Was that initiated school-wide or by individual teachers?

EP A combination.

DM Did you, as a school, do anything? You talked about patriotism. Did you have a more patriotic assemblies or songs? Has any of that changed?

EP We had a couple assemblies following 9/11. We did collect animals to send to the children of victims—that sort of thing.
DM Because of these types of changes and the patriotism, have you seen anything in the formation of better citizenship skills or attitudes on the part of students?

EP Not that I can directly tie in.

DM What about any curricular changes? Are teachers talking more about democratic principles or trying to enact any of that in any way?

EP Not really. I'm sure there is a trickle down effect. For the short term, yes everybody was more interested in what was going on in the nation and that sort of thing. I really doubt that there will be a long-term effect.

DM So you saw it more as a temporary change?

EP Yes.

DM Do you consider your actions in response to the terrorist events and the days and weeks that followed to be connected to national security?

EP That's a tough one. I don't think it really dealt with national security. I think it was more for the security of the students we are charged with here. I did get a little flack. I had a few parents that thought that all kids should have been notified. One parent was interviewed on TV and did not identify my school, but I knew he was a parent here. He felt that all the kids should have been told what was going on and they should have all been allowed to watch television. I did a written response and got a lot of positive feedback on how it was handled here.

DM That was good for you to hear. When I talk to people, everyone handled it a little bit differently. Mainly because of ages of children and what they thought what was appropriate for children. I'd have to say many of them did what you did, that they didn't feel it was appropriate to have TV on at those younger ages. A lot of the reports talk about the quality of education and the connection to national security. Do you see yourself in that picture?

EP We strive for quality all the time. I think the type of students we turn out definitely has an impact on the security of the nation. We do our best and really we do a very good job of turning out high quality students in this entire northern panhandle. We're known for excellence. I think, definitely, education is very tied into national security.

DM Anything else you can remember that you'd like to share?

EP No, not at this time.

DM Thank you so much for your time. If I quote you in my dissertation or future writings, your name would not be used. You would be identified by state and/or community size. Will that be all right with you?

EP Yes.
Respondent 25

Diane McCarty—DM; Elementary Principal—EP

DM I want you to think back to September 11th. Think about what happened at your school that day and how you responded to the crisis?

EP I was out and about in the halls. I'm usually out between 8:00 and 8:30 (a.m.) because our school day starts at 8:15. My custodian came and found me when the first plane hit the Tower. He told me what happened. He said, "You're not going to believe this. A plane just crashed into one of the Twin Towers." He had headphones on, and he was listening to the news.

DM Are you in the same time zone as they (New York residents) are?

EP It's 3:10 (p.m.) here right now. I think we were on the same zone as them at that time. He told me this had happened. His son was watching the TV at home and called. One of our other custodians was still home because he comes in later. He called. When the second plane hit the tower we had TVs turned on with ESPN running in our school library. Once the kids started coming to the library, we didn't want them to know what happened so we took our TV and put it in another location. We had a TV on in the teachers' lounge so everybody was keeping up with it. We don't have built in TVs in every room. When the second plane hit we just couldn't believe it. I said to my custodian, "This is not an accident. We're under siege."

DM What an interesting phrase.

EP I said, "This is an act of war. This is not an accident." Then adults started finding out about it. We had TVs in a couple of locations where the children couldn't see it. I went to a classroom because I was doing observations. I went to a first grade classroom. I was in there for awhile and my custodian came and motioned me to come out. He said, "What should we do? Do we need to lockdown? They think it's a terrorist attack." We're always locked down. You have to buzz to get in. We're an urban school, and we're not in a really nice neighborhood so we're always under lockdown. But we have a special procedure that is code red. That means classrooms lockdown. I said, "No, I'm going to wait for directions from central office." All day long we would get faxes from central office as to what to do. But at no point did we make a decision to tell the children. The radio stations in our community were broadcasting this all day long. Some schools were deciding whether they were going to keep the kids or send them home. In our corporation, for a lot of our kids, there's not going to be anyone home if we send them home. We don't send kids home in the middle of the day.

DM Not even in a storm, or don't you have very bad weather that you have to worry about it?

EP If we did it would be in the wintertime. We would only release them to parents. We would not close down early in the day because we can't
have kids going home to an empty house. The other thing that happened in our community is that the main arteries into and out of the city and the airport were locked down. So there were roadblocks. U.S. 31 is a big highway that runs right through the middle of our city. That was locked down. The toll road that runs across northern Indiana was locked down and the airport was locked down.

DM That really congested everything, didn’t it?

EP Yes. Nobody was going anywhere. We had made the decisions and our superintendent had been faxing us stuff all day long. People started calling. Our superintendent had left it up to us in the building as to how to handle it with letting the kids know. We were instructed that we probably should not tell the little children, the primary grades. I went around and talked to each teacher. We made the decision that we were not going to tell anyone, that it should be up to the parents. However, we had a child who had a dentist appointment. Wrinkle in the plan. When the child returned they had watched it in the dentist office on the television. So this kid comes back, he’s a fourth grader, and he’s telling everybody at lunchtime.

DM A fourth grader could connect with that much better than a younger child.

EP Exactly. So then we had to make a decision about what to do. Fourth, fifth and sixth grades decided that the cat’s out of the bag now and the kids were coming back to class and asking what they should do. So the teachers put their classes together. We have two sections at each grade K-6. The fourth grade classes put their two sections together in one room with the two teachers. Fifth grade did that. Sixth grade did that. They told the kids what happened.

DM That was probably a really good way to handle that, especially since that student told it to begin with anyway.

EP We also had some children who had relatives that either worked in New York or lived in New York or were affiliated with the government in Washington, DC.

DM Did that put it on another heightened awareness then?

EP Yes. Some children were very upset. We had kids using the phones to call their parents. We have a phone in every classroom. Any child who wanted to call was given permission to do that. Any parent who came to school and wanted to take their child, took their child.

DM How many actually ended up taking them that day?

EP There weren’t too many. I would say probably less than 20. Then when the kids got on the bus to go home, the bus drivers were talking about it. So even though we tried to keep it quiet, they found out about it on the way home.

DM Do you think even the little ones? Do you think they connected with it then?
EP I don't think they understood what happened. We had many parents who were waiting for the buses when the children got off the buses.

DM Did you hear from parents about the way you handled it, whether it was a good way? What kind of feedback did you get?

EP Yes, we heard from parents. Some parents wanted to know why we hadn't sent children home. We had some parents who wanted to know why we made the decision to tell grades four, five, and six. We told them that we hadn't planned to tell them. But once that child came back from the dentist office and told everybody, then it moved forward.

DM Then you almost had to. Otherwise it was almost like a lie.

EP That's right. They were asking.

DM Do you have a crisis management plan? Sounds like it because you mentioned code red. Did you feel your crisis management plan helped you on September 11th? Did you use it?

EP No, we didn't. Other than I got with my school social worker, and we talked about follow up plans. We also let the kids know that she was available. I did not call my crisis team together. In our crisis plan, nothing like this was really addressed.

DM It didn't fit anything did it?

EP Not specifically, other than in a general way.

DM Have you made any changes or are you planning to?

EP I haven't heard that we're planning to as a district, but we did solidify the membership of our crisis team.

DM That's good. So it caused you to do that in case you need it next time. As a school leader what actions did you take in the days and weeks following September 11th that were a direct result of the terrorists events, if anything?

EP I did get with my social worker and another social worker from another school. We came up with a list of tips as to what teachers could do for any anxiety or any results of that terrorist thing. Then we also had tips in our parent newsletter, ways that parents could address it and any continuing anxiety or children being afraid to go to school or anything like that. Some ways that parents could work on it with their kids. We also had a fundraiser that the teachers and kids together decided to do. They collected change in each classroom. The kids decided that they wanted to donate it to the firefighters. So we collected the money for a period of time, and then we had an assembly. One of the local fire chiefs came. We had patriotic music performed by some of our student musical groups. The firefighter was presented with a check, and he made sure that it got to New York.

DM How did your children do with their fundraiser?
They did very well. The collected over four hundred dollars.

That's really good, especially if you're not in an affluent area.

We had some patriotic clothing days where the kids wore red, white and blue. Some people ordered t-shirts that had the flag on it. Kids and adults wore them. Then they made some patriotic projects that they displayed and they talked about community helpers and firefighters and police officers and what they do.

So they made some connections it sounds like.

Yes.

Have you seen your school change as a result of the terrorist events and the climate those events created?

I think there was a lot more togetherness and looking out for each other.

How did you see that displayed?

Just cohesiveness among the faculty and willingness to jump in and work on this patriotic project. I think it made people feel like they could help in some small way. You can't go chase after the terrorists yourself, but at least they came together as a school to try to do something. We had patriotic sayings on our sign out front of our school so people driving by could read it. I think it was more of a family feeling.

How do you think that translates to children? You saw it among the adults. Did you see that reflected in anything with the children?

Oh yes. Just about a week or two ago we had a guest visiting our community as a guest speaker. He was a firefighter from New York. He came to visit our school for just half an hour one afternoon. The kids were so excited. They just loved it. It was like he was a hero.

You don't think they would have responded that same way before September 11th?

Exactly. They were asking him for autographs. He went to every classroom, and he talked to the children and thanked them personally for their efforts to raise money and how really thankful the firefighters were. It showed people cared.

More the common man as the hero. Do you think some of these changes that you've talked about have resulted in the formation of better citizenship skills or attitudes on the part of your students?

Definitely.

Do you think that's going to help commit them to democracy a little bit more? If so, how do you know that?
I think it's more of an awareness thing. We have changed the way we do some things. During our announcements in the morning, I have kids who come down and do the pledge now. We still recite the pledge every day. We're planning another patriotic dress-up day. We do a dress-up day every Friday of something different. We had a day at the end of the month coming up. One of the staff members asked kids for some ideas. Patriotic day was above and beyond anything else.

So that came from the kids?

It was not an adult suggestion. It was the kids' suggestion.

Had you done the pledge together over the PA before?

Yes, but an adult always led it. What we did was to tape different groups of kids, like each classroom, and we played it. The student council has really gotten involved much, much more in service activities.

Do you think because of September 11th?

Yes. They've been involved in service activities for school, fundraisers for different causes in our school. They've gotten involved in a conflict mediation program that is a community program. They hadn't done any of that previously.

So you know what's really neat about that is you're seeing the leaders of your school demonstrate or model participatory democracy. I think that's a real powerful piece, don't you?

Yes.

How do you think that's spilling over to your other students? Do you see other rooms or grade levels picking up more service-oriented projects as well?

Student council includes representatives from every classroom.

So they're helping through their representative. That's just exactly how our government is set up, so that works out extremely well. The last question has to do with national security. Do you consider your actions in response to the terrorist events of September 11th and the days and weeks that followed to be connected to national security?

Yes. I think just an awareness of being more careful, screening people who come into the school.

Had that been happening before?

It had been because they always have to buzz in, but I think people have just been more careful. I think that adults in the building are more likely to approach someone who comes into the building or to notify the office if there's someone in the building that they're not sure of.
DM  So you see security at the national level being played out even more at your local level?

EP    Yes.

DM  Many reports over the past six decades paint education as an important player foundational to concerns to national security in regards to quality of education. Do you see yourself anywhere in that picture and if so how?

EP    Our school corporation has been implementing some initiatives, not as a result of the terrorist attacks, but something that we started last year and are continuing. Just to try to boost our standardized test scores using remediation. We have tutoring in language, math, and arts. We have tutors that go to every classroom within the course of a week. Those are things that were going on before, so that's not necessarily a result of the terrorist acts.

DM  Do you have any formalized character education plan or did you have one in place?

EP    We do some things with small groups of kids through group guidance. Our guidance in school, social worker, and I have paid visits to classrooms. We do that on an as needed basis. We have the Take Ten program which is the conflict mediation program that I mentioned. That's brand new. Are you familiar with Title I?

DM    Sure.

EP    We're a school-wide school.

DM  My school didn't qualify. We had some schools in my district that had 98%. I was at 50% so I never got any of the money.

EP    We don't get much money. We adopted this school-wide program. There is a component of that that addresses character issues. We had a school-wide discipline program that was put in place to monitor student conduct. We have some incentive programs. We have one for attendance and one that is a reward program for all kinds of positive behaviors.

DM  How long has that been in existence?

EP    This is the second year.

DM  Have you seen less referrals since September 11th?

EP    I've seen less referrals, but it could be related to the discipline program. The discipline part of it is kind of a behavior monitoring system. This is the first year we've had that in place.

DM  So you won't know if there's any correlation or not.

EP    They started the school-wide policies and procedures and the incentive program at the end of last year. This is the first full year of implementation.
DM Do you feel like it's working quite well?

EP Yes.

DM It's kind of neat to have something district-wide. Then you have the same language. The Take 10, tell me a little more about that. Who got trained in the conflict management part?

EP There were two teachers and a social worker and a group of kids from student council. It was sponsored by a partnership with Notre Dame University and Robinson Learning Center that's right down the street from us.

DM Is that like a Sylvan?

EP No. It's a community center that's part of an outreach program from Notre Dame. It's free to anybody who wants to come.

DM That sounds like a neat local program. So you have seen conflict management being quite successful.

EP It seems to be. It seems to be helping. The school-wide discipline program also makes kids think before they act. They have several steps within the discipline plan. It's like a card system. There are different color index cards.

DM So it's a behavior modification.

EP Yes. The kid has to go flip the card. The first card is green, and if you can stay on green a lot of teachers will give special incentives. We had kids who stayed on green for three weeks at the end of the last grading period.

DM Wow. Is this for certain students or certain grade levels?

EP It's for everybody.

DM That's an interesting system.

EP It's a school-wide management piece. Another thing that I just thought of. We have a program called Project Wisdom. There are school-wide themes. Every month there's a different theme, like "I will take pride in diversity" or "I will set goals for myself."

DM Some of that goes back to democratic principles, doesn't it? Responsibility, respect.

EP Yes.

DM So you do these themes. Then do you have assemblies or something?

EP We have assemblies because it's part of the incentive program. It's called Scoot to Success. The themes are tied in with the Scoot to Success. Each grade makes a poster for the monthly theme and there are staff and
faculty who judge, and they pick the best poster. The school grade that made that poster gets a pizza party or ice cream party or something.

DM How long has this been in practice?

EP This is the first year. Tied back with that Project Wisdom that has the monthly themes are daily readings. When I do the morning announcements I read it over the PA system. We end our announcements the same way every day.

DM What does that reflect upon? A piece that reflects the theme of the month?

EP Sometimes they go with the theme of the month. There are a lot of different ways that you can use the materials. It was a purchased program. This month everything is about role models and character.

DM Have you found it to be a pretty good system to work with your district plan?

EP I think it is helpful because the kids will repeat them. The way it ends there is a reading that is the ending for that particular day. It's the same every day for whatever I read them. It says, "This is your principal reminding you to be kind, be responsible, and be the best you can be. The choice is yours." There are kids who will repeat that. The choice is yours.

DM That really tells them who has the control or the power to do right or not.

EP It also reinforces diversity because the words of wisdom come from different ethnic and cultural groups, so there will be some that are from Hispanic background and it'll say the saying is attributed to such and such a person.

DM That's neat. I'm sure you have quite a diverse setting in your urban area.

EP Yes. We're more than 50% minority.

DM Thank you for your time. If I would quote you in my dissertation or other writings, I would do so in an anonymous manner. You would only be identified by state and/or community size. Would that be okay with you?

EP Yes.
Respondent 26

Diane McCarty—DM; Elementary Principal—EP

DM Thank you for agreeing to participate in this follow-up telephone interview.

EP I wanted to do it because I thought it would be good for me, to hear the things you were sorting through.

DM I think for some principals I visited, it's almost been cathartic.

EP That's what I thought. I'm sure everywhere around the country people were impacted. They may have known people in the Towers. Here on the East Coast, we're right between two cities that were hit.

DM It's so personal then.

EP I have a niece who is a freshman at GW (George Washington University), and she was actually at the Foggy Bottom Campus. She was three blocks from the White House when it happened. She was fine. We really didn't hear about her until the afternoon, but she wasn't near the Pentagon. But still you're concerned.

DM When you mentioned that there was another survey going out, my chair said to me, "I wonder if anybody else is doing something on this."

EP This survey didn't come from a student in research. It was from a professor. I didn't hold on to it.

DM Remember back to September 11th. Let's talk about what happened in your school that day and how you responded to the crisis.

EP I actually got word personally. I remember looking at the clock about quarter until ten. I was calling a very close friend who used to be a principal and was tutoring one of my children here. I had some materials for her, and I was anxious to let her know we had them. You know when you pick up the phone and the person at the other end doesn't sound right? In a second I thought it was one of her girls. She said, "I'm watching the TV. The Towers have been hit." We got off the phone pretty quickly. By then the people in the library here had heard. My library assistant has a son at NYU (New York University). He was eight blocks away. He lived at Columbia for several months afterwards because NYU was cordoned off. I'm sure it was within a half-hour that we started hearing from the district people. There was some email messages. Immediately the elementary principals decided that the kids would stay in. It was a beautiful day, gorgeous here. We didn't want the kids going out at lunchtime. We decided not to tell elementary kids why. We felt it was too complicated, that we didn't have enough information. I told the kids that we had different schedules that we had to try out. I remember coming down the steps around 1:00 (p.m.). One of my fifth graders who's kind of rambunctious said, "Why would you try out the schedules on such a pretty day?" I said, "That's a very good question and there's more of an answer..."
to it." I don't like to lie to them because then I feel like they're not going to trust me. I said, "We'll go into it a little more tomorrow." All of our buildings were made secure. We are on a camera system here anyway. We have a buzzer. I like it because the day is just less disrupted. Before the end of the day one of my teachers said, "Why don't you get them (teachers) all together now so that we can talk? We don't know what the next 24 hours will bring, but we can at least be prepared with each other."

DM That's a great way for you to respond to it. If it comes from them, they're going to be okay if you call the meeting.

EP People (staff) were worried about putting the kids on buses and having them hear information extraneously. We took that chance because we just thought it was too enormous to explain to them.

DM I'm sure the concern came up that some would be riding with siblings who are at other schools.

EP I did have one child that the mother called me and asked me to pull him aside just as he was going to daycare, which is actually the place she runs. The dad just the week before had gotten a new job. He's an architect who's working on the restoration of one of the executive buildings. He's living in DC. I just told the little boy that there had been a plane crash in the DC area and mom wanted him to know in case he heard it on the bus. He was upset the next day, but at that point he said, "Oh. We already decided the plane is too expensive. Dad takes the train." What we did is, we made a plan. I don't think my letter to the families debriefing them on what the steps were and what future steps were went until Thursday morning. There was just no time to write it. Our superintendent is great. He got all the principals together the next afternoon and a couple weeks later to just keep debriefing us. We had a situation last year where we had a bad snowstorm, and it came in the late afternoon. We had difficulty getting kids home. I had kids still at 6:30 (p.m.). Some people had them until 9:00 (p.m.). We actually got very good feedback from parents that we did not do an early dismissal. Philadelphia closed. The city closed at around 10:30 (a.m.). That was another added pressure here. I have a faculty member whose husband is the superintendent at Valley Forge National Park. He's the lead administrator there. There were constitution activities going on in the city at the time. He was concerned that tourist sites that were equated with liberty or whatever would be targets because nobody knew where it was coming from. They were shut down, the parks were shut down and the city was shut down and the city school system was shut down. We knew that by about 10:30 (a.m.). That added a lot of pressure. I knew this was not just New York City and the Pentagon. I was waiting for the next thing to happen.

DM How far away from the site were you when the third plane crashed?


DM I'm an hour earlier than you, so it's only 1:10 (p.m.) here. Our schools were mostly getting started, and kids didn't hear about it because most of...
them were on buses. So they wouldn't have heard about it. Schools are responding differently depending on their time zone.

EP Sure. The other thing is we decided that afternoon at the administrators' meeting was that central staff assigned somebody to every school for support the next day. For us it was a home and school visitor at the elementary. She does residency and attendance. I made the assignment list up. Every classroom teacher had another person with them so that when the kids came in the next morning they could hold class meetings. We generated the kinds of questions that kids might ask. I was with a new teacher.

DM That was wonderful idea. How did that work and what kind of feedback did you get from that?

EP Good. Parents were complimentary. Throughout the year people have stopped and said they liked the way we handled it. The other thing that happened was, on Tuesday afternoon, we did have about 55 kids that were picked up. Part of it was that people who worked in Center City were half an hour away. Their business closed, or they were concerned. I had one mother here whose sister got out of one of the Towers. She knew within an hour that she was okay. She just came here and wanted to see the kids. She didn't take them out.

DM That kind of makes my hair stand up.

EP Then I had one father who came. His wife works at the Jewish Community Center (JCC) down the street. We have a sizable Jewish population here. I really think because of the Middle East overtones that we're only now beginning to see it played out. There was a lot of worry. The JCC did close. There was that situation in Los Angeles where there was a single person, but he went in and a child was wounded. They consider themselves to be kind of vulnerable to some situations. Unbelievably, I had an Israeli family who had just moved in that week. The father said to me, "I think it's following us." I would say in my fifth grade that we had about five kids leave from one class. The kids did start to ask questions. The teacher and I and his team partner decided that we still were not going to tell them. We acknowledged it. We said, "There have been quite a few kids go home this afternoon, and we're going to talk about it a little more tomorrow. You'll find out when you get home." They seemed to take that from us.

DM That was okay because then their first contact was with parents. Then you could support parents and what they had said.

EP We also outlined in the letter we sent home all the emergency procedures so we kind of thought those through again. One thing that we have in the school now that we had after that snowstorm business is that every school has 50 gallons of water. We have the pantry keys. After the snowstorm, we said, "Why are we in such a rush to get them on buses when we knew the weather was so bad? We should have kept them here."

DM That moves us into the crisis management. So you do have a crisis management plan?
That we had. Two years ago here we had a hurricane warning. It turned out to not be too bad, but we sent kids home at 9:30 (a.m.). What’s really tough when it happens early in the year is that we never have enough emergency numbers. That hurricane business came at four months after Columbine. I had one parent that has kind of a tragic family history herself. She’s gotten much better, but she was really in an edgy mood. She didn’t know where her kid was in the middle of this hurricane.

DM That made her nervous?

EP It did, but more than that she kind of went nuts publicly in the office and talked about killing everybody if she didn’t get to know where her kid was. She was out of control. We’ve had a few practices here.

DM Most crisis management plans wouldn’t have been organized to fit this particular circumstance anyway. Have you made any changes in it because of this?

EP No. We started getting things into gear after the snowstorm last year. I’d have to look back. I don’t think things have changed too much since then because we had been doing a lot. Every school now has a Nextel phone. They were considered to be so expensive, but the Towers go out and the Nextel has a radio feature to it. So if you have bad weather, you’re still okay.

DM I see. So you really thought that through for numerous types of occasions.

EP Yes. We do have a person, a supervisor of custodians and security that works with our head of our operations department who happens to be a retired army person. He’s an engineer. He is a fabulous thinker.

DM With your crisis management, do you think that past training helped move you into gear and also these past experiences?

EP Yes.

DM Did you use anything in particular out of your crisis management plan on that day?

EP Just mostly the protocol about having certain people answer the phone. We always try to develop a script of what’s going on so they get the same information. We make everybody sign out a child.

DM So it’s consistent.

EP The experience part is probably for the 9/11. Of the three situations, Columbine and the hurricane thing and the bad weather, I would say I was probably the most focused for 9/11. I hate to say it. This really felt different. I was kind of concentrating on appearing together. I hate to admit this because it’s weird, but they (staff and students) do reflect how the person in charge is acting.

DM My research says no doubt. They say that what you do in the first 30 minutes makes an impact.
EP: One thing I will tell you where we weren't as thorough. Our school is not networked. Of course not everybody is sitting around reading their e-mail. I realized it was about 11:30—you could just see by the way somebody walked out to our atrium whether they knew or not. We have a new addition, and we're renovating. We have a very contemporary building. We have this atrium area and when people would come out to go to art or music or lunch, I realized that we didn't get to everybody right away. There was an internal phone chain, but it wasn't something I wanted to say on the phone. I realized around 11:45 (a.m.) that I hadn't talked to my kindergarten teacher, and she's like in her own world there.

DM: Did you rectify that?

EP: Yes.

DM: These are really great things to reflect upon. As a school leader, what actions did you take in the days and weeks following September 11th that were a direct result of the terrorist events, if anything?

EP: One thing we did is we encouraged the teachers to give time for those questions that kids might revisit. We (administrators) got together and they (central office) gave us features of what letters should address, but we all wrote our own letters to the parents.

DM: Have you seen your school change as a result of the terrorist events and the climate those events created?

EP: That was something we talked about around January. People in some of the urban schools have reported that there was a different kind of stress. Our kids are pretty secure. We're pretty lucky. We feel, as a school, it's brought us a lot closer. Also, I think for months after that and even now, if we catch ourselves being sort of petty, you know what? If it's not health and safety, we can fix it.

DM: How interesting. When kids would say everything they did was a number 10, I'm going, "On a scale of 1-10, how big is this?" That's what you're talking about. Putting things in perspective. What's really important, what's not so important, what's something we probably shouldn't even be messing with?

EP: I'm starting my seventh year here. I'm grateful that it wasn't my first year here. I think if you have relationships with people it helps. I think events like this make relationships. On the other hand, if you have a little bit of a basis it helps. We were somewhat personally touched by this because we had a little boy in our kindergarten whose uncle, partner, and child were killed on the plane. They (the family) stayed here for a couple more months. We didn't even know about it for the first eight to nine days because mom went back home to try to settle the brother's affairs. They eventually moved back to Kentucky.

DM: How sad. Do you think the changes that you've talked about in your school since September 11th have resulted in the formation of better citizenship skills and attitudes on the part of your students?
EP  I would say as much as you can for a little one. One of my teachers found this unbelievable flag. It was huge. We hung it from the top of the atrium, and we raffled it off and gave money that we collected in a local fireman's boot. There's a local gentleman who donated services to the New York City people to clean the firemen's clothing. Our elementary schools wrote notes. This was this gentleman's idea. So in the laundry bags that returned the clothes was a note from a child.

DM  How neat.

EP  When we had this assembly where we raffled off the flag, we invited our local fireman station to come and accept the money. We donated not just to the fireman's fund in New York City, but to the local one. Those things will help for citizenship.

DM  Sure. Do you think that was a direct result of September 11th?

EP  Absolutely. We would have never done that. In our art club, the teacher here is very popular with the older kids. I have a subscription to the New York Times. Their pictures were unbelievable. We went through them together, and we scanned some of the rescue pictures that were pretty touching. She, with the art club, created these unbelievably beautiful murals, and they're on the atrium on the front entrance of the school. We did participate with the high school consortium. A mother got involved and we did a bake sale. Then we sent money to New York. There were lots of things.

DM  There were lots of citizenship activities that were going on. Do you think these activities and acts of patriotism help students be reflective or commit deeper to democracy?

EP  That's a tough one. I would hope so. But I think within the realm of a young child, you don't know. I think that when these young people are young adults, when they're 30, the fifth graders will remember those things. I don't know about the first graders. I have some recollections of my own years as a first grader, but I don't know how much.

DM  I think you're right. Your intermediate students, particularly, will be the ones who will be very cognizant of this. They're (historians) saying this will be a defining moment in this generation, just like Kennedy was.

EP  I think it's more acceptable to be a red, white, and blue person and show the flag. The first thing we did that next morning was we had two American flags. We have these atrium stairs, and they're pretty dramatic. They go up to the second floor. They have nice large posts, so we put a flag on each side of that staircase. Would we have done that? I don't think so.

DM  Isn't that interesting? So your display of patriotism showed up with adults as well as students?

EP  Yes, adults. With these pins that you see around the country, with the beads, our high school made these. It's almost like a kitchen industry. They made bronze and silver, like when they make the ribbons, but they
made them out of metal. They were engraved with the date I think. I'm just looking in this emergency photo. For example, in April all the schools in the district now, there are numbered decals on all the exterior doors. Then the numbers are also on the inside. It's not just for an emergency. It's for fire, for anything. The concept is that since a lot of buildings have numerous doors, if you're at a location then you can radio out that the help needs to come to a certain number door.

DM That's neat. So that's even fine tuning your plan a little better.

EP That's the kind of thing that Pat, this retired guy that retired guy does. I still have one more wing to renovate, but we have 12 doors. They're not all entry doors. They're fire doors. They lock when you go out. But if you were stuck somewhere, this would help.

DM Oh sure.

EP We do an annual drills. On March 21st we did an annual weather emergency drill. But that's state driven, and we've been doing that long before 9/11.

DM Sure, like most states. We are mandated to do tornado and fire.

EP Because of my construction project here, I'm constantly redoing this plan. We've moved people five times. In December and last September, which was just a few days before the event, each time we moved 19 faculty members. I'm not saying across the hall, all over the place. We've had a little practice. Now there are all kinds of procedures. In October from anthrax related procedures to looking at packages. We never would have done that.

DM My last question deals with national security. Do you consider your actions in response to the terrorist events of September 11th and the days and weeks that followed to be connected to national security?

EP In that it helps make the nation secure you mean?

DM It could be. Or your viewpoint of what national security means to you or the government.

EP I would say yes. I'm a public agency here. If you want to consider the charge that I have, that I protect the kids that are here, then yes. I don't know if you'd call it national security. We're not part of the armed forces, but we're here to keep the place secure.

DM Also, these reports over the past six decades paint education as an important player foundational to the concerns of national security. That gets a little more into the quality of education. Do you see yourself anywhere in that picture?

EP I don't think there's a choice to that. I'm just looking at this October 23rd memo, "Assignment of personnel to schools in the event of terrorist." Not in the event of a tornado or a snowstorm, but terrorism. I was part of a group of people that suggested this, but I can't take credit for it. To each
building there is assigned, what they deem, a mechanic. The guy who’s on line is here all the time because he does all the locks in the school district. Then a supervisor and a community member are also assigned to a building.

DM Was this in the plan after or before September 11th?

EP That was added, these three people that would be attached.

DM That’s kind of neat thing to have outside resources like that available.

EP Here’s one more thing. We did a lot. We had a practice phone chain for a real emergency. We practiced it, and we told them it was a practice. We have a dedicated volunteer list of 10 people.

DM Did that work out pretty well?

EP It did actually. Some people didn’t get calls. We said, “If you don’t hear from us, then you have to call us and tell us that because then there was a glitch somewhere. We want to know about the glitches.”

DM Was this for parents?

EP Yes, this was for the parents. We have a whole system of notifying people if there is an early dismissal. But instead of relying on 20-25 homeroom parents and trying to find them and they never have their list together, this system should work better. My secretary really organized this. She happens to have a child in another school in the district. We had these 10 parents who would get the calls from us and then they would each have a list to call. Instead of using homeroom lists now we have an alphabetical list so a family only has to be called once if they have two or three kids. In one of the snow storms somebody got really angry with my counselor. She had to take this list of people we got in touch with. The woman was angry because she had gotten three calls about the early dismissal. There was a mix-up. My counselor said, “It’s like telling the bride she’s too pretty.” People here are pretty levelheaded usually. Oh here. Then we have another thing on crisis management understandings on October 8th. This was a month later. We digested all this stuff about how the website would be done. Some people who were trying to hold onto normality sent this email about Johnny’s math test. I even got something from one of the district psychologists who never bothers to call me. I don’t know why she had to email me that day. I think people wanted to hold onto what was normal. We made an agreement. The elementary people especially, we were adamant. We said there should be no normal school business on a day like that. All the communication lines, whether they’re email or phone, they should be available for what we’re handling.

DM Sure. For parents’ calls and things like that.

EP Also our focus needs to be on safety and communication.

DM That’s an interesting piece, that normalcy because everybody was grasping for it to some degree.
EP  What I’ve learned in the last three years is sometimes it’s not normal, and you better get with the program.

DM  Thank you for your time. If I would quote you anywhere in my dissertation or future writings, I would not identify you by use of your name. I would utilize your state and community size for this purpose. Would that be all right with you?

EP  That would be fine.
Respondent 27

Diane McCarty—DM; Elementary Principal—EP

DM Let's think back to September 11th. Think about what happened in your school on that day and how you responded to the crisis.

EP I was in downtown at a workshop. It was on teacher evaluation training. I was called back to my school right away and my assistant principal was there. I just advised her to tighten up security, go into our safety plan mode. I did not want students viewing televisions at that point. We did keep the television on in the media center workroom so we could keep staff informed. We had our guidance counselor and all support teachers available, rotating and monitoring.

DM Did that seem to help a lot that day? Did you leave your meeting and head back?

EP They didn't let us out. We were all very angry at that. There were about 20 of us and most of us were principals. It was one of those things that you had to do your training, you had to take your test, and then you needed to go.

DM That added a little bit of crisis to your life on that day.

EP We said, "Okay. Give us the test. We're ready." They cut it short just a bit, but only by about two hours. It was close to noon.

DM What was happening at your building by the time you got back?

EP Actually it was very much under control. Everything was calm. We have a real systematic safety plan and communication plan as far as this person tells this person, this person tells this person if we need to get information out quickly. The assistant principal was in communication with me and also with the county office. About every 30 minutes we gave the staff an update.

DM So they were informed. Were students informed?

EP Students were only given that there was a plane crash. We did not share a lot of information with the students. With the nature of it, we felt that was something parents should talk with their children about. That was kind of a countywide thing. Parents were calling. They wanted to process that with their own kids.

DM So you informed them (students) that something had happened and that they would talk to their parents about it?

EP Right. That there was a plane crash in New York and it was quite extensive and to keep everybody in their thoughts. That's a general thing with the schools. We will do a statement such as, "Everybody just keep all the people involved in your thoughts and good wishes for all their safety."

DM That was in existence so it worked out well to use the same format?
EP Yes.

DM You mentioned your safety plan. Obviously that's your crisis management plan. It sounds like you're well practiced with that. So you did use your crisis management plan on that day?

EP Yes.

DM This was a very unique situation. Most crisis plans wouldn't have had anything uniquely to address this. It sounds like yours was adequate. Has anything in your crisis plan changed or developed since September 11th?

EP No, it really hasn't. We feel that we have a pretty comprehensive plan. We do review it several times throughout the year. Even this morning I called in, and I was going to be late coming in. I reminded the secretary to make an announcement that everybody needs to review their safety plan because we had impending weather coming. All of that is reviewed in our safety plan as well.

DM That's good. So you feel that training really assisted you on this day? Everybody knew what they were supposed to do?

EP Yes. Correct.

DM That preplanning really makes a difference it sounds like.

EP It sure does.

DM As a school leader, what actions did you take in those days and weeks following September 11th that were a direct result of the terrorist events, if anything?

EP A heightened sense of awareness of surroundings. There were two incidents that really concerned me. We live fairly close to a small metro airport. Teachers reported a plane circling the area immediately over the school. One day it was out there. Then they noticed it was back the next day.

DM That's interesting. So they were much more aware of what was going on. Did anything happen?

EP I went out with my cell phone. I'm out there with the kids sitting on the picnic table, trying not to alert anybody or cause too much concern. I called the county office and let them know that I did have some concerns. I also called the sheriff's department just to see if they could check with the aviation (center). They basically blew me off, and it really made me mad. My superintendent was outraged when I told her the response that I got from the sheriff's department. They said, "We don't know whose plane it is. We can't do anything about an airplane." That was the attitude.

DM I bet you were shocked. After 9/11 everybody should be so much more astute and aware.
EP I was. I called my superintendent and let her know of the response I got. She was like, "I cannot believe it." She got the sheriff himself on the phone, and he went to the airport. Of course, he got his folks straightened out right away. He went to the airport and they did determine that that particular plane was somewhere he shouldn't be flying. They said there are some little private air spaces but nobody with the call number we gave them. So they were looking further into it and then they called a couple of the other airports and they actually did follow up on it. Following that, the next couple days we didn't see anymore little planes circling. It could very much have been someone who was just practicing, but I feel through our communication network it went out through the private people because they have their own little network and just said, "Stay away from schools."

DM That was the right thing to do. You know it. When people don't respond to the right thing, it's very upsetting, especially after such a current event. Have you seen your school change as a result of the terrorist events and the climate these events created?

EP Again, a heightened sense of security. We're in a very open campus type of setting. Our building is very old, and we have four different buildings that are not connected by hallways, which means a great many exterior doors. We have locked all the exterior doors. We had not done that before September 11, and it didn't go into permanent effect until there was an incident in a nearby county. A crazed man walked into an elementary school with a hammer and hit a kid on the head. That was about two months ago.

DM So September 11th made you think about it, and you locked it temporarily then?

EP We did lock it temporarily, and then everybody was kind of back to business as usual.

DM Then with this incident you've gone to a different procedure?

EP Right.

DM Do you feel that's good change?

EP I think it's a good change in every school. We're in a unique situation right now because we're slated for a whole new locking system because we don't have keys for everybody. We had to go out and get keys made for a lot of teachers because they couldn't get in and out of the buildings. Now it's inconvenient. They were pretty much spoiled; they could walk to any door and come in.

DM Sure. Now they have to carry keys.

EP They have to carry keys, and we still don't have enough keys for everybody so it is inconvenient. We have certain doors that are kind of inconspicuous that they can get in.

DM That makes sense. You've had a couple incidences back to back here which has cemented the reason that you're doing it. Have you had teachers understand that and be cooperative with that?
EP Both. Some say it is ridiculous but most are pretty cooperative with it. Some parents have been mad because they can't get in, but they're supposed to come in the front door anyway.

DM You've had a sign-in, I'm sure, for quite a few years.

EP Yes. When I first got here they were like, "I've been coming here for years. How dare you ask me for my ID?"

DM But you know what? Every year it's going to get a little more particular, don't you think? With the things that happen in society?

EP Yes. Very much so.

DM Do you think some of the changes have resulted in the formation of better citizenship skills and attitudes on the part of students?

EP I think much so. Students and parents. Both students and parents are more courteous. They're more patient. They're patient to make sure that things follow a system.

DM Before they might have wanted to take more shortcuts?

EP Oh yes.

DM Have you had an incident where that comes to mind about that?

EP We have parents that come and want to check their children out early. That has reduced a little bit. The parents who were angry that we check IDs have reduced. It's not totally gone away. They still just want to walk into a classroom and take their kids out. When you're in a small community they think that everybody knows everybody. But they don't anymore. I've had parents who have thanked me when we have called them because someone came to pick up children that was not on the approved list. We went to great extent to try to get in touch with the parent before we would release that child. Some parents have thanked us.

DM So your protocol is starting to be accepted. Do you think some of your students, especially the older ones, are being a little more reflective in their commitment to democracy and have you seen that play out in some ways in curriculum, especially social studies?

EP Yes I have. Actually pulling the whole school together with more demonstrations and more visual patriotism and democracy.

DM What have some of those been?

EP We just planted a liberty garden, and we had a dedication for it. It's the same grant that initiated the "Keep America Beautiful," and it's gone through different states and communities. We applied for the grant. We had been beautifying our campus and one of the things was that you get the grant if you plant a liberty garden. Students are doing things to help take care of themselves in the area and their community.

DM That sounds like a community project.
EP Definitely some community involvement projects.

DM The liberty garden is neat. Is that a term that's been used for a few years?

EP Yes.

DM That's so appropriate right now, too, isn't it?

EP Right.

DM What other signs of patriotism have you seen?

EP We did an extensive art project where the prop was the American flag. They were doing a certain genre of art, I don't know the name of it, but the students were able to pick the background that they wanted to use as the background of the flag. Some students picked the Statue of Liberty. Some picked the Twin Towers. Some picked other patriotic symbols to draw in the background of their American flag. Another one they did was paper plates with the presidential seal. We took some patriotic themes and developed the art through those themes. They really integrated the content into all aspects.

DM Then your school has been very decorated with these visuals, I'm sure.

EP Absolutely. Right now we're having a fine arts gallery show. All of our hallways are covered with student art.

DM Let's go back a little bit to that first or second day. Did you send a letter or correspondence to parents to let them know that you had talked to children that day or any correspondence connected to the crisis?

EP The day after. Basically we just sent a letter saying that we were available, our guidance counselors were available, if they would like any additional information we could help them. Teachers were using grade level appropriate information in their classrooms.

DM That was a great way to word that. So parents knew something had been said. Also, we were talking about the curriculum. Have you seen any different discussions or different takes on what they might be talking about in the classrooms since September 11th?

EP Integrating the patriotism in the social studies content and actually throughout a lot of the different contents.

DM That wasn't there before?

EP It was, but they're just taking more opportunities to bring in the current events. A lot of sense of community has developed and they use references to New York City. For years New York City has had the reputation of being a cold community. I just returned from New York City the first week of April. I attended the International Council for Exceptional Children conference there and presented a workshop. I was amazed. I went to college at the University of Delaware to begin with. We used to jump on the train and go to New York once in awhile. It was a different New York City.
DM What were the differences?

EP Everybody was friendly and outgoing and took the time to help you, make you feel welcome. Thirty years ago everybody was going their own way. I didn’t remember people giving you really the time of day.

DM What a change.

EP It was a major change in my perception.

DM Do you consider your actions in response to the terrorist events of September 11th and the days and weeks that followed to be connected to national security?

EP Yes. I feel that we have an obligation regarding national security to be able to account for ourselves and our purpose in any point in time. I take that as a personal obligation. I’ve been through the airport probably four times or more since September 11th. Each time I see different reactions. But never since then have I seen folks irate or angered at the things that they were being asked to do. Basically it is accounting for who you are, what are you doing there, and are you supposed to be there.

DM Sure. They’ve been a lot more diligent about being careful about that. I think that’s a nice move. Some of the reports suggest that the quality of education is a foundational piece to national security. Do you see yourself anywhere in that picture?

EP I do. I think as a school principal, we’re very limited. We have so many mandates, and we have such specific things that we do. I think we’re a springboard. It’s like we’re the very center of the hourglass. All this stuff comes in, and then we spread it out. Everything comes through the schools, and they really expect the schools to take it all in, mix it all around, then spit it out to the kids and make them productive citizens. I think that more of the community needs to pull together and work more as a sense of community. We just recently were awarded a huge state grant that comes from the A+ reform initiative from the president. It is an all encompassing community-wide grant. We included all aspects that touch the lives of our children in this grant.

DM Is this at your school or your district?

EP Our school only.

DM I’ve written quite a few grants. That’s a lot of work.

EP It was a lot of work, 84 pages and worth 991,000 dollars.

DM That’s wonderful.

EP It was a tremendous undertaking. But we were awarded this grant and this is something that every community needs. We shouldn’t have to go through these contests to be able to serve our children as a community.
DM  You must have had a strong plan for how you were going to involve your community. When did you write this grant?

EP  We had about a month turn around time. It was just awarded. We wrote it this fall.

DM  Did September 11th play into your thinking, what you were talking about bringing your community closer together or developing your community?

EP  Yes. I think a lot of that comes from my background in special education. For years in special education and a lot in Florida, I've always used the community as my campus. I take the students into the community to get them successful in the community in order to be successful in life. They're fine in school, but they can't go out into the community and live. I think a lot of it has to do with my background.

DM  You'll be enacting this grant when?

EP  Actually starting now. We're working on revamping the budget just a little bit, tweaking some of the money usage. They are going to be hiring two staff persons and training will start this summer. I get to pass the baton off because I'm going to the county office to be the Director of Exceptional Education.

DM  Do you have a character education plan in your school?

EP  It's involved schoolwide and also countywide.

DM  Is it an organized plan or is it a unique plan to your district?

EP  It's an organized plan. It comes from the character qualities that were developed by the state. The county implemented the county plan. I know it's been in existence the three years that I've been here. I think shortly before that it was initiated.

DM  Is there anything about September 11th or the days that followed that you would like to share?

EP  Probably that September 11th touched me on a personal note. I come from a fire fighting background. My father was a fire chief for about 20 years in a volunteer system in Delaware. His organization was directly involved with the northeast areas and my parents traveled extensively with all the volunteer firefighters and knew many from New York. My brother-in-law was a state fire marshal. My whole family is involved in fire service. It just really touched me on a personal note in that regard. Maybe my sense was kind of heightened that way too.

DM  Oh, sure, because you think about the numerous times your dad was involved in such circumstances. I want to thank you so much for taking the time for this interview. If I would quote you in my dissertation or future writings, I would do so anonymously. You would only be identified by state or community size. Would that be okay with you?

EP  That will be just fine. I hope all goes well for your paper.
Respondent 28

Diane McCarty—DM; Elementary Principal—EP

DM Tell me about September 11th. What happened in your school that day and how did you respond to the crisis?

EP What happened that morning is that all the administrators were in their cars in route to an administrative council meeting. We were all sitting in our cars in the parking lot, nobody getting out of them, obviously in shock. We went into a meeting and within half an hour of everything beginning we were sent immediately back to our buildings to put in place our crisis action plans. For the elementary level, they turned off all TVs and did not have students be aware of it at all. They allowed the parents to be able to do that at the end of the day. Some parents came to the school to pick up the kids. At the high school level TVs were on. Teachers were using it as much to help students and to talk them through it. Middle school determined that they would do it based on who the teachers and students were and if the people could handle it. Even where I am in central New York everybody has connections to New York City. Even for myself, a large part of my day was trying to get a hold of my son who is a freshman in college there. It was a difficult day personally for people who then, as principals, had to go into the mode of protecting everybody else around them.

DM That's a good way to word it. Principals had to be strong for everybody else.

EP Absolutely. I couldn't worry about the fact that I didn't verbally speak to my son until probably 11:00 (p.m.) that night. Other family members were trying to make phone calls to me and I pretty much just said, "You find him, and I have to do this." I wasn't able to concentrate on that, or I wouldn't have been good for what I had to do here at my job. What ended up happening is the next day all the administrators who were at other levels started to double up so that any of us who were extra in a building, those of us on special assignment or whatever, were sent off to other buildings to assist. Teachers were receiving children coming back who had heard some things the night before, so we had the right kinds of answers for kids. Most of the time you turn it back to the family in terms of "that's a great question to ask your mom about." When children ask, "Where do you think those people went?" You really have to turn that back. We can't impose our own belief systems. But you turn it back to, "Whatever your mom said."

DM You mentioned your crisis management plan. Was that helpful that day? Was it used in most of your district?

EP Absolutely. We have 11 elementary buildings, three middle schools, a ninth grade building and a high school building of 10-12 and the plan absolutely went right into place. Principals pulled in their triage people. You began to work with those people. You pulled out your plan if it wasn't right at your fingertips and you hadn't used any of those pieces before and put in place your counselor's right away. You put in place, "How do I start to make calls?" One of the first things we did was try to find out from our staff how many of them had connections that they would be worrying about. We needed to
take care of our staff. We were fortunate enough that we didn’t have people whom were in the Towers. Our kids are in college there. We tried to take care of our staff. We tried to take care of the immediacy of the news bombarding us that was obviously stopping everybody in their tracks. There was a TV on at the high school and people were walking by it. At the elementary school it was a little bit easier because they turned those TVs off. They tried to keep the day as usual, but to get out messages to people of what was happening.

DM Your crisis management plan sounds like it was pretty organized. Have you changed anything or added anything because of the uniqueness of this situation?

EP One of the things that they sponsored just Sunday here was an emergency services meeting where they had invited in ambulance crews and fire stations within the area and police stations. Not just from our suburb, but from surrounding areas. They came to the high school, toured the high school which is absolutely huge. We also gave them a CD with the floor plans of all of our schools and welcomed them to come into every one of the schools. We asked them to start to walk through the crawl spaces and walk through the rooms and see where things are, other than just the annual inspection. You feed these people and you talk to them and you let them know that we need them. When we call them we need them to come and be here. In central New York we’ve had this horrible rash of bomb threats for the last couple years. A couple years ago it was affecting our end of year state exams. You had to secure buildings so you wouldn’t even release the kids to leave the gym if they were in places like that taking a test. It was just so prevalent. There’s now actually a law on the books that if you’re convicted of it you actually spend time in jail, even if you’re only 16.

DM Rightfully so.

EP We had one that very day at school. So you come back to your school, you’re just regrouping and there was an all-wide school bomb threat for the whole county. We had made decisions earlier in the previous year that if they were not specific to our school we would not be evacuating our entire building. But of course on this day you had to. It was horrible. That’s what put the kids on edge. At the elementary level you don’t say to them that it’s a bomb threat. At the high school level they’re informed of why they’re leaving the building. At elementary we don’t do that, although my older kids always knew what was happening.

DM As a school leader what actions did you take in the days and weeks following September 11th that were a direct result of the terrorist events, if any?

EP I think they really pulled in and started to do more counseling. Counselors and psychologists in the building really started to do more small groups and immediacy of comfort for students. Some of the teachers picked different projects that they would do that would be sent perhaps to firemen. I don’t know if you’ve been to New York. Down at ground zero, it’s an amazing thing.

DM I was amazed at how many months later the smoke was still rising.
EP I've been down there twice. I was down there the week right after it happened as much because I needed to go and touch my child. We went down there because being an 18 year old he was like a moth to a flame and had been down there a couple times already. The day that we went, just a week later, they had just opened it up and we were allowed to walk down. It was like out of a movie. All over, you already saw images ad colorful pictures that young children had sent thanking the police officers and the fire fighters. Already that image of service. At the elementary level you promote that and talk about community helpers and how important these people are. A different level of respect has come out of that. I think that's one of the things that teachers have been able to impart too. Partly by doing the projects but partly by having some really honest conversation with kids about the job that these gentlemen did.

DM That's an interesting thought, the different level of respect. You think how policemen particularly haven't been respected in certain areas. Firemen were just there, not necessarily at any level of heroism. How have you seen your school change as a result of the terrorist events and the climate those events created?

EP I think it made it more positive in terms of people's interactions. They respond to each other in a better way. You hear people say "there are more important things to worry about than that." Some pettiness really has dissipated. I think that we continue to try to focus on kids, but we understand that they need to have that world view. It gives us more of a chance to really intersperse more of a world looking at things, an international peace, into our studies.

DM How do you think that's happening at the elementary level?

EP I know from talking to teachers that they're doing that in terms of social studies and in the books that they're choosing for children to read for English classes, for literature. They set themselves up to have those conversations because those questions come up now all the time. So many times when you're in an adult or a student conversation, comments come back to September 11th particularly, I think, because we're in New York state.

DM Your proximity.

EP Yes, we're not that far. The reality is that the school that I am in is a high poverty building within this fairly wealthy suburb. So a lot of the students in that building would never have the opportunity to go to New York. Even taking them into a large city nearby was a big deal. When you would drive by one of the lakes right outside this city, they'd say, "Oh, is that the ocean?" We're a suburb exactly next to this larger city. They don't have an idea of the magnitude of New York City or the Towers. You really had to explain that. The teachers said they've been trying to explain it.

DM It sounds like you're trying to get more to democratic principles at the schools.

EP That's happening at the high school obviously. When I go into social studies classes and some of the other classes to visit, the kids are talking along
those lines now. You see religion spoken about in a different way now, from
more of an intellectual viewpoint, which I think is really interesting to do. I
know this is happening at the college level for my son who is at a Catholic
college and having to take religion classes. They’re learning all of this
history now that is helping them understand September 11th, even for 18-
year-old kids. We have to do that for the kids who are five to twelve.

DM I think you’re right about that. Do you see the formation of better citizenship
skills or attitudes on the part of students?

EP Yes I do. I think we see it in terms of more community service, which is
where a lot of school districts were headed and now we’re probably even
mandating more community service. Having a high poverty building we felt
that the students needed to learn how to become part of the community and
how to give back. So they have done special service projects that help our
area as opposed to just sending things on to New York. It’s one of the
pieces that was a point of contention. So much stuff was getting done in
New York City and they didn’t know where it was all going. It’s a lot easier
for young children to do the local fire station here. They would willingly at
Christmas time bring in all kinds of toys and books and do different things
and you could deliver it to people around here. Unfortunately tragedies
continue. A fire here in a home or in a trailer is just as tragic as it is at the
World Trade Towers for whatever family was affected there.

DM And even bigger for them personally. Do you consider your actions in
response to the terrorist events of September 11th and the days and weeks
that followed to be connected to national security?

EP I think we had to. That was one of our biggest things. Just the day before
what you would have been afraid of being here at a big high school or being
in any elementary school was the security of the building itself. You’d be
worried about people (intruders) coming in and for weapons. Unfortunately,
a lot of us have experienced those things where you’ve had a parent come
in who is very threatening and has a weapon. We all go through those
pieces, but this made us look at it more on a national level, hoping that our
National Guard is at the airport. If you go to the airport tomorrow, you’ll see
the National Guard there.

DM Even in Iowa. In Cedar Rapids, not a very big community, you’re seeing two
armed men. We’ve never seen that before.

EP I had only seen that in Europe when you’re at the big airports.

DM They have done that for years in other countries. Many reports over the past
six decades paint quality education as an important foundational piece to
concerns of national security. How do you see yourself in that picture?

EP I’m not sure-national security and quality of education—I think they’re two
entirely separate issues. To me national security is actually making our
buildings and our communities safe for people and in doing so in a more
unobtrusive way than what’s happening right now. Taking away our rights
and everything else, I don’t think that’s the way. It links into education as
things change drastically, and we have to begin to learn about why they’re
changing it. Again it goes to that bigger picture that we don’t always give
students. We don't often teach them about the community beyond. In some cases their families don't know about it. They don't know about their small little towns, let alone the city that's near to them. Or to even understand why somebody would have hit the World Trade Towers, what they were trying to speak to. It goes into the quality of education when we change what we're doing. We have to change our curricula and we have to change our styles of teaching in order to maintain safety even within our classroom.

DM That makes sense to me. I see what you're saying. Tell me a little bit about character education at the elementary school.

EP It's one of our state laws now. A bill that was passed two years ago called "Project Safe." Every building had to have a character education plan in place and program of some kind. We had some buildings that have gone ahead, and they do the word of the week, the word of the month, different kinds of activities. One of the things that I thought was necessary working in a more suburban urban school is that you have to teach students what character is and what it means. We always laugh and say we had too many characters to teach character education. We need to really teach students about citizenship and that really goes to where September 11th is now. We put in place all kinds of assemblies and students performing every other week at every grade level. My special area staff of music, art, physical education, and library would do research for the kids and write plays or put performances together. Students learned how to appreciate each other and how to appreciate the diversity in each other. I am really fortunate to be in a fairly diverse school where most of the other ones here in the suburb are not as diverse. You have to teach children how to appreciate each other and not tolerate meanness. I don't like the whole tolerance idea. I like the idea that they have to appreciate the qualities each other has and they have to know who they are, they have to be able to share. We do a lot of community service work with the kids, teaching them how to give back within our building. Having fifth and sixth graders tutoring younger kids, and often they're the kids you would have never chosen. They are unbelievable. I know that some of these children will go on to become teachers and become people who will know how to give back. That is for us, in our building, what character education is all about. One of our buildings in the district is a national character education school because they do a specific program that they designed. We do it more day to day. It is important to me that every one of my teachers always speak to children when they pass in the hall, that they speak to each other, that we do a lot of peer mediation and conflict resolution. We train students to do that so that fifth and sixth graders are doing all that mediation if there's an issue that comes up. I am not a punitive type of principal. I really work with the families and the students to change behavior. The successes that these behaviors changed, as they go on to middle school and high school and I have a chance to see, is great. It's great. You see how far they came, and it's based on what we did in elementary school. That to me is character education. It needs to be common sense and not a program. I know that a lot of people don't agree with that. We make it who we are instead of just a thing that you had to do every Monday.

DM I think canned programs work for people when they don't know how to attack a problem. It's fine to have a skeleton of something like that, but it's great to personalize it because then it becomes more real for you and your staff and
your students. It sounds like you see a lot of citizenship skills develop and mold to better citizens because of the program you are working.

EP One of the people we had speak to us at a beginning year conference was Clifton Tolbert. I think he’s from Oklahoma. He talks about culture and community. He came and spoke to us about two weeks before September 11th. His speech was very uplifting. He spoke to everybody from teaching assistants and aides and custodial and transportation people all the way to teachers and administrators and did some workshops. This gentleman, who we paid to come as a presenter, called me on September 11th to say, “I remember talking to you, and your son was in New York. Are you okay? How is your school?” I was so impressed. Here is a speaker who had been here just two weeks before, that we only spent one day with, that was able to connect with us. I was really impressed with who he was. The theme of culture and community has been taken up by the high school. The elementary schools were already working on who they were in terms of character education, but the high school hadn’t really done it. So they spent most of this year talking about culture and community and developing a survey among themselves. Just last month they did an entire day of breakout sessions where they really worked on a variety of activities to make this a more community-oriented place to be. Particularly when you have 200 staff people in the building and all of those students. Things that happened just before September 11th we immediately pulled closer to us.

DM We have a group here in town that my son’s involved with called Harmony. They are high school students who work together and get training and then they come back and discuss topics and issues. It’s been interesting for him to participate in. It’s getting more into that culture and community. How do we create it? How do we keep it and nurture it?

EP Everything that you do impacts somebody else in terms of a harsh word or anything else. Do we remember to say thank you to people for things that they do for us or do we just take it for granted? How do we treat each other and how do we talk about each other? We’ve seen a huge difference there. People honestly aren’t as petty as they used to be.

DM Is there anything else you’d like to share?

EP There were so many signs of patriotism that it was probably a little bit too much. All of the pins and at every event unfurling this huge flag. I think with the year being for the Olympics, too, it just sparks that even more for us. I think it reminded people of the reason we stand up and do the pledge every morning. When I see students thinking they can’t stand, or people who are walking in the hallways when the pledge is on. I’ll say to them, “You need to stop and listen.” It just reminded us that we live in an amazing place.
Respondent 29

Diane McCarty—DM; Elementary Principal—EP

DM  Think back to September 11th. Think about what happened at your school that day. How you respond to the crisis?

EP  After I turned it in, I thought that I really shouldn't have done this because as it was happening my concern was much more for staff than for students.

DM  I don't think that's bad. Go ahead and tell me about that.

EP  We just made tvs available for staff members so whenever they had breaks or the kids were out at recess, whoever was available, could see what was going on and visit with each other. Really we just took the approach that kids could hear it at home from their parents and that was the best way for them to hear it, in the comfort of their parents at home. We did not even inform students of it during the day as it was happening.

DM  If you take care of the adults, they'll be able to take care of the children.

EP  Right. By the second day they were answering questions and that sort of thing. It wasn't breaking news. For little kids it's conceptually a difficult time. They understand that people were dying and that airplanes hit buildings.

DM  Beyond that it would be hard for the young ones to understand that. Do you have a crisis management plan in your school?

EP  Yes.

DM  Did you use any of it on that day, and did you find it helpful?

EP  I would say we probably used the first step, which was to decide whether to do anything or not. If there's a bomb threat at the high school, do we tell them about it here? The first decision is always whether to implement something. There would be other things, too, that we would notify adults of and not notify students. That was the level that we were at. In that respect, yes we implemented it. It didn't disrupt instruction across the building. We didn't say this is a higher priority than teaching.

DM  Has the district changed or developed anything since then because of the different type of crisis?

EP  No. We really had done a major revision in the past year. The last two years were the first time that we ever had drills evacuating the building. It was the first time we actually had a crisis team. It was the first time that the crisis team would meet. Any time there's even a fire drill the response team meets because if you really were having a fire or some other kind of emergency, you'd want them to practice it. It's the first time we had drills for if there were someone dangerous in the building.
DM Do you feel your crisis management planning has assisted you in your thinking on any type of level of crisis?

EP Oh definitely.

DM Do you think any of that kicked in on that particular day?

EP Yes. I think just the fact to even think about it to say, “Okay, this is one of those situations that is a crisis and there are decisions to be made.”

DM So you at least knew in your mind that you could do this, this, or this and that planning perhaps assisted that. As a school leader, what actions did you take on the days and weeks following September 11th that might have been a result of the terrorists events, if anything?

EP We put some correspondence together—things to watch for with students, reactions to it, in both newsletters for parents and for teachers.

DM You sent those home?

EP Yes.

DM Did you get any response from parents or teachers about that information or the communication you were trying to give them?

EP No, not really.

DM Have you seen your school change in any way as a result of the terrorist events and climate that those events created?

EP I think people at least initially were more leery to travel. I think that there certainly was more thought given to being supportive emotionally to other people and appreciate the people in your lives and those kinds of things.

DM Did you see any of that played out with children?

EP We started a fundraiser immediately for the families. We’re a low-income school and so usually our kids are the beneficiaries of fundraisers. That was just one way that they could show that they cared. We didn’t have any staff members or any students that knew anybody that was killed. That kind of removed us in terms of a real connection. Because of that, it was all very low key. It was like sending pennies to Panama. It’s so far away. I don’t know that any of our kids have even been to New York.

DM So they’re not well traveled children.

EP Exactly. We’re over 50% free and reduced price lunch.

DM Do you think that the event or the discussions of the events have broadened their viewpoints of the world? And have you seen any current event follow-ups in discussions in the classrooms?

EP Certainly in the older classes, especially fourth and fifth grades. They do the newspapers in education and that sort of thing.
DM  Do you think your school has seen any changes as far as the formation of better citizenship skills or attitudes on the part of students? Maybe you had a character plan in place, or are you thinking about doing anything along those lines?

EP  We do lots of different things. I can't say that I saw anything new and different.

DM  What are you doing at your school that is working more toward utilizing democratic principles with children or helping children be reflective citizens? Do you have any organized plans going on?

EP  We have Talk It Out. It's kind of like a technique for resolving conflicts. Conflict management without an outside person. If two people have a conflict, the two of them try to resolve it. Every year the counselor teaches the steps to doing that, and they (students) role play it. By the time they've had instruction on it over the years, by the time they're in the older grades, it's pretty much review. Our building rules are to respect other people and that sort of thing. Those are retaught every year, reviewed as needed. Actually, there are issues. I'm not saying there's never a name-calling or even something that could be the beginnings of harassment. But they're dealt with so quickly that it's very, very seldom that I'm dealing with major issues.

DM  It sounds like your students are well trained on the procedures of how to work problems out. Have you found that to be very helpful in your role as an administrator?

EP  Definitely.

DM  Has that changed from your first few years there to the last years when you've implemented some of these changes?

EP  Yes. Both the building-wide behavior plan which involves the preteaching of skills and the consistency of everyone expecting the same results, as much as you can expect consistency. Everyone, whether it's secretaries, custodians or teachers expecting appropriate behaviors and dealing with it when they're small rather than when they get larger. Then the counselor talking about harassment, talking about resolving conflicts through "talk it out" procedures, and that sort of thing. We target kids that are having difficulties for extra sessions with the counselor to talk about making better decisions. They can see her once a week. It's hard to know exactly what makes the difference. But altogether it definitely makes a difference. When I first because a principal, they tolerate, tolerate, tolerate, and then they haul kids off the playground by the collar.

DM  You got the brunt of that as the administrator.

EP  Yes. It's been building up for weeks, but not until it was completely out of hand did anyone deal with it seriously. Now I've been here 13 years and I can honestly say we've had one fight.

DM  That's pretty good. So you really haven't had to suspend kids. I'm sure you have zero tolerance.
EP Actually, in the special education department there have been instances of aggression, not to other students, but throwing a chair into a wall or something like that. But in regular education, I've only suspended one student in all my years.

DM That's pretty good. This last question deals with national security like it did on the survey. Answer it the way you feel it fits. Do you consider your actions in response to the terrorist events on September 11th and the days and weeks that followed to be connected to national security?

EP I guess not. I'd say no. I will say there's increased awareness and appreciation of people serving in the military. I think it was SAI (School Administrators of Iowa) that sent out Operation Valentine for classrooms to send letter overseas and things like that. Kids and teachers were real excited to do that.

DM That's neat. So you've seen some different connections because of that.

EP Yes.

DM In the reports I was finding that over the past six decades, quality education has been painted as an important player foundational to the concerns of national security. Do you see yourself anywhere in that picture?

EP Definitely. I think schools are how we influence the future of the country. We have an international celebration to develop awareness of the rest of the world. We're on a rotation every three years so that kids experience it twice while they're in the building. Kids learn about other cultures. It's a part of minimizing harassment and increasing the sense of community in the school. It's also sending them on with more appreciation of people that are different, countries around the world, different cultures, ethnicities, religions, just more awareness of the world. Each grade level does a continent. They study things and share them with the rest of the building. Something loosely connected with the curriculum. We also have the highest minority, which compared with some of your schools, isn't very high.

DM I was wondering if your city's diversity has changed much in the last few years.

EP No, I don't think so. I think district wide we're like 3%.

DM Thank you so much. Is there anything else from the recollection of 9/11 or the weeks that followed that you'd like to share?

EP I don't think so.
Respondent 30
(E-mail interview)

Diane McCarty—DM; Elementary Principal—EP

DM Tell me about September 11, 2001. What happened in your school that day? How did you respond to this national crisis?

EP We first learned of the crisis by a phone call from the School Secretary's husband. I looked to CNN on the Internet for more news. I made a decision that I would not inform the students immediately, since events were still unfolding and we did not have any direct ties with New York City. I went through the building and informed each teacher individually and asked if they had any relatives who worked in the area. Only one teacher had a sister who worked for the FBI and she called her immediately to determine her status. (She was fine) I asked the teachers not to inform the children and not to turn on live radio or TV coverage. Towards the end of the day, I made a general announcement that a tragedy had occurred and that I was sending a letter home with each student. I also announced that students should ask their parents if they had any questions. The letter I sent home for parents outlined the steps they could take to explain the situation in age-appropriate terms to their child and also hints for limiting the child's exposure to graphic images of the tragedy repeatedly aired on tv. It also told parents where they could get support if they felt they needed it and that counselors would be available in our school for the children who needed this type of support. (Only one parent requested that her child see a counselor.)

DM Do you have a crisis management plan for your school? Do you feel your crisis management plan was helpful to you on Sept. 11? Did you use it? If not, have you (or your district) changed or adapted your plan since 9/11/01?

EP The school system has developed a very comprehensive crisis management plan for the district and each school has a copy to refer to as needed. In addition, each school updates the general plan with the specifics for their school at the beginning of the year and this information is added to the plan.

DM As a school leader, what actions did you take in the days and weeks following September 11th (if any), that were a direct result of the terrorist events? How have you seen your school change as a result of the terrorist events and the climate these events created?

EP As a school community we had many activities that honored the victims and the rescue team efforts. Our students made badges and t-shirts and we delivered them to the firefighters in NYC. Children expressed their feelings in poems and essays which were prominently displayed in our school.
DM  Do you think the changes (if you have observed any) in your school since September 11th have resulted in the formation of better citizenship skills and attitudes on the part of your students? Do you think students are more reflective in their commitment to democracy since September 11th? If so, how do you know? What have you observed?

EP  I feel that there were immediate effects, but I did not see any evidence that there was a profound and enduring change in students. There was more evidence of a change in the adults rather than the children.

DM  Do you consider your actions in response to the terrorist events of September 11, 2001, and in the days and weeks that followed to be connected to national security? Do you see yourself connected to a bigger picture that is national in scope? Many reports over the past six decades paint education as an important player foundational to concerns of national security. Do you see yourself anywhere in that picture? If so, how?

EP  No, not at all. (I hope this helps.)