Schools are "mediating institutions" faced with the task of socializing young minds; it is important to understand the ways in which elite schools promote civic responsibility because "youth from high socio-economic backgrounds are likely to have community and political power in their future" (Bartels, 2008). The context of privilege may shield many students from "challenges faced by many members of society resulting in lack of awareness about and perspective on social inequalities" (Ballard, 2015). This has the potential to maintain or widen the gap between the reality of inequality in the U.S. and the perceived reality.

My research explores the meaning of an annual celebration of diversity at one of 16 New England preparatory schools in the Independent School League. Held at Buckingham Browne and Nichols School, Community Day is a student-driven program emphasizing the importance of understanding different life experiences represented in the school community as a way to become engaged in the wider community.

Students within the school made an effort that went above and beyond their responsibilities as students to ensure the establishment of Community Day. Understanding the importance of this event to the students who started it, and what they hoped to achieve in terms of its effect on the BB&N
community, may lead to a more holistic view on different strategies that elite private schools could implement to ensure the formation of civically responsible citizens.