TEACHING CITIZENSHIP: THE CIVIC VALUES

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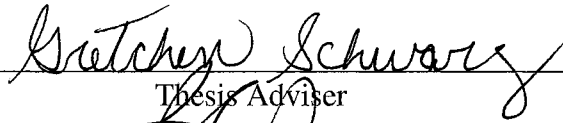
OF CHRIS CRUTCHER

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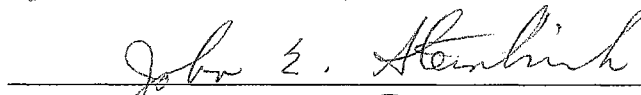
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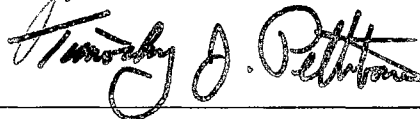
OF CHRIS CRUTCHER

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CHAPTER I

INTRODUCTION

If a nation expects to be ignorant and free in a state of

civilization, it expects what was and never will be.

(Zall, 1996, p. 146)

One of the greatest challenges facing the American educational system today is

developing a body of citizens who possess the "attitudes and habits of mind that are

conducive to the healthy functions and common good of the democratic system"

(Bahmueller, 1992, p. 3). John Dewey (1944) clearly addresses the connection between

education and democracy by noting that the only way a democracy can guarantee its

continued existence and renew itself is through direct instruction of the young. "So

obvious, indeed, is the necessity of teaching and learning for the continued existence of

society that we may seem to be dwelling unduly on a truism" (p. 4).

Like Dewey, the philosophies of the forefathers of American education emphasize

that education is key to survival of a democracy. Jefferson states,

Whenever the people are well-informed, they can be trusted with their

own government. Whenever things get so far wrong as to attract notice,

they may be relied on to set them to rights. (Coates, 2001)

However, Jefferson specifies that "Political interest can never be separated in the

long run from moral right" (Coates, 2001). Like Jefferson, Mann (1848) sees education as

the equalizing force in a democracy, he also believes that certain morals and ethics are

common to all religions and belief systems and are essential for living in a democracy. To

Jefferson, Mann, and Dewey, education for citizenship means raising citizens to the moral level necessary for the sustainment of a democracy (Benninga, 1991).

More recently, Butts (1988) posits that educating for citizenship means "explicit and continuing study of the basic concepts and values underlying our democratic political community and constitutional order" (p. 184). Although some disagreement exists regarding which values should be taught, there are some values that are generally agreed upon as being central for the continuance of a democratic state (Lickona, 1991; Bennett, 1993; Bahmueller, 1992; Patrick, 1997; Hansen, 1998; Diamond, 1997). These values include:

1. Honesty. Demonstrating personal integrity, truthfulness, and or/ sincerity. Implies adhering to one's own set of values (Picket, 2000).

2. Compassion. Demonstrating a deep feeling of sympathy; to give aid or support; to show mercy (Picket, 2000).

3. Tolerance. Recognizing and respecting other's opinions and behaviors, cultures, and lifestyles; providing leeway for differing points of view (Picket, 2000)

4. Respect for the worth and dignity of the individual. Recognizing the value of all persons and valuing their need for a sense of personal worth (Patrick, 1997b).

5. Reflective decision-making. Weighing both sides of an issue before making a decision. Making decisions based on personal values rather than the values of others. Considering how one's actions might affect others (Hansen, 1998; Patrick, 1997; Picket, 2000).

Still, it appears that an informed citizenry who possess the values necessary for the continuation of a democracy remains a goal rather than a reality (Niemi, 1998). Many argue that the nation's sense of community, morality, and commitment to the common good is collapsing (Bellah, Masden, Sullivan, Swidler, & Tipton; 1996; Etzioni, 1996; Fowler, 1990; Putnam, 2000; Hansen, 1998). Of particular concern is a growing lack of civic responsibility among adolescents (Bennett 1992; Elkind, 1998; Hansen 1998; Lickona 1991; Putnam 2000). Specific indicators of the moral and civic decay in adolescents include:

1. Increase in teen birth rates

2. High school drop-out rates

3. Juvenile violent crimes

4. Incidents of bigotry and cruelty

5. Increased self-centeredness

6. Lack of civic participation, especially voting

7. Chronic lying and cheating

(Bellah, et. al, 1996; Bennett, 1992; Elkind, 1998; Etzioni, 1996; Fowler, 1990; Giroux, 1998; McChesney, 1999; Putnam, 2000).

One contributing factor in this apparent lack of civic values among adolescents is the absence of available role models. Because of changes in society, such as technology and changes in family structure, teens today spend little time in the presence of adults (Bailey, 1999; Bellah et. al, 1996; Elkind, 1998; Leland, 1999; Lickona, 1993; Putnam, 2000, Spencer and Barth, 1991). Whereas civic behaviors were once modeled in the home

by parents and other significant adults, today adolescents' sense of self and values are most affected by peers and the media (Bennett, 1992; Elkind, 1998; Etzioni, 1996; Giroux, 1992; Goodson, 1998). In fact, for many adolescents, school is the only place where they encounter adults. The result is that our nation has a "staggering number of teenagers who have not had the adult guidance, direction, and support they need to make a healthy transition to adulthood" (Elkind, 1998, p. xii). Elkind goes on to say that as a result "We are producing too many young people who may never be productive and responsible citizens, much less lead happy and rewarding lives" (p. xii). Therefore, in a society where family structure and societal changes isolate youth from adults, where students constantly create a sense of self and values from media, and where the school often replaces the home for adult supervision, the school's role in the development of civic character assumes unprecedented importance.

As a result, the schools have become the focus of reform efforts designed to strengthen character education and civic education (Patrick, 1991; Bahmeller, 1992; Butts, 1989; Bennett, 1992; Bellah et. al, 1996; Hoge, 1988; Sizer and Sizer, 2000; Sanchez, 1998). These efforts are a strong indication that the nation still believes school, as a social institution, plays an important role in the development of values supporting a democracy. Despite arguments over which values should be taught, it is still generally accepted that schools should provide role models for students and teach the skills and values necessary to become citizens (Arnold, 1993; Benninga, 1991; Dewey, 1944; Hansen, 1998; Giroux, 1998; Lickona, 1991; Lounsbury, 1993; Ravitch, 1990).

The question then arises, how can the schools best develop civic virtues, those

traits necessary to support a democracy, among the young?

Methods of Civic Instruction

The answer to this question lies in understanding how adolescents develop civic

responsibility and learn moral behaviors. Five methods of transmitting civic virtues to

students used by schools today include:

1. Direct Instruction. Direct instruction is the most frequently used approach

to civic education. The curriculum is organized around a set of specifically stated goals

and objectives which include the fundamental principles of a democracy and civic skills

and attitudes (Benninga, 1991).

2. Classroom Climate. This approach advocates conscious creation of

a democratic school environment. This includes some freedom of choice in what one

studies and how one carries out activities (Patrick, 1997b; Lickona, 1993, Sizer and Sizer,

2000). Classroom activities must be planned in such a way that students experience "the

give-and-take of the democratic process" (Ravitch, 1990, p. 8).

3. Extracurricular Activities. Students learn civic responsibility through

Participation in extracurricular activities that encourage group decision-making and

provide opportunities for leadership (Ravitch, 1990, p. 8).

4. Law-related Education. Students who participate learn about civic

responsibility through mock-trials, examining constitutional documents, discussing case-

studies, and participating in other authentic learning tasks (Leming, 1995; Patrick, 1997b;

Pereira, 1988).

5. _Literature._ Students read literature where the characters model morally responsible civic behaviors. This approach is based on the principle that students can learn vicariously and that stories appeal to their moral imaginations (Bennett, 1993; Coles, 1989; Craig, 1993; Langer, 1991; Patrick, 1997b; Ravitch, 1990; Schneider, 1994).

Using Literature to Teach Civic Values

Adolescence is a time when the young develop a sense of self that determines how they see themselves in relation to the world around them. It is also a time when adolescents develop moral and ethical values which for the basis of citizenship. These values include tolerance, self-respect and respect for others, moral reasoning and the desire to make reflective decisions; commitment to justice and equality, empathy, compassion, honesty (Bahmueller, 1992; Bellah et al., 1996; Butts, 1989; Barber, 1992; Center for Civic Education, 1995; Craig, 1993; Davis and Fernlund, 1995; Elkind, 1998; Etzioni, 1996; Giroux, 1998; Kohlberg, 1969; Lickona, 1993; Patrick, 2000; Ravitch, 1990; Scharf, 1980). One method of developing a strong sense of self and civic values is through the study of literature. Research indicates that students can learn valuable concepts vicariously; in other words, students can learn by observing, role-playing, or reading about another's behavior (Crain, 1992). Bandura's Social Learning Theory (1977) posits that people's perception of reality is greatly the result of images gained from media. In fact, what is seen, heard, and read is so great, that it is capable of producing new behaviors (p. 41). Reading, especially young adult literature, offers an avenue for students to gain insight into their place in society, consider moral and ethical issues, experience

decision-making, and view consequences of social injustice (Probst, 1987; Rief, 1992; Rosenblatt, 1982; Rogers and Soter, 1997). As Guroian (1998) points out, "A good moral education addresses both the cognitive and affective dimensions of human nature. Stories are an irreplaceable medium for this kind of moral education – that is, the education of character" (p. 20).

The value of literature in the inculcation of values has long been recognized. Religious literature vividly recounts the rewards of living a godly existence. Greek and Roman plays and myths illustrate the rewards of respecting the gods and the consequences of evil. In the past two centuries, literature aimed specifically at adolescents, such as *Little Women*, *Treasure Island*, and *Pilgrim's Progress*, models the virtues of the era.

In the past two decades, quantities of literature have been produced which provide possible role models of behavior for adolescents. These works deal directly with the themes and issues facing today's adolescents. This literature explores the feelings and reactions of adolescents to realistic problems and provides opportunities for young people to vicariously observe characters' emotions, reactions, and decision-making processes (Baskin, Carter, and Harris, 1988; D'Angelo, 1989; Probst, 1987; Vogel and Creadick, 1993). For these reasons, these books are frequently referred to as young adult literature. Because this literature reflects the tasks and interests associated with adolescence, young adult literature may be a valuable tool in providing students role models of civic behaviors. However, if schools are to utilize literature as a tool for teaching civic responsibility, it is important to examine what young adults are reading as well as the values and behaviors the characters model.

Adolescent Reading Preferences

Adolescents read for a variety of purposes. Reading preference is very personal and reflects the interests, developmental stage, and/or disposition of the reader at the time. After years of observing and interviewing thousands of readers of all ages, Carlsen's (1971) study concludes that reading occurs in five developmental stages: unconscious delight, living vicariously, seeing oneself, philosophical speculations, and aesthetic delight. He further divides adolescent reading into three groups and concludes that 15 and 16 year olds prefer literature which contains characters like themselves. Middle adolescents also read books which allow them to observe the characters solving problems and test them as "possible solutions to their own problems" (Carlsen, 1980, p. 40). Stanek (1980) maintains that adolescents want characters who face real-life pressures from parents, teachers, and peers, and who are struggling to establish a sense of identity. In this way, adolescents feel like they are not alone and are empowered by the characters' ability to make decisions and handle problems. Therefore, relevant literature, particularly young adult literature, represents one method of providing adolescents role models of moral and responsible civic behaviors as well as the opportunity to reflect on the values associated with good citizenship.

Chris Crutcher

Chris Crutcher is a tireless child advocate and popular author of young adult literature. Once a child and family therapist at Spokane Mental Health Center, Crutcher is

a man of compassion, insight, and determination. His own life and experiences as a high

school swimmer and adult runner have taught him endurance and having faith in one's self,

lessons that he passes on in some of his novels (Frederick, 1995). Crutcher's experiences

as a child and family therapist taught him about the agonizing struggles children face,

experiences that he reflects in his novels. Since the publication of his first novel, *Running*

Loose, he has written seven young adult novels, one adult novel about children, and a

collection of short stories (Carter, 2000, p. 45).

Crutcher's books are recognized for their vision and adult wisdom (Bushman,

1992; Davis, 1997; Frederick, 1995). However, Crutcher has received criticism for his

brutally honest portrayal of people and their situations, the reflection of his own deep-

seated personal belief in telling children the truth. "You get a million chances to tell the

truth. A million chances to be heroic and a million chances to be a coward. And they

always have to do with standing up for yourself, saying who you are, and saying that's the

way it is" (Davis, 1997, p. 21). Therefore, Crutcher never shirks from such controversial

issues as abortion, child abuse, alcoholism, sexual abuse and molestation, mental illness,

and racism. At the same time, Crutcher's books also contain a great deal of humor, one

way of dealing with life's struggles. His characters are scarred, both inside and out, but are

also capable of goodness, compassion, generosity, loyalty, and a sense of justice (Davis,

1997).

In a speech to a group of students and teachers in Kansas City, Crutcher referred

to what he calls the "myths of our society – the unconditional sanctity of family, the innate

good of any particular institutional spirituality, and unexamined patriotism" (Bushman and

Bushman, 1992, p. 82). In truth, these are not realistic portrayals of life. For this reason,

Crutcher believes that it is essential that young people do not feel guilty when life is not as

they think it should be, a philosophy that is reflected throughout his novels (Bushman,

1992). It is his honest portrayal of adolescents and their problems that offers students an

opportunity to vicariously observe adolescents making decisions and interacting with

others. In this way, Crutcher's characters may serve as role models of civic behaviors.

Statement of the Problem

Literature is an important vehicle for the transmission of civic virtues to the young.

Studies indicate that adolescents prefer to read books that reflect their own struggles for

identity and real-life problems. However, because of the honest content of young adult

literature, many adults find this literature objectionable. Therefore, educators may not

recognize its potential to transmit significant civic values to adolescents. Chris Crutcher

himself admits that his works contain lessons that he has learned about life and wishes to

transmit to his readers.

In 2000, Chris Crutcher received the distinguished Margaret A. Edward Award, an

award given to writers for their lifetime contributions to young adult literature. Crutcher

has also received the American Library Association Best Book for Young Adults as well

as the ALAN Award (Assembly on Literature for Adolescents) from the National Council

of Teachers of English. Since librarians frequently purchase award winning books or

books that are recommended by the American Library Association and the National

Council of Teachers of English, Chris Crutcher's recognition as one of the outstanding

young adult writers in the nation make his novels widely available to adolescents. Therefore, a content analysis of the values contained in Crutcher's works may assist teachers, librarians, parents, and others who are interested in developing citizenship in adolescents to discover possible role models of responsible citizenship. Such a study may also encourage teachers to use Crutcher's young adult literature in the classroom to teach civic virtues.

Purpose of the Study and Research Questions

Research indicates that young adult literature represents a valuable tool providing adolescents models of civic behaviors. Although much research has been conducted on how young adult literature might be used in the classroom to teach civic values, none has examined the novels of Chris Crutcher for specific civic behaviors. Therefore, the purpose of this study is to examine Crutcher's novels for those values most frequently associated with responsible citizenship. These include: (a) reflective decision-making, (b) honesty, (c) tolerance, (d) compassion, (e) respect for the worth and dignity of others.

The study seeks answers to the following questions:

1. What, if any, civic values and related behaviors are present in the young adult novels of Chris Crutcher?

2. Are these behaviors demonstrated by main characters? Are they demonstrated by characters other than main characters?

3. Do these behaviors result in positive or negative consequences for characters?

4. Are the opposites of these traits present in the novels?

Assumptions

Certain assumptions were made before beginning the study.

1. Civic values are central to a democracy.

2. Schools are interested in developing citizenship in adolescents.

3. Literature is a tool for teaching civic values to young people.

4. Novels used in this study are available to adolescents through libraries, bookstores, or the home and are read by adolescents.

5. Content analysis can identify the presence of civic values in young adult novels.

Definition of Terms

The following definitions were used in this study:

Young Adult Literature. Books written which appeal to the interest of adolescents between the ages of 12-17. They contain characters that deal with tasks associated with adolescents as identified by Havighurst, 1952; Kohlberg, 1969; Konopka, 1973, Steinberg, 1993).

Civic Value. Those attitudes and habits of mind which support a democracy. They include reflective decision-making, honesty, tolerance, compassion, respect for the human worth and dignity (Butts, 1989; Patrick, 1997a,). For this study, the term *civic value* is synonymous with *civic traits* or *civic behaviors*.

Democracy. Government by the people exercised either directly or through elected representatives (Picket, 2000).

Adolescent. Any person between the ages of 12 and 17.

Young Adult. For this study, young adult is synonymous with adolescent.

Content Analysis. A research technique for the objective, systematic, and quantitative description of the manifest content of communications (Berelson, 1952, p. 18).

Limitations of the Study

This study includes only the young adult novels written by Chris Crutcher as of May 2001. The following are recognized as limits to the study:

1. The mere presence of civic virtues and role models of citizenship in young adult literature may or may not create good citizenship in adolescents.

2. Different authorities may define citizenship and civic behaviors differently. This study is based on some of the more common definitions.

3. The study assumes that these novels are available to adolescents and will be read by them.

4. The study assumes that teachers, parents, librarians want to encourage the development of civic behaviors in adolescents.

Summary

This study will examine the young adult novels of Chris Crutcher for civic behaviors. Chapter II will review literature relating to the democratic purpose of education and the need for civic education. It will also discuss traits of citizenship, current trends in

teaching citizenship, and the value of literature in teaching civic values. Chapter II will

also examine young adult literature and adolescent reading preferences and civic values

found in young adult literature as well as discuss Chris Crutcher and his works. Chapter

III will present the methodology to be used in this study. Chapter IV will present analysis

of data, and Chapter V will provide a summary, draw conclusions from the study, and

make recommendations.

CHAPTER II

REVIEW OF LITERATURE

Above all things I hope the education of the common people

will be attended to, convinced that on their good sense we

may rely with the most security for the preservation of a due

degree of liberty. (Coates, 2001)

Chapter I established the need for this study and identified the problem: Are the

civic values of honesty, tolerance, compassion, respect for the worth and dignity of

individuals, and reflective decision-making present in the books of Chris Crutcher? In

addition, the study seeks to discover if these books offer possible role models of civic

behaviors for adolescents. Chapter II will review relevant literature regarding the civic

mission of education, the need for civic education, civic values, and current trends in

teaching civic values. In addition, Chapter II will review literature regarding the use of

literature to teach values, adolescent reading preferences and young adult literature, values

in young adult literature, and the young adult novels of Chris Crutcher.

Civic Mission of Education

The development of a body of responsible citizens is an important mission of

public education (Bennett, 1993; Burstyn, 1983; Butts, 1989; Hansen, 1998, Lickona,

1991; Nie, Junn, and Steihlik-Barry; 1996, Ravitch, 1990; Sizer and Sizer, 2000).

Although no single definition of citizenship exists, it is generally accepted that it is the

commitment to a body of values and principles that support the continued existence of a

democracy (Patrick, 1997b). The philosophy that education is essential to sustain a

democracy is not new. Thomas Jefferson argues that education is the primary means of

insuring lasting freedom.

> I know no safe depositary of the ultimate powers of the society
>
> but the people themselves; and if we think them not enlightened
>
> enough to exercise their control with a wholesome discretion,
>
> the remedy is not to take if from them, but to inform their
>
> discretion by education. (Coates, 2001)

Horace Mann (1848) argues that education provides equality and social harmony

by allowing equal access. Mann believes that education gives individuals the means to pull

themselves out of poverty and compete equally with the wealthy. Therefore, Mann

maintains that "Education then, beyond all other devices of human origin, is a great

equalizer of the conditions of men, - the balance well of social machinery" (12th Annual

Report). However, Mann's educational philosophy encompasses certain moral and ethical

values. "At the core of Mann's thinking was the conviction that it was possible to define a

set of values that were essential to citizenship in a democracy and which while not

identified with any particular religious sect, were nonetheless compatible with all" (Eakin,

2000, p. 4).

Likewise, Dewey (1897) emphasizes the link between formal education and a

progressive society. Dewey states, "But through education society can formulate its own

purposes, can organize its own means and resources, and thus shape itself with

definiteness and economy in the direction in which it wishes to move" (p. 80).

Dewey (1897) also believes that education is responsible for the moral elevation of

students. However, Dewey believes that moral learning should be a direct reflection of

one's membership in society.

> I believe that the moral education centers upon this conception of the
>
> school as a mode of social life, that the best and deepest moral
>
> training is precisely that which one gets through having to enter into
>
> proper relations with others in a unity of work and thought. (p. 78)

Current educators and theorists continue to emphasize the civic mission of

education including the teaching of civic values. The Center for Civic Education (1995)

maintains that all Americans should remember that "civic education is essential to sustain

our constitutional democracy" (p. 1). Specifically, the Center emphasizes the development

of "private traits" or those "which are essential for well being of society" (p. 2). These

traits include self-discipline, moral responsibility, honesty, respect for the individual worth

and human dignity, and empathy. Ravitch (1990) posits that "Schools can make an

important contribution to the progress of democracy by teaching youngsters the values,

attitudes, and behaviors of a democratic society" (p. 11). Butts (1980) argues that "Civic

learning embraces the fundamental values of the political community...and the skills of

political behavior required for effective participation in a democracy" (as cited in Boyte,

2000). Etzioni (1993) maintains that civic values are no longer passed from generation to

generation. As a result, the responsibility to teach values "falls on the shoulders of the

school." Etzioni goes on to say that "If we don't do this, then just as we have adults who are deficient in writing and science, we will find adults won't have the character and the values needed to be decent members of the community or decent employees or decent soldiers" (as quoted in Berreth & Scherer, 1993, p. 12). Giroux (1998) maintains that "One of the most important legacies of public education has been to provide students with the critical capacities, the knowledge, and the values to become active citizens striving to realize a vibrant democratic society" (p. 12). Lickona (1991) summarizes the civic mission of education.

> Democracy is government by the people; the people themselves are
>
> responsible for ensuring a free and just society. That means the people
>
> must, at least in some minimal sense, be good. They must understand
>
> and be committed to the moral foundations of democracy; respect for
>
> the rights of individuals, regard for law, voluntary participation in
>
> public life, and concern for the common good. (p. 6)

However, current sociologists, educators, and theorists believe that the educational system is failing in its mission. The publication *Goals 2000* identifies a general lack of civic knowledge on the part of American students. It blames lack of rigor in the classroom as a primary cause. Lickona (1993) cites the breakdown of the family, deterioration of civility in everyday life, and rampant greed as indicators that American society is in deep moral trouble (p. 6). Others cite withdrawal from society, lack of concern for the common good, and cynicism toward the government as evidence that our nation is in the midst of a "civic crisis" which marks a deterioration of our social and political institutions (Bennett,

1991; Etzioni, 1996; Giroux, 1998; Putnam, 2000). As a result, the schools have come under renewed pressure from state officials, the public, and educators to strengthen their civic education programs and to teach civic values. Under the guise of character education, value education, and civic education, the reform movement is forcing schools to reevaluate the components of civic education and to discover more effective methods for instilling the traits of good citizenship in students.

<div align="center">Need for Civic Education</div>

Despite the fact that nearly every student in the United States is required to enroll in civics and/or government in high school and receives social studies instruction throughout elementary and middle-school (Butts, 1989), student interest in politics and civic participation continues to decline steadily. Fowler (1990) reports that because of fraud and corruption in government, students have formed a sense of detachment from the government and its operations (p. 10). In a survey of young adults between the ages of 15 and 24, "being involved in helping your community be a better place" was rated dead last as a consideration with career being rated first and "enjoying yourself and having a good time" also being rated highly (Fowler, 1990, p. 11). In addition, voting behaviors for persons 18-25 years of age lags far behind voting in persons 25 years of age and older (Patrick, 1991). A National Assessment of Educational Progress (1990) survey indicates that most 12th graders do not demonstrate knowledge needed to participate responsibly in a democratic political system. Specifically, the survey reports that only 57 percent of seniors know that the Declaration of Independence affirms the right to life, liberty, and the

pursuit of happiness (as cited in Boyer, 1990, p. 5). Ravitch and Finn's (1987) report

indicates that 43 percent of high school seniors can not place World War I between 1900

and 1950, indicating a severe lack of general historical knowledge (p. 56-57). Students

also express a sense of powerlessness to bring change to their society (Berman, 1990,

p. 75).

In addition to this general apathy and lack of knowledge about government and

civic life, problems within our society have left many students with serious emotional

problems that leave them "at risk" for dangerous or illegal behaviors. Gest (1996) reports

that homicide by young persons under the age of 17 tripled between 1984 and 1994 (p.

28). In 1981, fifty percent of 100,000 students surveyed indicated they had shoplifted at

least once and said they would do it again. Colleges report a widespread acceptance of

cheating; 76 percent of 6,000 freshmen and sophomores surveys admitted to cheating in

high school (Lickona, 1993, p. 9). In Hansen's (1998) studies, 40.6 percent of 12th graders

surveyed and 11.8 percent of junior high students reported illegal beer drinking during the

past month; 20.9 percent of 12th graders and 5.7 percent of junior high students admitted

smoking marijuana during the past month. This survey does not include growing cocaine,

crack, and other drug use among high school students (p. 117). Recent events in

American schools clearly demonstrate a dramatic increase in school violence.

Many believe that this apparent lack of civic responsibility is the result of changes

in society which prevent students from having access to appropriate role models (Bailey,

1999; Bellah et al., 1996; Etzioni, 1996; Fowler, 1990; Giroux, 1998; Goodson, 1990;

Lickona, 1993; Putnam, 1996). In our recent past, parents and other close adults modeled

on a daily basis responsible decision-making as well as loyalty, and integrity, traits that

allow one to live successfully within a democracy. Children could observe adults near

them assuming a role within the community and society; however, increased mobility,

media, and changes in family structure have removed these models for citizenship and

good decision-making (Spencer and Barth, 1991, p. 213). Elkind (1998) reports that

today, fifty percent of adolescents come from single-parent households which

tremendously affects the adolescent's sense of self. In homes where one parent must cope

with all the responsibilities associated with the home and children, "young people feel

abandoned and often look to their peer group for moral support and guidance" (p. 142).

These peer groups do not provide adequate role models and guidance for adolescents.

In addition, the media have replaced adolescent role models of citizenship. A

Newsweek survey reports that as many as 11 million teenagers are now online. These

students spend hours each day locked away in their rooms with computers. In essence,

these students have little or no significant communication with adults (Leland, 1999, p.

47). Putnam (1996) reports that children may spend as much as 40 hours per week

watching television rather than participating in activities that would engage them with

other persons and adults. In addition, Putnam states that the result of this intense

engagement with television may increase aggressiveness and "psychosocial

malfunctioning" (p. 19). McChesney (1999) argues that media emphasizes buying rather

developing a sense of community which results in apathy and selfishness. Giroux (1998)

argues that the role-models found in the media, even Disney, are stereotypes that

perpetuate racism. Bailey (1999) summarizes the need for adolescent role models.

"Young people are seeking strong role models, and if they can't find them among valued adults, they will look elsewhere. Thus, all too often their choices are influenced by peer pressure and the media" (p. 33). Neither of these sources may provide the sort of models needed for responsible civic behaviors. For these reasons, Hansen (1998) believes that by age 15, a great number of American youth are already at risk for "reaching adulthood unable to meet adequately the requirements of the workplace, the commitments of relationship in families and with friends, and the responsibility of participation in a democratic society" (p. 117).

Others believe that in a nation that increasingly emphasizes the rights of the individual over the common good and rewards individual achievement, it is difficult for students to understand their responsibilities to the larger society (Bellah, Masden, Sullivan, Swidler, & Tipton, 1996; Etzioni, 1966; Putnam, 2000). Therefore, Americans are quickly becoming a nation where individuals "disengage from the larger society" (Bellah, et. al, 1996, p. xi). This disengagement has led to a civic crisis. "The confident sense of selfhood that comes from membership in a society in which we believe, where we both trust and feel trusted, and to which we feel we securely belong; this is exactly what is threatened by a crisis of civic membership" (Bellah, et al., 1996, p. xi).

Putnam (2000) refers to this withdrawl from society and the decline in civic and social life a loss of "social capital," or those social networks that support a democracy. Putnam emphasizes that "civic virtue is most powerful when embedded in a dense network of reciprocal social relations" (p. 19). Like Bellah, Putnam argues that one of the greatest dangers to American democracy is the withdrawal from community involvement, a

weakening of the bonds that tie us together as a society, and a decline in the cooperative spirit which has characterized our nation in prior to the 1960's. Putnam (1996) emphasizes that education is the key to developing community involvement. "So, well-educated people are much more likely to be joiners and trusters partly because they are better off economically, but mostly because of the skills, resources, and inclinations that were imparted to them at home and in school" (p. 4). Putnam asserts that the "four years of education between 14 and 18 total years have *ten times more impact* on trust and civic membership than the first four years of formal education" (p. 4).

To address the apparent lack of civic values, lack of role models for adolescents, and loss of community membership, the schools must become more effective in transmitting civic values to the young. Specifically, the schools must teach students to understand how they are connected to a larger world and to develop the moral and ethical values which benefit the common good. Boyer (1990) makes immediate the need for improved civic education when he states that unless the nation finds a better method of educating people to be better citizens that "America runs the risk of drifting unwittingly into a new kind of dark ages" (p. 5).

A content analysis study was used to examine the novels of Chris Crutcher for role models of civic behaviors. This chapter will provide perspective for the study through a review of relevant literature including traits of citizenship, trends in teaching citizenship, literature and teaching values, young adult literature, civic values found in young adult literature and adolescent reading preferences, and Chris Crutcher, his writing and impact on literature for young adolescents.

Civic Values

Civitas, a framework for civic education developed by the Center for Civic

Education, defines citizenship in terms of "civic virtues," those dispositions or habits of

mind that are essential for the "healthy functioning and common good of the democratic

system" (Bahmueller, 1992, p. 1). Civic virtues include self-discipline, civility, honesty,

compassion, tolerance, trust, a sense of duty, a sense of political efficacy, respect for the

worth and dignity of all individuals, and a concern for the common good. In addition,

certain civic skills are necessary to promote responsible civic participation. These civic

skills include moral decision-making, reflective inquiry, working well with others, and

being able to articulate ideas and interests (Patrick, 1997b, p. 3).

Butts (1988) also defines civic traits in terms of "the basic concepts and values

underlying our democratic political community and constitutional order" (p. 184). Butts

(1989) identifies the five values that support *pluribus*, or the plural nature of a democracy

as freedom, diversity, privacy, due process, property, and human rights. Those values

which support *unum*, the uniting of people into a single body include justice, equality,

authority, participation, truth, and patriotism or personal obligation to the public good.

The success of a democracy depends on the nation's ability to balance the rights of the

individual against the common good since the two are always in conflict with each other

(p. 282).

Giroux (1992), however, argues that educating for a common set of values and

skills is not adequate for living in today's world. Giroux argues that the schools must

provide *all* students with skills which will "provide the convictions and compassion

necessary for exercising civic courage, taking risks, and furthering the habits, customs, and

social relations that are essential to democratic public forms" (p. 74). Giroux (1992)

further stresses the centrality of ethics to citizenship and social responsibility. Giroux

states, "Ethics becomes a practice that broadly connotes one's personal and social sense of

responsibility to Other. Thus, ethics is taken up as a struggle against inequality and as a

discourse for expanding human rights" (p. 74).

Bahmueller (2000) argues that educating for citizenship and educating for moral

responsibility are synonymous.

The well-being of society ultimately depends on the character of its

citizens—on their moral and civic capacities and virtues, on their

willingness to fulfill their roles competently as the ultimate arbiter of

the purpose and direction of the body politic of which they are members.

(p. 1)

The Center for Civic Education (1995) outlines a series of traits of character

"essential to the well being of our society" (p. 2). These traits include honesty, respect for

the worth and human dignity, empathy, and moral responsibility.

Although definitions of civic values vary slightly, those commonly identified

include: tolerance, honesty, compassion, respect for the worth and dignity of individuals,

and reflective decision-making. The question then arises, what methods might prove most

effective in developing these civic values in students?

Trends in Teaching Civic Values

Patrick (1997b) identifies five trends in civic education: direct instruction, school

climate, extracurricular activities, law-related education, and literature.

<u>Direct Instruction</u>

Much disagreement exists on how children most effectively acquire civic values.

However, the direct approach is still the most commonly used in schools today. Nearly all

states still require high school students to take courses in government and/or civics to

graduate from high school. At the root of this approach is the belief one must possess a

certain body of knowledge to live successfully within a democracy. According to Patrick

(1997b) such knowledge includes a fundamental understanding of the foundations of

America's political system including the principles embodied within the Constitution,

representative democracy, and individual rights (p. 3).

Proponents of direct instruction argue that civic and moral education is the result

of a strong basic curriculum and clearly defined goals and objectives. Bennett (1992)

argues that only direct teaching of civic and moral values will save America from total

civic decline. He states the following:

> There are values that all American citizens share and that we should
>
> want all American students to know and to make their own: honesty,
>
> fairness, self-discipline, fidelity to talk, friends, and family, personal
>
> responsibility, love of country, and belief in the principles of liberty,
>
> equality, and the freedom to practice one's faith. The explicit teaching

of these values is the legacy of the common school, and it is a legacy

to which we must return. (p. 58)

Opponents argue that little or no relationship exists between civic instruction in

secondary schools and the degree of civic participation (Hoge, 1988). Others argue that

research does not support the concept that civics instruction in American high schools

actually affects political participation (Niemi, 1998). Although disagreement exists over its

effectiveness, direct instruction remains a popular method of teaching students the basic

concepts of democracy and governance.

<u>School Climate</u>

John Dewey's philosophy (1944) strongly disagrees with the direct approach of

education. Dewey posits "We never educate directly, but indirectly by means of

environment" (p. 19). He further argues that the school environment is not a result of

chance, but is carefully framed with the express purpose of influencing the "mental and

moral disposition of their members" (p. 19).

This method instructs through what is often referred to as the "hidden curriculum."

Students gain an understanding of society through the community of which they are a part

– the classroom. Advocates of classroom climate as a method of teaching civic values

argue that students best learn these traits in "schools that emphasize community and

recognize group cooperation reinforce the common good, an important principle of

democracy" (Butts, 1989, p. 158).

Similarly, the Character Education Partnership (1999) calls for schools that are moral communities by stating, "The school itself must embody good character. It must progress toward becoming a microcosm of the civil, caring, and just society we seek to create as a nation" (p. 2).

Lickona (1991) argues that children only learn morality by living it.

> They need to *be* a community - to interact, form relationships, work out
> problems, grow as a group, and learn directly, from their first-hand social
> experience, lessons about fair play, cooperation, forgiveness, and respect
> for the worth and dignity of every individual. (p. 90)

Ted and Nancy Sizer (2000) are strong advocates of the school climate approach to civic education. They see the relationship between students and the school as a moral contract. Through school routines, active participation, and teachers who model good behavior, students learn important lessons about citizenship.

Therefore, if children are to learn civic and moral lessons, the school itself must embody these values. Students must observe teachers and other workers participating in civic life and living moral lives and "inviting its imitation" (Bennett, 1992, p. 58). In addition, schools must be an example of democracy at work in the everyday life of its students.

Extracurricular Activities

Research indicates that extracurricular activities are also a source of civic learning and influence civic participation. Niemi and Junn (1998) posit that individuals involved in

extracurricular activities learn both "an ethic of participation and the skills involved in understanding and influencing group decision making. Later in life, this ethic and these skills encourage them to take part in more group activities than others" (p. 96).

Studies indicate that participation in school-based clubs and organizations plays an important role in preparing students to assume leadership roles as adults.

In democracies, leadership is best understood as a dimension of citizenship itself, distinctive only in that it involves special competencies. In general terms, leadership involves the structuring and initiating activities that citizens must perform if groups are to organize themselves, establish goals and priorities, make decisions, settle conflicts, and in general accomplish their goals. (Woyach, 1992, p. 1).

Extracurricular activities offer students the opportunities to practice civic skills and to develop leadership. The key to its success, however, is that it allows students to make decisions based on the common good, an important civic responsibility.

Law-related Education

One of the fastest growing methods in civic instruction is Law-related education (LRE). Law-related education refers to learning experiences "that provide students and educators with opportunities to develop the knowledge and understanding, skills, attitudes and appreciations necessary to respond effectively to the law and legal issues in our complex and changing society" (Pereira, 1988, p. 1). Its goal is to provide the knowledge necessary to live within effectively within a democracy based on laws.

Proponents of law-related education argue that this method is effective because it involves active learning: students participate in discussions, mock-trials, examine case-studies and constitutional documents. In addition, this approach is integrative: the lessons may be infused into any discipline at any time during a child's development. One advantage of this approach is that the civic learning may occur throughout a child's school career and not be related to a particular course or subject (Periera, 1988; Leming, 1995).

Literature

Probst (1987) argues that the value of literature lies in the experiences it provides for the reader. "Literature enables each of us to shape knowledge out of our encounter with it. It is personal knowledge, knowledge of how we relate to the world, how we feel and think and see" (p. 27).

The idea that literature is a source of creating knowledge grows out of reader-response theory. In reader-response, rather than the text being the focus of meaning, understanding is viewed as a complicated interaction between the reader and the text. The text stimulates a stream of feelings, associations, and images within the readers which allow them to bring meaning to the text (Rosenblatt, 1982). While not all theorists agree on the exact role the reader, the text, and social and cultural context play in the construction of meaning (Beach, 1993), they do agree that reading represents a unique "lived-through experience" and that there is no such thing as a "generic text" (Church, 1997, p. 73). It is this close, personal relationship with the text that suggests literature is a viable method of teaching civic values.

Literature may promote moral and ethical decision-making, the basis of democratic citizenship. Bandura and McDonald's (1963) research indicates that moral judgment can be modified through vicarious role models and "the application of social learning principles" (as cited in Muuss, 1988, p. 286). Furthermore, the effect of such vicarious modeling is even more significant if the observer perceives that the result of the model's actions is positive (Bandura, 1977, p. 41). Therefore, important civic skills, such as making moral judgements, information processing, and socially accepted modes of behavior may be learned through the vicarious experiences gained from reading.

Experts agree that literature is never value-free (Bennett, 1993; Estes & Vasquez – Levy, 2001; Stringer, 1997). Baskin, Carter, and Harris (1988) point out that through reading literature "children are exposed to the values of our civilization" (p. 67). Likewise, readers view a variety of perspectives and motives for behaviors "as characters are compelled to select options which have ethical elements in order to resolve a conflict" (p. 67). In this way, stories create opportunities for readers to consider values that guide human action in both the imaginary context of the story and the real context of their own lives (Bennett, 1992, p. 507). Bennett (1993) goes on to emphasize that in this way, stories serve as "reference points" for "what we see to be right and wrong, good and bad..." (p. 12).

Kohlberg's (1969) theory of moral development suggests that reading literature can promote moral growth. Kohlberg theorizes that moral development occurs in stages beginning with the pre-conventional stage, where decisions are made according to blind obedience, avoidance of punishment, and reciprocation. As persons progress to the next

level, moral judgments are based on expectations, motives, and positive interpersonal feelings (p. 226). This reliance on outside sources to make moral judgments is responsible for the tremendous conformity and an exaggerated sense of fairness commonly found among adolescents. Adolescents at this stage of development view negative consequences as "not fair" if their intentions are good. Later in this same stage, adolescents become less concerned with pleasing others and more concerned with the larger society and maintaining social order (Stringer, 1997). At this point they are capable of full participation in society. The conventional state of moral judgment is generally associated with adolescence. Kohlberg concludes that by being presented moral dilemmas requiring a moral solution, students' moral reasoning can be moved away from extreme conformity and "black" or "white" thinking toward a higher level of moral reasoning (Benninga, 1991).

Scharf (1980) asserts that many of the important issues found in literature reflect Kohlberg's stages of moral development and that the moral focus of particular literary works may have a significant psychological effect upon the reader at each stage. He classifies the moral concerns of literature into three distinct categories.

1. The literature of social expectations; significant in attaining conventional moral orientations found in stages three and four.

2. The literature of social revolt; significant in questioning the moral order of society. This social doubt and questioning is the basis of autonomous moral principles.

3. The literature of affirmation; significant in the acceptance of universal

moral and ethical principles. These principles affirm that there is "some kind of ultimate human meaning or value" (p. 106).

Kohlberg's theory of moral development also concludes that students' ability to reason and to make moral decisions can be increased by being presented dilemmas requiring a moral solution (Benninga, 1991). Literature offers one means of presenting young people with such significant moral dilemmas. Literature frequently contains conflicts where moral issues are involved and where the characters must choose among alternatives. As students interact with this literature, they have the opportunity to observe the decisions of the characters and to decide if they agree with the characters' decisions. In this way, students have the opportunity to reevaluate their own position and examine the decision-making of others (Rothlein and Meinbach, 1991, p. 287).

Other researchers and theorists emphasize the ability of literature to awaken the "moral imagination" (Bennett, 1993; Coles, 1989; Craig, 1993; Guroian, 1988).

Mere instruction in morality is not sufficient to nurture virtues...Instead,

a compelling vision of goodness itself needs to be present in a way that

is attractive and stirs the imagination. A good moral education addresses

both the cognitive and affective dimensions of human nature. Stories are

an irreplaceable medium for this kind of moral education – that is the

education of character. (Guroian, 1988, p. 20)

Coles (1989), in his book *The Call of Stories: Teaching and the Moral Imagination*, shares stories from his own life that trigger the moral imagination. Vitz (1990) summarizes what Cole's work reveals about literature and the moral imagination.

1. Moral life is best understood by actual behaviors that arise from real experience, not verbal responses to hypothetical moral dilemmas.

2. Moral responses reflect a person's character, personality, and particular social situation in ways that are complex and not reducible to abstract propositions.

3. Children typically understand their actual moral behavior as having a narrative meaning in the context of their life.

4. Morally structured stories or narratives, often of a religions kind, provide strong support and inspiration for children, and their own moral responses are often deeply rooted in their previous experience with narratives (p. 716).

Literature may also help adolescents build self-esteem, critical to active participation in society and reflective decision-making. If students are to make decisions based on their own values, rather than following others, they must feel both competent and confident. Reid and Stringer (1997) point out that adolescents need opportunities to realize they are not alone and to understand their feelings and reactions are normal. Literature, especially young adult literature, can reduce "their isolation by telling a story that they can relate to, that sounds familiar enough to reassure them of their normality" (p.17). Rosenblatt (1995) agrees that literature can reassure adolescents that their feelings are normal and that they are not alone.

> He finds that the impulses and reactions he feared are normal, and that they
> are shared by may others in our society, and that there may merely be a
> convention (or a conspiracy) of silence about them. In this way, a particular
> poem, or an autobiographical novel may provide liberation from blind fears

or guilt. (Rosenblatt, 1995, p. 195)

Such freedom from guilt and sense of normalcy builds self-esteem which allows students to act confidently and independently.

Literary study may also promote tolerance and understanding of others. Studies by Rogers and Soter (1997) indicate that literature, especially multicultural literature, offers an opportunity for students to reflect on their own lives and to consider such issues as race, gender, class, and culture (p. 3). Through reading about other groups of people, students learn how culture and society shape their definition of self and what they accept or reject in others (Probst, 1994, p. 40).

In addition, literature may help overcome stereotypes. Rochman (1992) posits that "A good story lets you know people as individuals in all their particularity and conflict; and once you see someone as a person – flawed, complex, striving – then you've reached beyond the stereotype" (p. 19).

Finally, Stotsky (1992) presents three particular ways that literary studies can help students form a civic identity.

1. Literary study can expose students to historically significant works which illuminate our nation's history and values. This study gives students knowledge of our country's past, identify us as a people, and emphasize the nation's successes and failures in "realizing our country's political and legal ideals." (p. 1)

2. Literary study can expose students to strong characters with clear moral and intellectual values. Students who identify with these characters may then internalize the values they demonstrate. (p. 2)

3. Literature can expose students to work about people who live in countries or societies that differ greatly from their own. These works emphasize that all human beings value personal freedom and social justice and seek constitutional democracies (p. 20).

The review of literature indicates that using literature as a tool for transmission of civic values to young people holds great advantages over more traditional textbook-based instruction. First, it expresses real human emotions, problems, and consequences of decisions. The reader has the opportunity to observe vicariously the actions of other and how their decisions affect those around them. In addition, the moral dilemmas presented may promote movement to higher levels of moral development. Literature may build self-esteem by providing characters who reflect the reader's personal value system or culture. In this way, the reader's personal beliefs are validated. Literature may also promote tolerance and increased understanding through its depiction of minority cultures. Finally, literature offers a means for the reader to vicariously observe civic behaviors and discover how one finds one's place in society. As Stotsky (1992) points out, "Literary study can contribute to the formation of civic identity and civic character"(p. 3). However, only literature that is relevant to the reader has the power to influence attitudes in behaviors. Therefore, if literature is to be used to teach civic values to adolescents, it is important to find out what literature adolescents are reading and what values, attitudes, and behaviors the literature contains.

Adolescent Reading Preferences and Young Adult Literature

It has been established that literature is one important tool for teaching civic values

to adolescents and for providing role-models of civic behaviors. However, literature with

which adolescents closely identify or which is relevant to "certain facets of his emotional

or intellectual nature" (Rosenblatt, 1995, p. 174) has the greatest ability to influence

adolescents' attitudes and behaviors. Although some adult literature deals with themes

closely associated with adolescence, such as independence and self-identity, it often

includes adult characters and is written beyond adolescent's cognitive levels (Baskin,

Carter, and Harris, 1988, p. 70). Adolescents need literature that appeals to their cognitive

and psychological stages of development. For this reason, Probst (1986) states that the

only appropriate literature for students is "literature that will awaken them, make them

aware of differences, and compel - or invite - them to engage the text actively and

creatively" (p. 35).

According to Carlsen's (1980) study, reading preferences occur in five

developmental stages.

1. Unconscious delight. This stage characterizes late elementary and middle-

school readers. They read for enjoyment and have not developed the vocabulary

necessary to discuss emotional responses.

2. Living vicariously. This stage characterizes middle school students who

crave action and escape. Most popular are horror, mystery, romance, fantasy, and true

adventures.

3. Seeing oneself. The reader is more egocentric, typical of junior high/high

school students. They are concerned with what is happening in their own personal and

social lives. Young adult literature is particularly appealing at this stage.

4. Philosophical speculations. Upper-high school students shift from focusing on

self to focusing on others. They are looking for relationships and examining why. Some

continue reading about adolescent life.

5. Aesthetic delight. Late high school and adult readers enjoy universal themes.

They have the vocabulary to describe literary elements and recognize and delight in the

qualities of writing (p. 22-40).

Adolescents prefer books that meet the third and fourth developmental reading

stages: those that deal with the conflicts associated with adolescents and changing

relationships (Herz & Gallo, 1996; Monseau & Salvner, 1992; Probst, 1986; Stringer,

1997). For this reason, adolescents find young adult literature particularly appealing

because it examines "adolescent life, not from the adult's point of view as he looks back,

but rather from the adolescent's viewpoint as he moves through his experiences" (Carlsen,

1971, p. 42).

Chance's (1999) analysis of Young Adult Choices for 1997 supports Carlsen's

findings. Chance discovered that adolescents choose to read books with the following

characteristics:

1. Novels that have round protagonists, or protagonists that are fully developed.

2. Books where the majority of protagonists are dynamic characters,

characters who undergo change during the course of the novel.

3. Almost all the preferred novels have progressive, rather than episodic, plots.

4. 70 % of the novels are told in first person point of view.

5. The most common thematic idea is becoming self-aware and responsible.

6. 70 % of the novels are serious in tone.

7. Their characters also deal with two important tasks of adolescence:

the development of a sense of self and a growing sense that they are responsible for their

own behaviors (p. 66-67).

These findings are important in that they indicate that young adults do not prefer

books with simplistic plots (Herz & Gallo, 1996), but books that deal seriously with issues

of primary importance to them. Such issues include violence, sexuality, suicide, drug

addiction, divorce, parental and social expectations, abuse, and homosexuality. Reid and

Stringer (1997) stress the importance of dealing with these topics, even though they are

often a source of controversy.

> The impact of young adult novels is strong because they tend to deal
>
> with issues that are immediately relevant to adolescents and to use a
>
> style that is so accessible that it bypasses the need for translation
>
> into emotional imagery. (p. 16)

The benefit of young adult literature, then, is that it does not trivialize adolescents'

emotional conflicts and struggles to deal with the tasks of adolescence. Instead, it deals

with them directly and reassures adolescents that they are not alone in their frustration,

isolation, and uncertainty.

Studies by Havighurst (1952), Takanishi (1993), Elkind (1998), Cotterell (1996),

and Klimek and Anderson (2000) on adolescent development further suggest that the

appeal of young adult literature may be that it reflects the difficult transition from adolescence to adulthood. Adolescents do not grow into adulthood at the same rate, nor do they handle the transition in a consistent manner. However, all agree that the transition from adolescence to responsible adulthood requires the establishment of a positive sense of self and sense of personal autonomy, both necessary traits for successful participation within a democratic society. The American Academy of Child and Adolescent Psychology (1996) consolidates that developmental focuses of adolescence into four basic areas.

1. Movement toward independence. Teens struggle to establish a sense of identity independent from adults. For this reason, peer relationships become more important. Adolescents may search or other people to love, besides their parents, which may result in conflict. Teens recognize other's imperfections and may become critical (p. 1).

2. Career Interests. Adolescents mostly focus on the immediate future rather than the distant future. They indicate a greater ability and interest in work (p. 2).

3. Sexuality. Adolescence is a time of great sexual change and awareness. Teens worry that they are "normal" and become very private. Adolescence may experiment with their ability to attract members of the opposite sex. According to Havighurst (1952), adolescence develop a value system that determines what is right or wrong in regard to sexual behavior during this stage of development (p. 3) .

4. Ethics and Self-Direction. Adolescence is a time of great cognitive change. Adolescents are capable of more complex thinking and problem solving. During this adolescence, develop a personal value system. In an effort to do so, they may experiment with drugs, alcohol and test rules and authority (p. 4).

However, Klimek and Anderson (2000) point out that unfortunately, in dysfunctional families, adolescents often try to separate themselves from adults too early, which causes the peer group to become excessively important (p. 1). These teens often lack the self-esteem, emotional maturity, and personal value systems necessary to be truly independent and resist peer pressure. As a result, these teens may indulge in illegal or dangerous activities.

Elkind's (1998) studies further support the theory that many of today's teens are in crisis because of the emotional and economic stresses due to changes in the traditional family structure. Because of divorce, adolescents are frequently without adult supervision and guidance. Adolescents are forced to assume adult roles in the home before they are psychologically ready and many have to deal with step-families and step-parents. Such stresses prevent them from developing a clear sense of self (p. 206).

A study by Bernard (1981) indicates that young adult literature reflects today's non-traditional families. The study reports that most of the families found in the young adult literature analyzed were in transition; non-parents served the roles of parents, and many of the men were unemployed while over half the females were working. Many families had multiple households or some form of extended family. The study also found that family members depicted in young adult novels frequently set distinct boundaries between one another resulting in isolation, distancing, poor negotiations, and impasse rather than compromise. Therefore, much young adult literature reflects the real family life of today's adolescents.

Although young adult literature realistically portrays the changes taking place within the family, Vogel and Creadick (1993) argue that "Recent young adult literature illustrates complex situations with illuminating humor and surprising wisdom" (p. 37). They emphasize that young adult novels contain adolescent protagonists who do not "suffer in silence," but learn how to change their world. "Pivotal recent novels reveal a new breed of adolescent – one who adapts, survives, and sometimes even thrives in a chaotic society" (p. 37-38). In this way, young adult literature empowers adolescents by showing them that they can make responsible decisions, deal with their circumstances, and find their place in society.

As adolescents develop, they realize that the world is not perfect. As a result, they develop and extreme sense of fairness; they may believe that every situation has a clearly "right" or "wrong" response and that nobody understands their feelings. This leaves them vulnerable to risky behaviors and romanticized views of death as well as a sense of hopelessness, resulting in suicide and extreme depression (Stringer, 1997). Because young adult literature illustrates adolescents who indulge in risky behaviors or who are attempting to solve serious problems, it may offer a way to help students avoid "black or white thinking" and provide insight into possible solutions for their own difficult problems.

In addition, young adult literature may promote positive self-image, essential for autonomous decision-making. Vogel and Creadick (1993) point out that "the primary challenge young adults face is establishing an individual identity – then finding a place for this new self in a larger community" (p. 38). This struggle to discover a personal identity

often causes adolescents to experiment with a variety of roles. Monseau (1994) posits that young adult literature may allow students to experience various roles vicariously.

Concepts like "identity confusion", "fidelity", "emotional autonomy", and "identity achievement" are abstract and difficult for some students to grasp; but, when we connect them to the behavior of fictional characters that adolescents care about, they suddenly become meaningful. (p. 31)

Monseau adds that the conflicts found in young adult literature show that accomplishing self-identity and developing a sense of competency is difficult, "but there is always growth and personal achievement. There is always the beginning of acceptance of themselves as they are" (p. 69). In this way young adult literature may help adolescents learn self-acceptance and gain confidence in their ability to cope. Young adult literature is valuable in promoting adolescents' moral development by providing moral dilemmas for adolescents to consider. As characters struggle with violence, sexuality, suicide, drug addiction, parental and social expectations, peer relationships, and abuse, students have the opportunity to observe, vicariously, how others deal with these dilemmas and evaluate the characters' responses based on their own perceptions and values (Stringer, 1997). In this way, young adult literature may promote moral development and autonomy, both important traits for successful citizenship.

In addition, young adult literature provides an opportunity for adolescents to learn that their actions affect those around them. Robert Craig (1993) refers to such vicarious experiences as "moral imagination" (p. 335). He believes that students can experience

social injustice and moral issues through their imaginations by reading about instances of social injustice and personal decision making.

Civic responsibility also includes understanding how past decisions affect the present as well as the future. Historical young adult literature can demonstrate how the present generation's decisions can affect the future. In addition, many persons in the nation's past overcame great obstacles or made personal sacrifices in order to bring important changes to society. Reading these accounts helps adolescents appreciate the sacrifices of previous generations and to realize how perseverance and service benefit a nation (Tunnell and Ammon, 1993).

Young adult literature also reflects the multicultural nature of society. Whereas young adult literature once only reflected the dominant culture, today's young adult literature represent a wide variety of cultures. This literature is particularly significant for two reasons. First, adolescence is characterized by increased focus on self. In their desire to be accepted among peer and to establish an identity, adolescents may become intolerant of those who are different. Multicultural young adult literature may promote greater understanding and tolerance. As Stover and Tway (1992) point out,

Through reading and vicariously experiencing life from a different

cultural perspective, young adults from the mainstream of U.S. culture

can and will develop the beginnings for increased tolerance and appreciation

of the ways of life of people from other countries. (p. 133)

Second, multicultural young adult literature validates the cultures of minority students. Minority students need to know that "authors and artists of substance and value

come from their culture"(Stover and Tway, 1992) and to find their values and belief

systems represented in the curriculum. Chan (as cited in Rogers & Soter, 1997)

summarizes the value of multi-cultural literature for minority children:

> Minority children too, seeing their own lives and cultures represented
>
> in the literature they read, will no longer feel that minority means
>
> insignificant or inferior, and will come to cherish their own cultural
>
> heritage, and be proud of it. (p. 165)

Schwarz (1996) points out that reading foreign young adult literature can "open up

the world to American readers, creating new understanding of and appreciation for other

cultures" (p.10). In this way, young adult literature may discourage prejudice and

stereotyping.

D'Angelo (1989) argues that young adult literature contains role models for young

women and can influence self esteem and the way young women view their role in society

and society's expectations of them. D'Angelo states that "because the age of the main

character in relationship to the age of the reader is most significant in adolescent literature,

the characters and themes presented in this current literature may have a major influence

on the values and attitudes of teenage readers" (p. 2).

Adolescents also question adult values and beliefs, including spirituality. Mendt

(1996) posits that reading young adult literature with spiritual themes can enlarge

adolescents' understanding of religious belief. In addition, it can "create a point of contact

between religion and history" (p. 35). Young adult literature can "provide information

about various belief systems and the humans who subscribe to them" which may help them formulate their own "spiritual foundations" (p. 35).

Therefore, young adult literature's relevance to the psychological social tasks of adolescents and its ability to reflect the concerns of adolescence make it an important means of providing adolescents role-models of civic values. In addition, young adult literature promotes moral development, positive self image, and tolerance. However, if young adult literature is to be used as a tool for developing citizenship in adolescents, it is important to understand what, if any, civic values and behaviors these novels portray.

<center>Values in Young Adult Literature</center>

The review of literature reveals that young adult literature may be an effective tool in providing role models of citizenship to adolescents. Furthermore, the literature indicates that adolescents prefer to read young adult literature because it is relevant to their emotional, social, and moral stages of development as well as reflecting other transitional tasks associated with adolescence. It is therefore important to ask what specific values are present in young adult novels? Specifically, it is important to discover whether the civic values of honesty, tolerance, compassion, respect for the worth and dignity of the individual, and reflective decision-making are present in young adult literature and whether the novels offer possible role-models for these citizenship.

D'Angelo's study (1989) of middle school fiction sought to discover whether contemporary adolescent characters reflected realistic developmental role-models for women. Based on Havighurst's developmental tasks, the study examines three episodes in

ten award winning novels for the presence/absence of or achievement of three tasks: (a)

the establishment of autonomy, (b) psychosocial and psychosexual development, and (c)

future orientation (p. 3). Her study reveals a lack of strong, positive female protagonists

in young adult literature. She concludes that teachers need to incorporate more novels

with strong female role-models to be read by both males and females (p. 1).

A content analysis by Carroll and Rosenblum (2000) examined the portrayal of the

visually impaired in young adult literature and attitudes toward them. The criteria for

analysis included: (a) Does the book have characters who are congenitally visually

impaired, both characters with low vision and characters who are blind? (b) Does the book

have a character with low vision? (c) Does the book have characters who attend public

school and have contemporary teenage experiences? (d) Does the book have characters

who are facing issues specific with visual impairment in the 21st century? (e) Does the

resolution involve a cure for impairment? (f) Do the families and peers of the character

with visual impairment act realistically toward that character? (g) Do the families and

teachers expect the visually impaired character to be a successful independent person?

The study reveals that only thirteen of the books feature characters with some form of

visual impairment. In addition, most of these characters' blindness is finally cured, a

situation that does not occur frequently in real life.

Teen attitudes and behaviors as reflected in selected works between the years of

1950-1955 compared to 1980-1985 was the subject of Kerek's (1991) content analysis.

Kerek examined changes in family structure and in attitudes and behaviors relating to

sexuality, unwanted teen pregnancy, use of controlled substances, teen suicide, and use of

strong and/or taboo language. The study included twenty-four novels, twelve from each

time period, from a booklist of the American Library Association. The study reveals that

literature from earlier periods contain nuclear families while literature from 1980-1985

reflect alternative family types including single parent homes, grandparents raising

children, and extended and blended families. Teens' attitudes and behaviors also

demonstrated a great change. Kerek reports that innocuous sexuality seen in books from

the 1950's contrast to fictional sexual behaviors including genital penetration and sexual

coercion found in literature from the 1980's. In addition, use of controlled substances in

the 1950's was limited to smoking and alcohol whereas use of marijuana and other drugs

appear in books from the 1980's. The study reveals unrestrained use of vulgar, offensive,

and obscene language in the 1980's literature contrasted with the mild oaths and

euphemisms found in young adult literature of the 1950's. The study concludes that young

adult novels realistically portray societal changes.

Goodwin (1989) used content analysis to examine the portrayal of black male

adolescents in four young adult novels. *Sounder* by Armstrong, *The Contender*, by

Lipsyte, *The Learning Tree*, by Parks, and *Durango*, by Bonham were the subjects of the

study. The study sought answers to the questions, "What kinds of literary role models are

black male adolescent readers presented with in school." A modified list of Havighurst's

(1952) tasks were used as the categories for examination of the developmental progress of

the black male protagonists in these novels. Three randomly chosen episodes comprised

the sample units. The study concludes that *Sounder, The Contender*, and *The Learning*

Tree depict positive black male role models while *Durango* does not. For this reason, he recommends that only the first three be used for classroom instruction.

Edgington (1996) conducted a study to determine the core values present in the sports novels of John R. Tunis. His study included the categories of compassion/kindness, courage/perseverance, courtesy/fairness/respect, honesty/loyalty, responsibility, and other values identified by the raters. His study indicates that courtesy/fairness/respect was the most frequently portrayed value followed by compassion/kindness, honesty/loyalty, courage/perseverance, other values, and responsibility. The category of courtesy/fairness/respect was most frequently displayed by the main character. In addition, when the opposite of these values was demonstrated, compassion/kindness was identified most frequently. The category of courtesy/fairness/respect was identified as the predominant core value in Tunis' novels.

The image of the family as portrayed in young adult literature was analyzed in Bernard's (1981) study. The study sought to examine three areas of the fictional families: (a) the characteristics of the family as described by its members, (b) the family history, (c) the nature and quality of the family interrelationships. Results indicate that the fictional families in young adult novels reflect real-life families. The families were found to be in transition with non-traditional structures; nuclear families comprised less than half the families portrayed. Non-parents often served parental roles and surpassed the parents in effectiveness. Both men and women were depicted in diverse careers with several shown as unemployed; more than half the women were depicted as gainfully employed. Family members generally described themselves positively. Lack of a sense of belonging and

resistance to talking things out were most often given as the negative characteristics. The study reveals that young adult literature most often portrays poor urban minority families as economically and emotionally impoverished while poor rural families are depicted as strong, loving, and competent regardless of their economic difficulties.

Similarly, Fitzgibbons and Tilley (1999) examined the images of poverty in young adult realistic fiction. They studied twenty realistic fiction books using a framework adapted from the work of Leahy. Three categories of study included demographics, images of poverty, and emerging themes. The results of the study indicate that young adult realistic fiction uses concrete images of poverty, yet they do not adequately represent the current demographics for the poor living in the United States today.

Because both literature and film serve as vehicles for the transmission of cultural values and attitudes, Crume (1988) attempted to reveal attitudes toward the teaching profession by conducting a content analysis on the portrayal of high school teachers, their working environment, and their concerns as depicted in young adult novels and films released between 1980 through April 1987. The categories for the study sought to discover if the images were sympathetic, hostile, realistic, or stereotypical and to compare the results with novels and films from prior decades. A total of twenty-nine young adult novels and twenty-eight films were analyzed. The study reveals that teachers play a significant role in the lives of fictitious characters and that the images of teachers were diverse. The novels most frequently portrayed teachers with positive images, such as counselor or friend, whereas films tend to portray teachers using negative, stereotypical images such as villain, adversary, or buffoon. The American schools depicted minimize

academic functions and served as a setting for conflict or social settings. Both novels and films were more likely to present a positive depiction of teacher effectiveness, enthusiasm, and relationships with students, although novels were more sympathetic toward teachers. Although films more frequently depicted teachers negatively, neither film nor young adult novels consistently maligned teachers.

Mitchell (1999) conducted a study to examine the portrayal of females in twenty-five young adult novels from Nilson and Donelson's Honor Sampling between 1986 and 1990. The codes included romance, beauty, sexuality, expression and relation and traces the beginnings of attitudes toward females that these codes depict. Mitchell looked at the personality characteristics ascribed to the genders to see if the novels reflect movement from traditionally ascribed female characteristics. She also examined how these codes add to the creation of codes of female identity and position. Results indicate that females are no longer depicted in the traditional character codes. The codes of romance and beauty are most strongly challenged in the novels whereas sexuality and expression are only moderately challenged. The code of relation is the least challenged. Mitchell suggests further studies in gender issues related to literature and the need for gender-fair young adult literature.

Simmers (1987) argues that since adolescent novels portray adolescents dealing with conflict, they are didactic, or teach moral lessons. His study examined the concept of the hero in fifteen young adult novels selected by frequency from a survey of specialists. His categories included theme, character, and the sequence of events and are divided into three areas: the quest-hero, the alienated outsider hero, and the moralistic hero. The study

reveals the alienation of the hero occurs because he fails to achieve a sense of self-identity or an identity related to family or society. The novels portrayed adolescent heroes who learn moral responsibility only when recognition of a moral dilemma occurs, the character struggles to resolve the conflict, and a positive resolution takes place. The study suggests further research in how adolescents respond to the resolutions achieved by the adolescent heroes in the novels.

These studies illustrate the popularity of young adult literature. They also demonstrate the variety of attitudes and values present in young adult literature that may significantly influence young adults. Several of the studies indicate that young adult literature is a microcosm of the world of adolescents, reflecting social changes and their effects upon the adolescents and their behaviors. Some of the studies identify the moral dilemmas present that may promote moral growth in adolescents and suggest that young adult literature might be used to model positive conflict resolutions. They also suggest that young adult literature may provide role models for adolescents. No studies were found which directly address the civic values present in young adult literature or how young adult literature provides role-models of citizenship. Because of the popularity of young adult literature and the possible role-models it contains, it is important to ask what, if any, civic values are found in popular young adult literature?

The Young Adult Novels of Chris Crutcher

Chris Crutcher is an extremely popular young adult fiction writer. However, he is also the last person on earth that anyone in his hometown expected to become an award-

winning writer. He admits that <u>To Kill a Mockingbird</u> was the only book he read all the way through in high school (Carter, 2000). Crutcher grew up in Cascade, Idaho. Crutcher's father left his wife alone with two small sons when he became a soldier in the military during World War II. Crutcher's mother had a difficult time coping with the responsibilities of single parenthood, and later became an alcoholic, sharing a difficult life with a husband who did not deal with emotions. Crutcher's father was a hard and distant man who rarely showed approval. Crutcher admits that as a result of his difficult family, he became the "peacemaker," wanting to protect everyone from further pain (Davis, 1997, p. 20).

It was Crutcher's grandfather, Glenn, who was Crutcher's champion and who gave him the much needed guidance and attention. Crutcher credits his grandfather for having the greatest positive influence on his life and for inspiring the characters in his novels who demonstrate how people deal with pain and tragedy in a humorous way. "He [Glenn] was a wonderful joker. He liked to mess you up. But it was always fun, and it always got fixed at the end" (Davis, 1997, p. 7).

However, Crutcher knows that not every story has a happy ending. As an adult, Crutcher worked as a child and family therapist and chairperson of Spokane's Child Protection Team. He has seen the pain and suffering of children and as a result is an outspoken child advocate. "As a writer and a human being, I can't turn my back on it. I have to keep myself in a position where I can scream and yell and be just obnoxious about getting something done" (Frederick, 1995, p. 183). His experiences with families and

children, his own personal experiences as a child and teen, and his devotion to making a difference in the lives of children serve as his motivation to keep writing.

Crutcher's stories are known for their realism. "What I do as a therapist is I listen to somebody's story and look for that thread, the pieces that run through his or her life that have meaning; [I try to] find the truth and the lies and bring them to the surface" (Carter, 2000, p. 45). Likewise, his stories show a commitment to writing the truth about the lives of adolescents and to bring to the surface all the pain and tragedy that is frequently hidden. Crutcher has repeatedly stated that he feels it is wrong to hide the truth about life from children. In his own life, his mother tried to protect him from the evil in the world because she did not want him to feel bad. She wanted him to think everything was going to be all right because she wanted to believe they would be all right also. However, when he was on his own, he discovered the truth. "Sometimes things don't turn out okay and sometimes there isn't a happily ever after, and all those things they tell you about marriage and relationships and jobs are sometimes not the truth" (Carter, 2000, p. 44). Although Crutcher feels writers should not "trump up the bad", writers should not avoid the negative side of life either because sooner or later children are going to discover the truth anyway (Carter, 2000, p. 44).

Ironically, it is his commitment to revealing the truth about the lives of adolescents that brings him the most criticism from adults. Because Crutcher does not shy away from such sensitive topics as child abuse, sexuality, racism, molestation, suicide, teen pregnancy, abortion, death, hypocrisy, and divorce, some attempt to censor his books, claiming his books offend their sensibilities (Greenway, 1994, p. 19).

However, the reactions of young adult readers are very different. Crutcher is the most popular writer at the Youngstown State University English Festival, an event that brings middle and high school students together to read and write about young adult literature (Greenway, 1994, p. 19). Middle and high school readers love his writing because he reflects their *real* lives and writes about the concerns and interests in their lives. This is his goal. Crutcher admits, "I want to be remembered as a storyteller, and I want to tell stories that seem real so people will recognize something in their own lives and see the connections" (McDonnell, 1988, p. 133).

The value of Crutcher's works, therefore, lies in his ability to connect with young adults and to reflect their world, including the difficult moral and ethical choices they face. For instance, Crutcher's first book *Running Loose*, published in 1981, tells the story of Louie, a promising high school athlete who believes in fair play and trusts adults. Although Louie's home life is dysfunctional, he has a positive relationship with his girlfriend Becky. Louie struggles with a coach who will do anything to win, including playing dirty. Therefore, Louie must make the difficult ethical choice to quit the team. Tragically, when his girlfriend dies in an automobile crash, Louie is destroyed. He also discovers that adults are not trustworthy and have misplaced priorities (Bushman and Bushman, 1992, p. 82). They are much more concerned with maintaining positive public relations than with her actual death. The novel also examines adolescents' need for love. Boomer, Louie's friend, is abused by his father, noting that he beats "the crap out of him" (*Running Loose*, p. 13). Crutcher makes it clear that young people inherit their values and personalities from home. Although Boomer's father is abusive, his mother is "the only

person in the world tough enough to hang in there, though I don't know why she'd want to." As a result, "It's not hard to see where Boomer comes by his sweet attitude" (RL, p. 25). Perhaps most difficult is when Becky is killed, Louie questions the existence of God and rails against the minister who insists that her death is the work of a mysterious God.

> He doesn't move in strange and mysterious ways. He doesn't move
>
> at all! He sits up there on His fat butt and lets guys like you earn a
>
> living making excuses for all the rotten things that happen. Or
>
> maybe he does something low-down every once in a while so He
>
> can get a bunch of us together, scared and on our knees. (RL, p. 137)

Running Loose reflects the universal tendency of adolescents to question the values with which they have been raised and to attempt to make sense of events that are "unfair." It also shows the goodness that adolescents are capable of demonstrating. After his outburst, Louie stops at the parsonage to apologize to a pastor who was present at the funeral but not offensive. Louie realizes that it was not right for him to clump all ministers together as "guys like you" (RL, p. 142). In the end, Louis reconciles somewhat with God. Davis (1997) points out that in *Running Loose* "the reader is forced to make ethical judgments along with Louie" (p. 45).

Crutcher's novel *Staying Fat for Sarah Byrnes* (1993) is a complex novel that examines how adolescents carry both physical and emotional scars. Like his other novels, the main male character, Eric, is an athlete. His best friend Sarah is horribly scarred from burns she suffered as a child. Both are social outcasts- Sarah because of her burns and Eric because he is overweight. When Eric makes the swim team, he begins to lose weight;

afraid that he might lose Sarah's friendship if he becomes "normal," he doubles his intake of food to remain overweight. In *Staying Fat for Sarah Byrnes*, readers have the opportunity to sit in on a classroom discussion that revolves around a variety of moral topics. In a discussion regarding the fairness of life, Steve Ellerby states that his world is a pretty good place, most of the time. However, Eric, Sarah's best friend argues "Every day when she gets up, she knows she has to bring her scarred-up face to school, knowing what everyone thinks and won't say 'There's no place to hide and it never lets up.' I'd call that a bad place to live" (SB, p. 16). The reader also has the opportunity to examine the topic of abortion, the secrets and decisions young girls frequently face, and the guilt and fear associated with these decisions. Although Sarah's story is tragic and ends up with her in the hospital, pretending to be catatonic as an escape, it is hilarious in its portrayal of teenagers as well as poignant in its depiction of the compassion and degree of loyalty the characters demonstrate toward each other.

Crutcher's novels also model how young people manage to cope with overwhelmingly difficult circumstances. Jennifer in *Chinese Handcuffs* (1989) and Nortie in *Stotan* (1986) are victims of sexual and physical abuse and use sports to cope with life. Dillion in *Chinese Handcuffs* uses writing to cope with his difficult life. Talking and later running away are how Louie copes in *Running Loose*. He talks to both his father and the character Dakota. However, after his girlfriend Becky's death, Louis frequently goes for long drives in his pickup to get away (Bushman and Bushman, 1992). In *Staying Fat for Sarah Byrnes*, Sarah pretends to be in a catatonic state in order to escape her horribly

abusive father and to avoid revealing the truth behind her scarred face. Her friend Eric

uses writing and classroom discussions to vent his frustrations and feelings of injustice.

Although Crutcher's books are filled with characters who are deeply troubled,

there are those who manage to rise above their tragic circumstances and characters who

model loyalty and understanding. Davis (1996), a friend of Crutcher's, emphasizes that

Crutcher provides a positive vision of the human spirit. Although Crutcher's novels are

full of "ghastly examples of humankind," they are also "peopled with glorious examples"

(p. 37).

Crutcher has stated that his motivation in writing is to change people's lives, and

letters from young adult readers confirm that his novels have that ability. One reader

wrote, "I'm not on the outside [at school], I do fine, I have friends. But I think I'm one of

those people who treated people [as badly as] kids treated Moby and Sarah Byrnes. I read

your story and I don't want to do that anymore" (Carter, 2000, p. 45).

Sheffer (1997) points out that Crutcher's novels also have a great effect on adults

who read them, inspiring them to become better persons.

> In Crutcher's world, the weak don't necessarily become strong
>
> all of a sudden, and the evil don't necessarily see the light and repent.
>
> Yet the strong, the courageous, the good people do somehow manage
>
> to persevere. Love, loyalty, and risk do triumph, so that even if we
>
> aren't left feeling hopeful about humanity in general, we *are* left
>
> feeling a passionate desire to be one of the adults who deserves
>
> kids' trust. (p. 11)

Despite criticism, the novels of Chris Crutcher remain favorites of adolescent readers. As a result, Crutcher has won the distinguished Margaret A. Edward Award for lifetime achievement for his contributions to young adult fiction. Six of his young adult novels have been named to the American Library Association Best Book as well as the ALAN Award from the National Council of Teachers of English. *Staying Fat for Sarah Byrnes* and *Ironman* have been adapted for films (Davis, 1997, p. xx).

Crutcher admits that he writes books that appeal to young adults because he wants to change people's lives and give them a realistic portrayal of their world. In addition, Crutcher's books are easily available to adolescents because librarians, parents, and others frequently purchase books that win awards and are highly recommended by the American Library Association. Therefore, it is important for those interested in developing citizenship among adolescents to ask, what civic values are demonstrated by the characters in Chris Crutcher's books? A content analysis of one of the most popular young adult fiction writers may provide insight into this question.

Summary

Chapter II examined relevant literature. It discussed the civic mission of education, the increased need for civic education, civic values, trends in teaching citizenship, literature and civic values, young adult literature and adolescent reading preferences, values in young adult literature, and the young adult novels of Chris Crutcher. Literature that is highly relevant to adolescents has the greatest ability to affect behavior. Young adult literature is preferred by adolescents because it realistically portrays the

situations young adults face during their transition to adulthood. Chris Crutcher is one of

the most popular young adult authors among middle and high school students. His books

address serious emotional, physical, and social issues of adolescents and make an impact

on his readers. The purpose of this study is to determine what, if any, models of civic

values are present in the young adult novels of Chris Crutcher. Chapter III will discuss the

methodology to be used in conducting a content analysis.

CHAPTER III

METHODOLOGY

The purpose of this study was to determine what, if any, civic values are present in the young adult novels of Chris Crutcher, how these values are demonstrated, and whether these values are generally portrayed as positive or negative. Specifically, these civic values include tolerance, compassion, honesty, respect for the worth and dignity of the individual, and reflective decision-making. These civic values were derived from the definitions provided by Patrick (1997b), Butts (1989), and the Center for Civic Education (1995). Chapter II reviewed relevant literature that indicates a need for role models of citizenship for adolescents and discussed how literature is a valuable method of teaching civic responsibility.

Research indicates that adolescents prefer reading books whose characters deal with the transitional tasks of adolescence (Chance, 1999; Herz & Gallo, 1996; Monseau & Salvner, 1992; Probst, 1986; Stringer, 1997). Research also indicates that adolescents can learn vicariously through what is seen, heard, and read and are most likely to adopt behaviors that are perceived as having positive consequences (Bandura, 1977). In addition, research reveals that literature is a useful tool for teaching civic values and enhancing ethical and moral development in adolescents (Bennett, 1993; Coles, 1989; Craig, 1993; Guroian, 1988; Kohlberg, 1969; Scharf, 1980). Because of its relevancy, young adult literature is popular reading among adolescents (Carlsen, 1980; Chance, 1999, Herz & Gallo, 1996). Young adult literature reflects today's family structure, attitudes, and beliefs. It also illustrates specific values and related behaviors (Bernard,

1981; Stringer, 1997; Vogel & Creadick, 1993). Therefore, reading young adult literature may provide role-models of civic behavior for adolescents.

Chris Crutcher is popular among adolescent readers. Crutcher's young adult novels have received awards from the American Library Association as well as the National Council of Teachers of English. Because librarians frequently purchase award-winning books, Crutcher's novels are widely available to adolescents. Therefore, it is significant for those interested in the civic development of adolescents to understand what, if any, civic values are present in Crutcher's writings. The research question addressed in this study was: What, if any, civic values do the characters in Chris Crutcher's novels demonstrate, who demonstrates them, how are the values demonstrated, and whether these behaviors result in positive or negative consequences. Chapter III describes the processes to be used for this content analysis study. It includes why content analysis was used, data-making, data recording, data reduction, making inferences from data, and analysis.

Content Analysis

Content analysis was chosen as the methodology for this study because it provided a valid method of observing and recording specific incidences of civic values in the novels of Chris Crutcher. The basic methodology for content analysis is defined by Berelesen (1952) as "a research technique for the objective, systematic, and quantitative description of the manifest content of communication" (p. 18). Content analysis may be regarded as "A research technique for making replicable and valid inferences from data to their

context" (Krippendorf, 1980, p. 21). These definitions describe the purpose of this study. This study was designed to objectively and systematically identify, code, and categorize incidents of tolerance, honesty, compassion, respect for human dignity, and reflective decision-making within the selected texts. On the basis of this data, inferences were made regarding the presence or absence of specific civic values and whether these texts might provide role-models of civic behaviors.

Content analysis has long been used in communication research to make inferences from text. It is particularly popular in media studies to make comparisons between cultures and to infer intentions in advertising and propaganda. Pena (2000) uses content analysis to compare television news content of two small Texas television markets and Matamoros, Mexico. Content analysis became particularly significant during WWII when strategists attempted to infer intentions of the Germans through propaganda issued.

More recently, content analysis has been widely used to make inferences from various forms of communications regarding the cultural patterns of groups, institutions, and society as well as describing attitudes and behavioral responses to certain communications (Weber, 1990). As Berelson points out "in a sense, every content analysis study is an analysis of what comes to people's attention" (p. 99).

Many studies have been conducted to make inferences regarding the effect of text on the reader. Evans and Davies (2000) used content analysis to infer the treatment of masculinity in elementary school reading textbooks. Carrol and Rosenblum (2000) used content analysis to investigate the treatment of visually impaired persons in literature and people's responses to them. Through content analysis, Heintz-Knowles and Chen (2000)

made inferences regarding the racial and ethnic diversity found in three prime-time

television shows in 1999. Likewise, Edgington (1996) inferred values found in the sports

books for children and adolescents by John Tunis using content analysis. Kerek (1991)

used content analysis to examine the changing family structure and teen attitudes and

behaviors in young adult literature from two time periods, 1950-1955 and 1980-1985.

In this study, content analysis was used to determine the presence of specific

instances of the civic values of tolerance, honesty, compassion, respect for the worth and

dignity of individuals, and reflective decision-making in the novels of Chris Crutcher.

Krippendorf (1980) emphasizes that for content analysis, perhaps more so than any other

technique, "the research design as a whole must be appropriate to the context from which

the data stem or relative to which data are analyzed" (p. 49). The design used in this study

was based on Krippendorf's (1980) book *Content Analysis: An Introduction to Its*

Methodology and Berelson's (1952) *Content Analysis in Communication Research.*

Krippendorf outlines the elements of a content analysis:

1. Data making. Includes selection of units of study, selection of sample,

development of categories, and the development of a coding system.

2. Recording. Includes selection, characteristics, and training the observers

or "raters," explanation of data language used in the study, and recording procedures.

3. Data reduction. Tailors the data into an appropriate format for the technique

being used. For this study, data reduction will be included in the Findings section.

4. Making inferences. The constructs which express proposed relationship

between the data and the characteristics they are said to represent.

5. Analysis. Analysis of the frequency of occurrence, associations, correlations, and contextual tabulations.

Data Making

Once clear research questions for the content analysis were established, the first task was to break the phenomena being observed into separate recording units (Krippendorf, 1980, p. 57). Recording units refer to the specific segment of content that is to be coded and placed within a category.

Recording Units

Berelson (1952) identifies five major units of analysis which are commonly used in content analysis.

1. Word. The smallest unit generally used in content analysis. The word unit is used to relate frequency of selected word or categories of words within text.

2. Theme. The theme unit is used to make assertions regarding subject matter.

3. Character. Used when narratives are woven around particular persons. This unit is useful in classifying characters by education, ethnicity, economic status, etc.

4. Item. The most frequently used unit in content analysis. Item includes the whole "natural" unit, such as an entire book, magazine, article, story, television program. The item unit is particularly appropriate when the behavior being studied may occur throughout the text.

5. Space and Time Measures. This unit of measurement is useful in studying newspapers, radio programs, televisions programs where the subject being studied may occur in terms of column inches, footage of film, or minutes of programming.

The item unit is the most appropriate recording unit for studies involving complete texts. Many studies have used the item as the basis of analysis. Nicolas (1992) based the study of moral themes on first-grade social studies textbooks. The study examined the moral education content of three grade one social studies textbooks for the moral themes of honesty, obedience, respect for authority, concerns for others, and industriousness. Mitchell (1999) used the item for the basis of her study of character traits found in the Caldecotts. Edgington (1996) used the item in his study of values found in the novels of John R. Tunis. Entire novels and films were the item of study for Crume's (1988) study, examining depictions of high school teachers.

The item was chosen as the recording unit for this study because the civic values being studied may occur at any point in the novel and may involve a variety of characters. In addition, the situations in which these values are demonstrated may overlap, making it impossible to separate them into distinct episodes, pages, or paragraphs. Also, the item gives the reader a more complete picture of the frequency of the behavior and various ways it is demonstrated.

Sampling

The purpose of sampling is to reduce the amount of data that may be generated to a manageable size while insuring that each phenomena has an equal chance of being

represented. The research process must also provide an adequate sample from which

generalizations can be safely made (Krippendorf, 1980).

The sample for this study included all seven of Chris Crutcher's young adult

novels. These books are listed in Table I.

Development of Categories

Both Berelson and Krippendorf emphasize that the strength of a content analysis

relies on clearly formulated categories. Categories determine how numerical values or

data points are "made respresentative of real phenomena, observations, and message

characteristics" (Krippendorf, 1980, p. 76). While no single set of appropriate categories

exists, Berelson (1952) outlines categories that are most frequently used.

1. Subject matter. Deals with the basic question, "What is the communication

about?"

2. Direction. Refers to the positive or negative treatment of subject-matter.

3. Standard. Also referred to as "grounds." It is characterized by asking on what

terms the evaluation is made, i.e. strengths-weaknesses, morality-immorality.

4. Values. Asks what people want or get. What are the desires which motivate

action?

5. Methods. What means is employed to realize the ends? How are the objectives

achieved?

6. Traits. Categorizes using personal characteristics, psychological traits, and

other ways of describing people such as sex, age, marital status, social class, religion, etc.

7. Actor. Refers to the person or group who initiates the action. Who is represented by initiating certain acts?

8. Authority. Refers to the "source", or the group, person, or object in whose name a statement is made.

9. Origin. Where did the communication come from? Used to indicate how widely or narrowly the audience's focus is being directed.

10. Target. Refers to the group to whom the communication is directed.

Since this study attempted to identify the presence or absence of civic values, the category most appropriate for this study was values. This study focused upon the civic values of tolerance, compassion, honesty, reflective-decision making, and respect for the worth and dignity of the individual.

Development of a Coding System

Once the units of study, sample, and categories were established, a coding system was developed. Multiple code books exist for content analysis studies. However, Borg and Gallyn (1983) point out that if an existing code book does not fit the intended purpose of the study, the researcher "will have to develop his own because it is necessary to define content categories that measure the variable indicated by the research objectives or hypotheses" (p. 518). The code book used for this study is modeled after ones used by Edgington (1996) in his study of the values found in the novels of John R. Tunis and a code book used by Dr. Warren McKinney in Foreign Children's Literature 5730 to identify values found foreign children's literature. Both code books focus on values found

throughout young adult literature or children's fiction and closely reflected the purpose of this study.

The code book consisted of frequency recording sheets for each civic value being studied (see Appendix). Those values were categorized as follows: reflective decision-making, honesty, compassion, tolerance, respect for the worth and dignity of all individuals.

Make-up of Individual Codebooks

Four raters were used in the study. Each rater used a codebook that contained the following:

1. A cover page. This page contained general information about the book including: the rater's name, date, title of book, author, publisher, copyright date, a list of main characters and the theme of the book (compiled by the rater as the book is read).

2. A page for each civic trait to be identified. For each civic trait, the rater identified each occurrence of the civic trait, the page number on which the value occurred, the name of the character demonstrating the trait, whether the consequences of the trait demonstrated was generally portrayed as positive or negative, and any instances where the opposite of the trait was demonstrated (see Appendix).

Recording of Data

Recording of data is one of the greatest challenges presented in content analysis. Because content analysis studies deal with symbolic representations and inferences made

by coders, explicit directions and instruments are essential. Krippendorf (1980)

emphasizes that explicit recording instructions should contain the following:

1. the characteristics of the coders employed in the recording process.

2. selection of raters and text assignment, the training and preparation coders

undergo to prepare themselves for the recording task, and the recording procedures.

3. the syntax and semantics of the data language, including the cognitive

procedures to be used to place messages into categories.

4. the administration of data sheets.

Krippendorf points out that the creation of data is the entire purpose of the

recording process (p. 83). Because the data of a content analysis relies on the perceptions

and inferences of the raters, careful selection and training of raters is essential.

Selection and Characteristics of Raters

Krippendorf (1980) recommends that the raters not only be familiar with the

nature of the material being recorded but also capable of handling the categories and terms

of the data language. Both Krippendorf (1980) and Berelson (1952) recommend multiple

raters to ensure reliability and reproducibility. No typical number of raters exists for a

content analysis; generally, selection of raters depends upon the size of the sample being

studied. However, multiple raters provide a means to determine consistent application of

categories, objectivity, and sufficient explanation to make inferences regarding how the

phenomenon was demonstrated. It was therefore determined that four raters reading all

seven of Crutcher's books were adequate for this study. It was also determined that the

raters should be educators who were familiar with young adult literature as a genre and who had used young adult literature in the classroom. It was necessary for raters to be familiar with young adult literature to avoid bias resulting from raters being offended by the realistic language or themes found in young adult literature. Since the researcher lives in China, it was essential to find raters who were willing and able to mail and/or email data to the researcher and to quickly respond to questions regarding the data. Each of the raters agreed to read the books and return data within a designated period of time.

Rater 1. The first rater was a social studies instructor who holds a bachelor's degree in social studies education and has 15 years teaching experience in a large high school. She served as interim department chair and was currently the social studies building coordinator. She served on the Social Studies Curriculum Review Team. She has taught seven years in an integrated world history/geography/English course using young adult literature as an integral part of her curriculum.

Rater #2. The second rater holds a bachelor's degree in English, a master's degree in humanities, and a doctorate degree in secondary education with a minor in English from a large university in the Southwest. She taught high school English and German for 13 years and is currently a professor in the School of Teaching and Curriculum Leadership at a university in the Southwest. She currently teaches courses in media literacy. She is a National Writing Project Consultant.

Rater #3. The third rater holds a bachelor's degree in English and a master's degree in curriculum and instruction from a large university. She has 30 years teaching experience and currently teaches English in a magnet middle school in the southwest. She

uses young adult literature as the basis of her reading/writing curriculum. She is a National

Writing Project Consultant.

Rater 4. The fourth rater is an English instructor who holds a bachelor's degree in

English, a master's degree in Curriculum and Instruction, and is currently working on her

doctorate degree in Curriculum and Instruction with a focus of English. She has 26 years

teaching experience in high school and middle school and has taught courses at a small

university in the Southwest. She has six years experience in an integrated classroom

which uses young adult literature as the basis of the reading/writing curriculum.

Training of Raters and Inter-rater Agreement

A meeting was held to explain the purpose of the study to rater, familiarize them

with the codebook, and give specific directions for using the codebook to record data.

Terminology for the study was discussed as well as clear definition of categories. To train

raters for the study and check for reliability of instrumentation, raters practiced the

procedures by reading *Gentlehands* by M.E. Kerr and recording data using the codebook

and data sheets. This novel was selected because like Crutcher's novels, Kerr's young

adult novels deal with the complex problems faced by adolescents. After the reading and

recording of data was completed, the researcher met with each rater to discuss the novel

and compare the results. The purpose of this training was to help ensure reliability in the

study by discovering any confusion or divergence in the categorization of civic values.

Because the study was based on perceptions of the raters, it was understood that

the raters would not likely reach 100% agreement in the exact number of incidences of the

phenomena. However, consensus had to exist on what constituted an occurrence of the value, application of the categories, and how such observations were recorded. The responses of the raters on the practice novel were compared and revisions to the categories and further clarification of data language were made during these meetings.

Definitions of categories used in the included:

1. Honesty. Demonstrating personal integrity, truthfulness, and/or sincerity. Implies adhering to one's own set of values (Picket, 2000).

2. Compassion. Demonstrating a deep feeling of sympathy; to give aid or support; to show mercy (Picket, 2000).

3. Tolerance. Recognizing and respecting other's opinions and behaviors, cultures, and lifestyles; providing leeway for differing point of view (Picket, 2000).

4. Respect for the worth and dignity of the individual. Recognizing the value of all persons and valuing their need for a sense of personal worth (Patrick, 1997b).

5. Reflective decision-making. Weighing both sides of an issue before making a decision. Making decisions based on personal values rather than the values of others. (Hansen, 1998; Patrick, 1997; Picket, 2000).

Text Assignment and Recording Procedures

To increase the reliability of the study, each of the four raters read all seven of Crutcher's novels plus one practice novel (See Table I). After inter-rater agreement was reached on the practice book, each rater received a code book, a list of definition of terms

used in this study, and book assignments. Raters were given four months to read the books and return their data sheets to the researcher.

Data Reduction

Data reduction refers to the process of tailoring the data received from the raters into a form which meets the needs of the analytical design of the study. The results of all four raters were reported using frequency tables in the Findings sections of the study. The content of the frequency tables is outlined in the following section.

Inferencing and Analysis

Inferences refer to the way in which it is made clear what the data mean or what they indicate. Inferences are based on constructs which determine how the data will be related to the context. Krippendorf (1980) explains three indices that have long been used in mass communications to make inferences regarding content.

1. The *frequency* with which a symbol, idea, or subject matter occurs in a stream of messages tends to be interpreted as a measure of importance, attention, or emphasis.

2. The balance in numbers of *favorable and unfavorable* attributes of a symbol, idea, or subject tend to be interpreted as a measure of the *direction or bias.*

3. The kind of qualifications made and associations expressed toward a symbol, idea, or subject matter tends to be interpreted as a measure of the *intensity or strength* of the belief, conviction, or motivation.

Frequency is the most common analytical technique used in content analysis (Krippendorf, 1980, p. 109). This study used the following frequencies to make inferences regarding the presence or absence of tolerance, honesty, compassion, respect for human dignity, and reflective decision-making:

1. The frequency that each civic value/behavior occurs within each novel and the total number of occurrences found in all seven novels.

2. The frequency that the main character demonstrates the civic value which might indicate its importance to the novel. Frequency was reported collectively as well as individually for each novel.

3. The frequency that characters other than the main character demonstrate the civic value. Frequency was reported collectively as well as individually for each novel.

4. The frequency that the civic value results in positive or negative consequences for the character. Frequency was reported collectively as well as individually for each novel.

5. The frequency that the opposite of each civic value/behavior occurs within the sample as well as each individual novel. Frequency was reported both collectively and individually by novel.

In addition to reporting of frequencies, specific details from the novels and quotations were included to add a "qualitative dimension" necessary to further exemplify the categories used in the study (Berelson, 1952).

Summary, Discussion, and Implications of the Study

The final section of the study includes a summary, discussion of the results, and implications of the study including whether or not role-models of civic behaviors were found in Crutcher's novels and whether the novels might be used to teach civic behaviors. Finally, recommendations for further research were made.

Summary

Chapter III outlines the methodology used in the study. The problem addressed by the study was whether the civic values tolerance, compassion, honesty, respect for the dignity and worth of the individual, and reflective decision-making are present in the young adult novels of Chris Crutcher. In addition, the study sought to discover how these values are demonstrated, whether they were perceived as having positive or negative consequences, and if they offer possible role models of civic behaviors for adolescents. Chapter III explained the rationale behind using content analysis to answer these questions. The format of this content analysis began with data making, including recording units, selection of sample, development of categories, development of a coding system, and make-up of individual code books. Recording included selection of raters, training of raters and inter-rater agreement, and text assignment and recording procedures. The system by which inferences were made was outlined as well as the analysis and interpretation of results.

TABLE I

BOOKS INCLUDED IN THIS STUDY

Running Loose (Greenwillow Books)	1983
Stotan (Greenwillow Books)	1986
Crazy Horse Electric Game(Greenwillow Books)	1987
Chinese Handcuffs (Greenwillow Books)	1989
Staying Fat for Sarah Byrnes (Greenwillow Books)	1993
Ironman (Greenwillow Books)	1995
Whale Talk (Greenwillow Books)	2001

CHAPTER IV

FINDINGS

The purpose of this study was to determine whether civic values are present in the

young adult novels of Chris Crutcher. Specifically, the study examined the civic values of

honesty, compassion, tolerance, respect for the dignity and worth of individuals, and

reflective decision-making. In addition, the study sought to identify who portrays the civic

values, whether the civic values result in positive or negative consequences, and if the

opposite of these civic values are present in the books.

Chapter III examined the methodology used in the study. It was determined that

content analysis provided the most effective method of observing and recording specific

incidences of civic values in Chris Crutcher's novels. Chapter III also addressed the

selection of categories, selection of raters and book assignments, development of the code

book, training of the raters, and achieving inter-rater agreement on the application of

categories. Chapter III outlined the reporting of findings and summary, discussion, and

recommendations.

Chapter IV reports the findings of the study including the frequency of occurrence

of each civic value, the frequency that a main character displays the value and the

frequency that other than main characters demonstrate the value. In addition, the findings

report the frequency of positive or negative consequences associated with the civic value.

Frequencies will be reported collectively as well as individually by novel. Quotations and

illustrations from the novels were included to further exemplify the findings.

TABLE II

TOTAL FREQUENCIES

	Honesty	Tolerance	Compassion	Reflective Decision-Making	Respect for Worth & Dignity of Individual
Running Loose	15	7	12	14	8
Stotan	8	9	15	15	14
Crazy Horse Electric Game	12	6	23	12	15
Chinese Handcuffs	16	7	10	18	12
Staying Fat for Sarah Byrnes	22	6	21	18	14
Ironman	13	9	19	17	12
Whale Talk	15	8	19	17	15
Total	101	52	119	111	90

Civic Values Found in Total Sample of Young Adult

Books by Chris Crutcher

Frequency of Civic Values

Each book in the sample was found to contain all five categories of civic values. However, Compassion was the civic value which appeared most frequently in all seven books by Chris Crutcher. Compassion was observed 119 times (See Table II). Four of the seven novels contain 19 or more instances of Compassion. These novels *include Crazy Horse Electric Game* (n=23), *Staying Fat for Sarah Byrnes* (n=21), *Ironman* (n=19), and *Whale Talk* (n=19). Compassion was also found in *Stotan* (n=15), *Running Loose* (n=12) and *Chinese Handcuffs* (n=10). A good example of Compassion is found in *Stotan*. Walker shows his compassion for his friend Jeff who is dying from leukemia. Walker places Jeff in the back of his pickup on a mattress so Jeff can witness the swim team's revenge on Marty O'Brian. "I wrapped him in my coat and sat in the back with my arms around him, crying where no one could see me" (p. 160). In *Staying Fat for Sarah Byrnes*, Mobe shows compassion for his friend Sarah when he tells the class, "Every day when she gets up, she knows she has to bring her scarred-up face to school, knowing what everyone thinks and won't say. There's no place to hide and it never lets us. I'd call that a bad place to live" (p. 16). Mobe's compassion gives Sarah the support she needs to overcome her abusive circumstances.

The second most frequent category found in the total sample was Reflective Decision-Making (n=111). Four novels contain at least 17 incidences of Reflective

Decision-Making including *Chinese Handcuffs* (n=18), *Staying Fat for Sarah Byrnes* (n=18), *Ironman* (n=17), and *Whale Talk* (n=17). As the main characters in these novels face the tragic realities of life, including abuse, suicide, and physical handicaps, they learn that while they cannot control the world around them, they can control their own actions. Therefore, the frequency of this category seems appropriate. In *Running Loose*, Louie summarizes the importance of making one's own decisions when he says, "And I learned that when all is said and done, you're responsible for every damn thing you do" (p.190). Reflective Decision-Making was also present in *Stotan* (n=15), *Running Loose* (n=14), and *Crazy Horse Electric Game* (n=12).

The third most frequent category was Honesty which occurred 101 times. *Staying Fat for Sarah Byrnes* had the highest frequency of Honesty (n=22), followed by *Chinese Handcuffs* (n=16) and *Whale Talk* (n=15), *Running Loose* (n=15). Respect for the Worth and Dignity of Individuals was observed 90 times and has the greatest frequency in *Crazy Horse Electric Game* (n=15), *Whale Talk* (n=15), *Stotan* (n=14), and *Staying Fat for Sarah Byrnes* (n=14). Tolerance, the category with the lowest frequency (n=52), occurs no more than 9 times in any single novel. Both *Stotan* and *Ironman* contain 9 instances of Tolerance.

Frequency of Positive Consequences

In all five categories, the number of positive consequences as a result of the demonstration of the civic value is greater than the number of negative consequences (See Table III). Out of 473 total occurrences of civic values, 456 were viewed as having

TABLE III

FREQUENCY OF
POSITIVE AND NEGATIVE
CONSEQUENCES

Trait	Running Loose	Stotan	Crazy Horse Electric Game	Chinese Handcuffs	Staying Fat for Sarah Byrnes	Ironman	Whale Talk
Honesty							
Positive	14	8	12	16	22	13	13
Negative	1	0	0	0	0	0	2
Tolerance							
Positive	7	9	6	6	6	9	8
Negative	0	0	0	1	0	0	0
Compassion							
Positive	11	14	23	10	21	19	19
Negative	1	1	0	0	0	0	0
Reflective Decision-Making							
Positive	14	13	10	15	15	17	16
Negative	0	2	2	3	3	0	1
Respect For Worth & Dignity of Individuals							
Positive	8	14	15	12	14	12	15
Negative	0	0	0	0	0	0	0

positive consequences. The category with the highest frequency of positive consequences was Compassion (n=117). In five of the books, all incidents involving Compassion result in positive consequences. These books include *Crazy Horse Electric Game* (n=23), *Staying Fat for Sarah Byrnes* (n=21), *Ironman* (n=19), and *Whale Talk* (n=19) and *Chinese Handcuffs* (n=10).

Positive consequences occur in *Whale Talk*. T.J.'s family shows compassion toward Heidi, a little, abused, black girl by taking her into their home. As a result, Heidi's life is saved. In *Staying Fat for Sarah Byrnes*, Sarah's best friend Mobe tells Sarah that while she may never be pretty, she *is* going to be all right. Mobe attempts to ease Sarah's emotional pain by admitting that he stayed fat, so he wouldn't lose her friendship. "I hated being fat, but it was worth it not to lose you. And that has to make you *something* to me." Mobe tells the reader, "I stop and realize that tears are streaming down both our faces" (p. 145). Mobe's compassion gives Sarah strength to face life and continue trying to escape her abusive father.

Reflective Decision-Making (n=100) has the second highest frequency of positive consequences followed by Honesty (n=98), Respect for the Worth and Dignity of the Individual (n=90) and Tolerance. In *Chinese Handcuffs*, Jennifer, an sexually abused adolescent, decides to stop protecting her mother and force her to be responsible for her own life. "But someday soon, she'd have to do what Sarah had told her a long, long time ago, seemingly in another world: Let her mother be responsible for herself" (p. 153). As a result, Jennifer no longer blames herself for her abuse and finds the strength to confront

her mother with the truth. Individual books with the highest frequency of positive

consequences associated with Reflective Decision-Making are *Ironman* (n=17) and *Whale*

Talk (n=16) followed closely by *Chinese Handcuffs* (n=15) and *Staying Fat for Sarah*

Byrnes (n=15). It may be significant that every incident of Respect for the Worth and

Dignity of the Individual has positive consequences. In *Ironman*, all five categories of

civic values result in positive consequences.

Frequency of Negative Consequences

Reflective Decision-Making, which appeared 111 times in the sample, had the

highest frequency of negative consequences (n=11) (See Table III). The highest number of

negative consequences was found in *Chinese Handcuffs* (n=3) and *Staying Fat for Sarah*

Byrnes (n=3). Each of these books contains three instances of negative consequences

associated with reflective decisions. Both novels portray characters who struggle with

physical abuse. Their decisions to keep their abuse a secret allows the abuse to continue.

In addition, both Sarah in *Staying Fat for Sarah Byrnes* and Preston in Chinese Handcuffs

decide to withdraw from the world rather than face their problems. Sarah fakes a catatonic

state, greatly disturbing her best friend Mobe and further angering her abusive father.

Preston in *Chinese Handcuffs* commits suicide in front of his brother Dillion. Later,

Dillion expresses the pain caused by his brother's suicide. "I have never loved and hated

anyone at the same time and so ferociously as I do you for what you did. My emotions

churn inside me like a hurricane, and when it's at its worst, I can only lay back and let

them take me away" (p. 65). Negative consequences were also associated with Reflective

Decision-Making in *Stotan* (n=2), *Crazy Horse Electric Game* (n=2), and *Whale Talk*

(n=1). In Stotan, Nortie decides to ignore O'Brian's taunts. As a result, Nortie gets

beaten up.

No category, other than Reflective Decision-Making, had a frequency of negative

consequences higher than 3. Respect and Dignity for the Worth and Dignity of

Individuals, had no negative consequences associated with the value.

Frequency of Main Characters Displaying Civic Values

All categories of civic values found in the sample were most frequently

demonstrated by a main character (See Table IV). The category with the highest

frequency of main characters displaying the value was Compassion (n=109). Four novels

have characters who display compassion more than 18 times. These novels include *Staying*

Fat for Sarah Byrnes (n=21), *Crazy Horse Electric Game* (n=20), *Ironman* (n=19), and

Whale Talk (n=18). All instances of Compassion are portrayed by main characters in

Staying Fat for Sarah Byrnes and *Ironman*. Compassion is found in *Whale Talk*. T. J.,

the main character, has his feelings hurt when he doesn't get invited to a party because he

isn't white. Georgia, T. J.'s counselor and friend tells him, "Not a thing wrong with you,

baby....Some people's parents are just so stupid and mean; so mean they would cheat

their own children out of having a great friend like you" (p. 89).

Reflective Decision-Making had the second highest frequency of main characters

displaying the value (n=103). In *Staying Fat for Sarah Byrnes* (n=18), *Stotan* (n=15), and

Crazy Horse Electric Game (n=12), all instances of Reflective Decision-Making are made

TABLE IV

FREQUENCY OF
MAIN CHARACTER/OTHER
THAN MAIN CHARACTER

Trait	Running Loose	Stotan	Crazy Horse Electric Game	Chinese Handcuffs	Staying Fat for Sarah Byrnes	Ironman	Whale Talk
Honesty							
Main	13	8	11	16	21	13	14
Other	2	0	1	0	1	0	1
Tolerance							
Main	4	8	6	6	6	9	8
Other	3	1	0	1	0	0	0
Compassion							
Main	9	13	20	9	21	19	18
Other	3	2	3	1	0	0	1
Reflective Decision-Making							
Main	12	15	12	15	18	16	15
Other	2	0	0	3	0	1	2
Respect for Worth & Dignity of Individuals							
Main	7	12	15	12	12	12	14
Other	1	2	0	0	2	0	1

by main characters. For example, in *Stotan*, after Marty O'Brian circulates a racist

publication, the *Aryan Press* around the high school, Walker asks Max, his coach, why

race becomes such an important issue with some people. Max explains that some ideas

gain credibility because people openly oppose them, thus drawing attention to the idea.

After considering his options, Walker decides that "Max is probably right. If we raise a

stink, it only makes them look like they have a point. When I finally get a chance to beat

what few brains O'Brian has into putty, I should think of a different reason" (p. 110).

Honesty (n=96), Respect for the Worth and Dignity of Individuals (n=84), and

Tolerance (n=46) were also most frequently portrayed by a main character.

Frequency of Other Than Characters Displaying Civic Values

Civic values were also demonstrated by characters other than main characters (See

Table IV). The civic value portrayed most frequently by someone other than a main

character is Compassion (n=10). Compassion is demonstrated by someone other than a

main character most frequently in *Running Loose* (n=3), *Crazy Horse Electric Game*

(n=3), and *Stotan* (n=2). For example, in *Running Loose*, Coach Madison demonstrates

compassion for Louie when Louie's girlfriend Becky is killed. "I lost a girl friend once,

when I was a sophomore at Black Hills...If I hadn't had something physical to concentrate

on, I'd have gone nuts. Absolutely nuts. Certifiable. You're going to need some of that

now, and I've got the perfect thing. The two mile" (p. 151).

Reflective Decision-Making was also displayed by someone other than a main

character (n=8). The highest frequency was found in *Chinese Handcuffs* (n=3), *Running*

Loose (n=2), *Whale Talk* (n=2), and *Ironman* (n=1). For example, in <u>*Ironman*,</u> Bo's cruel father gives Bo's competitor, Lonnie, a high tech bicycle to ensure that he will beat his son in the upcoming bicycle race. Lonnie gives the bicycle to Bo and explains his decision by saying, "He (Lonnie's father) asked how I'd feel if the tables were turned—if some stranger stepped between the two of us. Then he said if I ever wanted to see how something works, look at it broken" (p. 207).

Respect for the Worth and Dignity of the Individual (n=6), Honest (n=5), and Tolerance (n=5) also had characters other than main characters who portrayed the civic value.

<u>Frequency of Opposite of Civic Value</u>

The opposite of Reflective Decision-Making was found 61 times in the sample (See Table V). In individual novels, the opposite of Reflective Decision-Making was most frequent in *Whale Talk* (n=14) *Chinese Handcuffs* (n=11), *Ironman* (n=11), and *Crazy Horse Electric Game* (n=10). All these books deal with teenagers who are struggling to overcome the difficulties of life including abuse and physical handicaps. They sometimes make decisions without considering the consequences. A good example is found in *Whale Talk* when T. J., in a fit of anger, goes after Mike Barbour who has abused a girl. Without thinking, T. J. rushes out of the dance screaming "Barbour! Come out, big man! Let's see how tough you are! Here's your chance, tough guy!" (p. 142). As a result, T. J. gets a ticket from the police and further angers Barbour. One of the most dramatic examples is found in *Whale Talk* when Rich Marshall attempts to shoot his stepdaughter

Heidi. "I glimpse the muzzle of a deer rifle, think it's pointed at Dad, and scream his name, but Rich levels the barrel on Heidi, the one person whose loss would touch us most of all" (p. 211).

The opposite of Respect for the Worth and Dignity of Individuals appeared 61 times, most frequently in *Whale Talk* (n=15), *Ironman* (n=11), and *Chinese Handcuffs* (n=9). Since these novels portray physical abuse of children, racism, and suicide, the appearance of the opposite of this category was not surprising. In *Whale Talk* the opposite of Respect for the Worth and Dignity of the Individual was found as many times as the value itself. In *Ironman*, the opposite was found 11 times while the value was demonstrated 12 times. The opposite was most frequently associated with the cruel and abusive fathers. A good example for the opposite of Respect for the Worth and Dignity of Individuals is found in *Chinese Handcuffs* when Jennifer is abused by her stepdad. "He slaps her hard across the face, and she drops to the floor in tears as he quickly drags the desk in front of the door. There are no more words; there is no more resistance" (p. 80). The opposite of Honesty (n=48) appeared most frequently in *Staying Fat for Sarah Byrnes* (n=10) and *Stotan* (n=9). *Staying Fat for Sarah Byrnes* deals with young people who are physically or emotionally scarred and lie to either protect themselves from danger or to hide the cause of their pain. In *Stotan*, Walker lies to hide his confused feelings about girls. "Probably what I'll do with that is lie. I've got to stop that one of these days –it seems like I lie pretty easily and convincingly to girls – but now right now. I've got my hands full figuring out how crazy I am even thinking about Elaine" (p. 30).

TABLE V

FREQUENCY OF
OPPOSITE OF CIVIC VALUE

Trait	Running Loose	Stotan	Crazy Horse Electric Game	Chinese Handcuffs	Staying Fat for Sarah Byrnes	Ironman	Whale Talk
Honesty	3	9	5	7	10	7	7
Tolerance	7	8	4	3	11	8	7
Compassion	3	3	5	10	5	5	7
Reflective Decision-Making	4	5	10	6	11	14	14
Respect For Worth & Dignity of Individuals	4	7	4	9	7	11	15

The opposite of Tolerance (n=48) and Compassion (n=38) were also found. The opposite of Tolerance was most frequent in *Staying Fat for Sarah Byrnes* (n=11) and was frequently demonstrated through abuse and religious intolerance. The opposite of Compassion had the highest frequency in *Chinese Handcuffs* (n=10). Six of these incidents are related to Jennifer's physically abuse by her father.

Values in the Individual Sports Books By Chris Crutcher

Running Loose

Honesty was the civic value which appeared most frequently (n=15) followed by Reflective Decision-making (n=14) and Compassion (n=12) (See Table VI). As the characters face the hardships of life, they come to realize that they are responsible for their own actions. Therefore, the frequency of the Reflective Decision-Making category seems appropriate. In addition, the novel emphasizes the importance of love, friendship, and commitment to a set of personal standards which is reflected through the presence of Honesty and Compassion.

Honesty is demonstrated by a main character 13 out of 15 times. Louie, the main character demonstrates Honesty 10 times. Louie and Becky, his girlfriend, are honest in their discussion about whether or not to have sex. Alone in a cabin, Louie tells Becky, "I don't think I can do this.....do you think there's something wrong with me?" (p. 117). Becky confesses, "I've done it because I thought I was supposed to, and I've done it because I really wanted to, and let me tell you, supposed to doesn't cut it" (p. 117-118).

One very honest character is Washington, a black athlete from a rival school. Washington admits that he changed high schools because he had used drugs and admits his respect for Louie before they compete against each other in a race. "This ain't my distance. But I'm gonna give it what I got. What I'm tellin' you is you give it what you got, you might take me..... however it turns out, you got my respect, and not a lot of dudes can say that" (p. 184).

Fourteen of the 15 incidences involving Honesty result in positive consequences. The only negative consequence occurs when Louie tells the principal the truth about Coach Lednecky's actions. "I'm not calling Coach Lednecky anything. I'm saying that what he's telling you about the game on Friday night isn't true" (p. 84). As a result of his honesty, Louie is suspended from school. The opposite of Honesty was also present in the novel (n=3).

Reflective Decision-Making had the second highest frequency (n=14), and was also demonstrated most frequently by a main character (n=12). Early on, Louie must decide whether he will put his principles aside to play football for a coach who will do anything to win. When given the alternative to either back down from the truth about Coach Lednecky or be suspended from school, Louis responds, "I'll get my stuff" (p. 85). However, Louie's friend Carter decides to remain on the team for his own reasons. "Lednecky's small-time. He's got no class. His whole act stinks. But it's going to be tough to get a scholarship to play anywhere as it is. If I quit, there's no chance" (p. 78). Carter clearly states the importance of making one's own decisions when he disobeys the

TABLE VI

RUNNING LOOSE

Frequency	Honesty	Tolerance	Compassion	Reflective Decision-Making	Respect for Worth & Dignity of Individual
Value is Displayed	15	7	12	14	8
Positive Consequences	14	7	11	14	8
Negative Consequences	1	0	1	0	0
Demonstrated By a Main Character	13	4	9	12	7
Demonstrated By Other than Main Characters	2	3	3	2	1
Opposite Of Value	3	7	3	4	4

principal's order for the team to stay away from Louie. "Hell with Jasper. Word has it we're going to have to think for ourselves when we get out of here."

All incidences of Reflective Decision-Making (n=14) were found to have positive consequences. The opposite of Reflective Decision-Making was also present (n=4).

Compassion (n=12) also appeared frequently and was most often displayed by a main character (n=9). Louie receives compassion when his girlfriend Becky is tragically killed in an automobile accident. As Louie arrives at the scene of the accident, Dakota shakes his head and says, "I'm sorry, Louis. I know that doesn't mean a damn thing, but I'm sorry as hell" (p. 124). Later, when Louie loses control at Becky's funeral and rails against God, Boomer grabs Louie and says, "It's okay man. It's okay, man" (p. 137).

Eleven of the 12 demonstrations of Compassion have positive consequences. The opposite of Compassion was also found (n=3). The other two categories, Respect for the Worth and Dignity of the Individual (n=8) and Tolerance (n=7), were present as well as their opposites.

Stotan

The most frequent categories were Reflective Decision-Making (n=15) and Compassion (n=15) followed closely by Respect for the Worth and Dignity of Individuals (n=14) (See Table VII). The characters in this novel make important decisions as they struggle to deal with the realities of life, including death. Walker, the main character, makes an important decision after his friend Jeff dies of leukemia. "One of the conclusions I reached for myself was that you should live everyday as if you're on

borrowed time, and you should be straight with everyone who's close to you" (p. 143).

The characters also struggle with complex emotions and relationships. Three times during

the course of the novel, Walker decides to "get clean" by telling Devnee, his girlfriend of

several months, that he no longer cares for her. However, Walker's fear of hurting

Devnee prevents him from acting. Finally, when faced with his friend Jeff's death, Walker

decides "I can't be the cause of her pain right now. I just can't do that" (p. 168).

Reflective Decision-Making had positive consequences 13 out of 15 times. The

opposite of Reflective Decision-making was also recorded (n=5).

Compassion also appeared frequently (n=15) and was primarily demonstrated by a

main character (n=13). For example, when Nortie loses his temper with a child at a day

care facility where he works, Walker compassionately reassures Nortie that he is not like

his abusive father. "Nortie, that's what temper feels like. It feels good to everyone to

blow up sometimes. That doesn't mean you're like your dad. It means you're like

everyone else in the world" (p. 44). Later, Walker and his mother take Nortie into their

home. Walker's mother expresses compassion for Nortie when she says, "I always though

your father was a little rough. You can stay here as long as you like" (p. 105).

All occurrences of compassion (n=15) have positive consequences. The opposite

of Compassion was also present (n=3).

Respect for the Dignity and Worth of Individuals (n=14) was the second most

frequent category and most often portrayed by a main character (n=12). Near the

beginning of the novel, Walker recognizes that "Lion's a lot different than the rest of us

because he doesn't have parents" (p. 11). However, Walker respects Lion for his

VII

<u>STOTAN</u>

Frequency	Honesty	Tolerance	Compassion	Reflective Decision-Making	Respect for Worth & Dignity of Individual
Value is Displayed	8	9	15	15	14
Positive Consequences	8	9	14	13	14
Negative Consequences	0	0	1	2	0
Demonstrated By a Main Character	8	8	13	15	12
Demonstrated By Other than Main Characters	0	1	2	0	2
Opposite Of Value	9	8	3	5	7

personality and skill. "Lion's an artist at everything he does. He brings a certain zany grace to things – workouts, classes, just hanging out – that makes them more alive, more animated, maybe more real" (p. 11). Later, while on their way to a swim meet, Max, the boys' coach, mysteriously stops off to visit a little girl. Although Walker is curious, he respects Max' need for privacy. "I wish I knew what I just saw, wish I could find a way to ask him; but if he wanted to talk, he would" (p. 129). Later, Walker recognizes that he and his friends need to be more respectful toward girls. Walker says, "That was the first time I had any idea how degrading it is for guys to make up stories about who they've been in the sack with" (p. 112).

All incidences of Respect for the Worth and Dignity of the Individual result in positive consequences (n=14). The opposite of this category appeared 7 times and was reflected through racism and abuse.

The other two categories, Honesty (n=8) and Tolerance (n=9), were also present. The opposite of Honesty (n=9) and Tolerance (n=8) occur as frequently as the demonstration of the values. The characters frequently lie about their feelings as they struggle to deal with personal relationships, which accounts for the opposite of Honesty. The opposite of Tolerance reflects the racism found in the novel.

The Crazy Horse Electric Game

Compassion was the category found most frequently (n=23), followed by the category Respect for the Worth and Dignity of Individuals (n=15) (See Table VIII). Twenty of the 23 instances of Compassion were demonstrated by main characters (n=20).

TABLE VIII

CRAZY HORSE ELECTRIC GAME

Frequencies	Honesty	Tolerance	Compassion	Reflective Decision-Making	Respect for Worth & Dignity of Individual
Value is Displayed	12	6	23	12	15
Positive Consequences	12	6	23	10	15
Negative Consequences	0	0	0	2	0
Demonstrated By a Main Character	11	6	20	12	15
Demonstrated By Other than Main Characters	1	0	3	0	0
Opposite Of Value	5	4	5	10	4

Willie, the main character and a gifted athlete, becomes physically handicapped following a boating accident. Johnny, Willie's best friend, displays compassion when Willie returns to school following the accident. Wiping tears from his eyes, Johnny says, "I been running around being careful and trying to make it so you didn't have to talk and backing off just like everyone else. But if I were you and everybody treated me like that, I'd hate it......So just tell me what to do, God damn it" (p. 56). Marty expresses compassion for Willie's loss of athletic ability. "You were really somethin', man. My big brother saw that championship baseball game. Still talks about your catch. Hate to see a guy lose his best stuff. Sorry, man" (p. 64). Early in the novel, Willie expresses compassion for his mother and her pain following his little sister's death. "....thinking about my mother, how she hides her pain, how sort of disrespectful he and his dad have been, not paying attention; and for some reason memories of Missy rush in" (p. 48). Willie also shows compassion for Lacey even though he knows Lacey is responsible for his son's brain damage. "It comes in a flash; the boy before him is wrecked; the man beneath his feet, desperately holding on with everything he's got to stay just above the quicksand." Reaching for Lacey, Willie says, "Come on...Lacey. Let's go. I...saw him. I get it now" (p. 158-159).

All 23 occurrences of Compassion have positive consequences. The opposite of Compassion was also observed (n=5).

The second most frequent category was Respect for the Worth and Dignity of Individuals (n=15). This category is demonstrated through the diverse personalities and lifestyles of the novel's main characters. Perhaps the most diverse relationship is forged between Lacey, a black pimp, and Willie, a young, white, handicapped boy. At

graduation, Willie expresses his respect for Lacey, "My friend Mr. Casteel picked me up off the street and gave me a home. I have to admit I haven't always been the perfect roommate, and I would have to say our lifestyles are somewhat different, but old Lacey's stuck with me, and in his own way is a wise man, and I owe him a lot" (p. 200). Other unusual demonstrations of respect occur between Willie and members of a gang. In one instance, Willie recognizes the need for Jack "Telephone Man" to preserve his dignity after an embarrassing incident. Willie closes the men's restroom and helps Telephone Man get cleaned up. Then Willie tells Jack, "Hustle back. No one will even know you were gone if you hurry" (p. 183).

All instances of Respect for the Worth and Dignity of Individuals (n=15) had positive consequences. The opposite of Respect and Dignity was also found (n=4).

The third most frequent categories found were Reflective Decision-Making (n=12) and Honesty (n=12). Each incident of Reflective Decision-Making involves a main character. A good example is when Willie is taken into the home of Lacey, a pimp. When Andre, the school's director, offers to let Willie live in the basement of the school, Willie considers it, "but decided against it for now... he felt that Lacey was attached to him somehow; that it would be a small betrayal to leave" (p. 139).

Ten of the 12 instances of Reflective Decision-Making had positive consequences. The opposite of this category was also found (n=10). Since the novel deals with a runaway teenager, prostitution, and gang violence, the high frequency of the opposite of this category seems appropriate.

Honesty was also found 12 times and most frequently involves main characters. Angel, a prostitute tells Willie the truth about her life. "You think I'm a whore because of Lacey...I'm a whore because that's how I survive. I *wanna* be a whore, okay?" (p. 172).

All 12 instances of Honesty had positive consequences. The opposite of Honesty was also observed (n=5). Tolerance was the least frequent category (n=6).

Chinese Handcuffs

The civic value occurring most frequently in *Chinese Handcuffs* was Reflective Decision-Making (n=18) (See Table IX). As the characters in this novel encounter physical abuse, drug and alcohol abuse, and suicide, they learn that they cannot control the world around them; they can only control their own actions. Therefore, it is logical that decision-making should appear most frequently. Fifteen of the 18 incidences of Reflective-Decision Making involve a main character. A good example is when Dillion refuses to be like his brother, a drug addict who commits suicide rather than face life. "And I ain't goin' out like you, bro. I've seen some butt-ugly phenomena in the past two years, starting with you squeezing the trigger, but I'll be damned if I'll take your road" (p. 9). Later, Dillion discovers that Stacy's baby is his dead brother's son. After a great deal of thought, Dillion decides to confront Stacy with his knowledge. Dillion writes about his decision in a letter to his dead brother, "Well, brother, old Dillion decided to take the bull by the horns and get this all out on the table – aboveboard, as it were- just to see what the hell it looked like in the light of day..." (p. 125). Later, When Jen, Dillion's best friend, runs off the court during a basketball game, Dillion and Coach Sherman decide to lie to help protect Jennifer. Coach

TABLE IX

CHINESE HANDCUFFS

Frequency	Honesty	Tolerance	Compassion	Reflective Decision-Making	Respect for Worth & Dignity of Individual
Value is Displayed	16	7	10	18	12
Positive Consequences	16	6	10	15	12
Negative Consequences	0	1	0	3	0
Demonstrated By a Main Character	16	6	9	15	12
Demonstrated By Other than Main Characters	0	1	1	3	0
Opposite Of Value	7	3	10	11	9

says, "We'll go with the chemical imbalance story. I can fix it up so it sounds a little more likely" (p. 192).

Reflective Decision-Making resulted in positive consequences 15 out of 18 times. Negative consequences were the result of decisions to keep physical abuse a secret, to commit suicide, and to deliberately irritate the high school principal. The opposite of Reflective Decision-Making was also found (n=11).

The second most frequent category was Honesty (n=16). All 16 instances of Honesty were demonstrated by a main character. Through the course of the novel, each of the main characters reveals a painful secret. For instance, Dillion is honest in his anger toward his brother who committed suicide in front on Dillion. Writing a letter to his deceased brother, Dillion confesses, "There are other times, though, when I am so mad at you I want to shove a steel tube down into your grave and pour raw sewage into it" (p. 65). When Dillion questions Jennifer about her strange behavior, Jennifer admits that she is being sexually abused. "You wanted to know what all my pain is. My stepdad messes with me" (p. 127). Finally, Stacy, a teenage mom, reveals the truth about her son. "Dillion's brother was Ryan's dad......The crazy part is I did it on purpose. I lied and left my diaphragm home" (p. 134).

All 16 occurrences of Honesty result in positive consequences. The opposite of Honesty was found 7 times.

The other three categories of civic values were also present. Respect for the Worth and Dignity of Individuals appeared 12 times and was always demonstrated by a main

character. Kathy Sherman, the girls' basketball coach, shows her students great respect by "giving her kids a voice" (p. 56). Another example is when Principal Caldwell callously reminds Dillion of his brother's suicide. Coach Sherman reminds Caldwell that there have been three suicides in the past three years and adds, "Every kid here was touched by them in some way. Terrified by them. That's a tender spot. You don't just gouge it out with a screwdriver. You have to be careful with things like that" (p. 103).

Compassion was found 10 times and was demonstrated most frequently by main characters. The opposite of Compassion occurred 10 times and reflected sexual abuse, a main focus of the novel. Tolerance was the least frequent category (n=7).

Staying Fat for Sarah Byrnes

Honesty was the most frequent category (n=22) followed by Compassion (n=21) (See Table XI). One of the themes of the novel is that people and situations are not always as they appear. Gradually, the characters reveal the truth about their lives. Therefore, the frequency of Honesty is understandable. In addition, the novel illustrates that love and courage can help persons overcome difficult circumstances. This may account for the frequency of Compassion.

Honesty was demonstrated by a main character 21 out of 22 times. A good example is when Jodi, a young female student, honestly relates her emotional distress following her abortion. Jodi tells Eric, "When I came out, I was just *lost*. All Mark wanted to talk about was how we'd made the right choice and how his life was no longer ruined. I

TABLE XI

STAYING FAT FOR SARAH BYRNES

Frequency	Honesty	Tolerance	Compassion	Reflective Decision-Making	Respect for Worth & Dignity of Individual
Value is Displayed	22	6	21	18	14
Positive Consequences	22	6	21	15	14
Negative Consequences	0	0	0	3	0
Demonstrated By a Main Character	21	6	21	18	2
Demonstrated By Other than Main Characters	1	0	0	0	2
Opposite Of Value	10	11	5	6	7

just wanted to cry and have somebody hold me" (p. 109). Eric, the main character, is honest about why he does not allow people to get close to him. Eric says, "In truth, the only reason I don't allow people up close and personal with my emotional self is that I hate to be embarrassed" (p. 56). Sarah Byrnes reveals the truth about her father intentionally burning her against a stove. "…and I looked up and saw the wood stove coming right at my face. I put my hands out and…" (p. 104).

All 22 instances of Honesty have positive consequences. The opposite of Honesty was found 10 times. Sarah Byrnes continually lies about her abuse, maintaining that she was burned when she pulled a pot of spaghetti off the stove. Mark and Jodi hide the fact that she has had an abortion, and Eric lies to authorities, the nurses, and Virgin Byrnes to protect Sarah from her cruel father.

The second highest frequency was Compassion (n=21). All occurrences were demonstrated by a main character. Eric, one main character, frequently demonstrates compassion. A good example is when Eric learns the truth about Sarah's burns. He says, "Sarah Byrnes – this person with fifty times my reason to be embarrassed or humiliated – walked with me, even ahead of me. I can't stand to imagine someone hurting her like that on purpose" (p. 74). Later, Mr. Ellerby expresses compassion to Mark Brittain's dad when Mark attempts suicide, even though Mr. Brittain blames Steve Ellerby for his son's mental distress. Mr. Ellerby says, "I'm truly sorry about your son's misfortune, and I think it's probably been helpful for my son to hear how you feel. He and I will talk about that" (p. 169). Mrs. Lemry demonstrates compassion after reading Sarah's letter which tells the

truth of her abuse. Eric says, "She read it and tears rolled out of her eyes like big sad pearls, and I knew she'd do the right thing because she felt just like me" (p. 132).

All 21 instances of Compassion have positive consequences. The opposite of Compassion was also found (n=5).

Reflective Decision-Making occurred 18 times and was always demonstrated by a main character. Each of the main characters must decide how to cope with their difficult circumstances which makes the frequency of this category understandable. Eric makes the difficult decision to risk losing Sarah's friendship in order to keep her safe. Eric says, "If I didn't do *something*, Sarah Byrnes would either get dragged back home by her dad, or she'd run away and be alone...I'd rather have her hate my guts and be safe than love me and be alone" (p. 131). At the end of the novel, Eric's mother's boyfriend, Carter, decides to go after Virgil Byrnes. Carter later tells the police, "I simply went through a basement window and waited" (p. 209).

Fifteen of the 18 instances of Reflective Decision-Making had positive consequences. The opposite of the category was also found (n=7).

The other two categories, Respect for the Worth and Dignity of Individuals (n=14) and Tolerance (n=6) were also found. The opposite of Tolerance occurred more times than the demonstration of the value (n=11). This novel deals with the emotional issue of abortion and demonstrates some people's inability to respect other's points of view. This explains the frequency of the opposite of this category.

TABLE XI

<u>IRONMAN</u>

Frequency	Honesty	Tolerance	Compassion	Reflective Decision-Making	Respect for Worth & Dignity of Individual
Value is Displayed	13	9	19	17	12
Positive Consequences	13	9	19	17	12
Negative Consequences	0	0	0	0	0
Demonstrated By a Main Character	13	9	19	16	12
Demonstrated By Other than Main Characters	0	0	0	1	0
Opposite Of Value	7	8	5	11	11

Ironman

The most frequent category in this novel was Compassion (n=19) followed by

Reflective Decision-Making (n=17) (See Table XI). All instances of Compassion are

demonstrated by a main character. Major themes of the novel include that love and mercy

can help others overcome difficult circumstances. This may account for the frequency of

Compassion. A good example is when Bo gives $100 to a man he meets on the street. Bo

tells the reader, "It was the first time I recognized desperation, and though I couldn't put

words to how I felt, I suddenly remembered the money in my pocket." Handing the

money to the man, Bo says, "You should get something to eat, and maybe some shoes or

gloves or something" (p. 67). One unusual expression of compassion comes from Elvis, a

student in Bo's Anger Management Class. Demonstrating understanding and support,

Elvis says in a valentine, "Since most of the time I got nothing nice to say to anybody, I'll

tell you something that should help you. Your daddy ain't your friend" (p. 166). One of

the most difficult demonstrations of compassion comes from Lion. Bo turns against Lion

when he discovers Lion is gay. Lion understands Bo's need to be forgiven when Bo

realizes that he was prejudiced. Lion tells Bo, "Tell you what buddy. If you learned

anything about prejudice – about bigotry- and you pass it on, it was worth a few weeks of

losing you, okay?" (p. 152).

All occurrences of Compassion have positive consequences. The opposite of

Compassion was also recorded.

The second most frequent category found was Reflective Decision-Making (n=17). This category was demonstrated by a main character 16 out of 17 times. As abused teenagers deal with their anger, they learn that they are responsible for their own actions and learn to stand up for themselves. This accounts for the frequency of this Reflective Decision-Making. A good example is when Bo decides to avoid another humiliating fight with his father. When Bo's father accuses him of being irresponsible, Bo says, "Well, I don't want to have this conversation anymore, so I'll take responsibility for ending it" (p. 63). At the end of the novel, Bo decides to ask his father to go into counseling with him. "But then he asked what I wanted for a graduation present, and I told him I wanted him to go into counseling with me" (p. 222). A major breakthrough occurs when Bo decides to face Mr. Serbousek directly and apologize for his prejudice against Mr. Serbousek for his being gay. Bo says, "And when I go back, I'm not just going to walk into the pool like nothing happened. I'm going to tell him what I did and what I was thinking…I'm going back to him like a Stotan" (p. 145).

All occurrences of Reflective Decision-Making have positive consequences. The opposite of this category was found 11 times. The opposite of this category is represented by abusive parents and teens, who as a result of their abuse, have difficulty controlling their anger.

The categories of Honesty (n=13), Respect for Worth and Dignity of the Individual (n=12), and Tolerance (n=9) were also found. All incidences of these categories resulted in positive consequences and were demonstrated by a main character.

The opposite of Tolerance (n=8) and the opposite of Respect for Worth and Dignity of the Individual (n=11) appeared nearly as many times as the value itself. The need for mutual acceptance, a theme of the novel, is emphasized through those characters who demonstrate the opposite. For instance, characters who humiliate others, who are prejudiced, and who are power hungry demonstrate the need for Respect for Worth and Dignity of Individuals. Other characters refuse to listen to other's ideas and use intolerant language such as "nigger", "fag", and "bleeding heart", which emphasizes the need for tolerance.

Whale Talk

Four categories of civic values appeared frequently in this novel. They were Compassion (n=19) Reflective Decision-Making (n=17), Respect for the Worth and Dignity of the Individual (n=15), and Honesty (n=15) (See Table XIII). Compassion was demonstrated by a main character 18 out of 19 times. Since major themes of the novel include the need for acceptance and forgiveness which, the frequency of Compassion understandable.

A good example of a main character demonstrating Compassion is when T. J. saves Chris Coughlin, a mentally slow student, from being harassed for wearing his dead brother's letter jacket. T. J. gives Chris his Speedo jacket telling him, "then you can come to school in the Speedo jacket and everyone will know you're a stud swimmer" (p. 32). Later, Mott, a fellow swimmer, shows compassion for Simon, a fat swimmer who fears

TABLE XIII

<u>WHALE TALK</u>

Frequencies	Honesty	Tolerance	Compassion	Reflective Decision-Making	Respect for Worth & Dignity of Individual
Value is Displayed	15	8	19	17	15
Positive Consequences	13	8	19	16	15
Negative Consequences	2	0	0	1	0
Demonstrated By a Main Character	14	8	18	15	14
Demonstrated By Other than Main Characters	1	0	1	2	1
Opposite Of Value	7	7	7	14	15

being laughed at for being slow. Mott, who only has one leg volunteers to swim against

Simon saying, "They'll think a one-legged asshole is a lot funnier than a fat guy" (p. 100).

All instances of Compassion had positive consequences. The opposite of

Compassion was also had a high frequency (n=15). Major conflicts of *Whale Talk* include

abuse and racism, which reflect a definite lack of compassion.

The second most frequent category was Reflective Decision-Making (n=17) and is

displayed most often by main characters (n=15). As the characters struggle to overcome

Their circumstances, they make many reflective decisions. Although T. J.'s motives are to

show up the football team, T. J. decides to abandon his vow not to participate in sports

and organize a swim team. "And suddenly, I hear the voice in the universe – and Simet –

wants me to hear. It says, "Swim" (p. 18). Later, Georgia, a child counselor, decides to

leave a little abused black girl, named Heidi, with T. J.'s family. Speaking to T. J., Georgia

explains her decision. "Baby, it's a tall order for you to have this kid around; she adores

you. I wouldn't do it, but she's fragile and you're the only other person to have made

good contact with her beside me..." (p. 123).

All but one instance of Reflective Decision-Making results in positive

consequences. T. J. and his father decide to corner Rich Marshall by taking photographs

of Rich breaking his restraining order. Their actions infuriate the unstable Rich who

ultimately kills T. J.'s dad.

The opposite of Reflective Decision-Making was also frequent (n=14). Alicia,

Heidi's mother, repeatedly places her daughter's life in danger by leaving her with her

abusive step-father. Rich, the violent, abusive stepfather, threatens T. J. and his family as

well as Heidi, breaks a restraining order, and ultimately kills T. J.'s father. All reflect the inability to make reflective decisions. Again, it is the opposite of this category which provides conflict in the novel.

Respect for the Worth and Dignity of Individuals also appeared 15 times and was portrayed by a main character 14 times. T. J. recognizes that many students have serious problems, but deserve respect.

> "So, if I'm Carly, a good day is one in which no one in my family get
>
> brutalized; and if I'm Chris Coughlin, a good day is when nobody calls
>
> me dummy and the football players don't jack me up, and somebody
>
> puts their hand on my shoulder and smiles at me when they see me staring
>
> at my dead brother's picture in the trophy case (p. 56).

Perhaps one of the most honest moments in the novel is when Mott confesses that he lost his leg from gangrene caused from abuse at the hands of his mother's boyfriend. "Gangrene set in, and in the end they had to whack that baby off before it snuck up and got something really important" (p. 165). Since each member of the swim team is considered a "misfit" or an outsider in some way, the emphasis on Respect for the Worth and Dignity of Individuals is appropriate.

Every instance involving Respect for the Worth and Dignity of Individuals resulted in positive consequences. The opposite of Respect for the Worth and Dignity of Individuals appeared as frequently as the demonstration of the value itself. It is the opposite of this category which reflects the central plot, abuse and racism.

Honesty (n=15) was equally as frequent and was most often demonstrated by a main character (n=14). Each member of the swim team harbors secrets about their family, their physical condition, or personal fears. One by one, the swimmers confide their secrets which accounts for the high incidence of Honesty. Thirteen out of 15 times, honesty results in positive consequences. The opposite was also found (n=7).

Tolerance was also present (n=8). Each incidence involving Tolerance is demonstrated by a main character and results in positive consequences. The opposite of Tolerance was also found (n=7).

Summary

The findings of this study were reported in Chapter IV. Findings reveal all five civic values are present in the novels of Chris Crutcher. The most frequently occurring category in the entire sample was Compassion (n=119) followed by Reflective Decision-Making (n=111) and Honesty (n=101). Respect for the Worth and Dignity of Individuals (n=90) and Tolerance (n=52) were also present.

Civic values were most frequently demonstrated by a main character. Out of 473 total occurrences, 434 were demonstrated by a main character. Categories most frequently displayed by a main character were Compassion (n=109) followed by Reflective Decision-Making (n=103) and Honesty (n=96).

The demonstration of civic values most frequently resulted in positive consequences. Out of 473 incidences involving civic values, 456 resulted in positive consequences. Categories with the highest frequency of positive consequences were

Compassion (n=117) followed by Reflective Decision-Making (n=100), and Honesty

(n=98).

       Chapter IV also presented findings relating to individual books. Chapter V will

present a summary, discussion of findings, implications of the study, and

recommendations.

CHAPTER V

SUMMARY, DISCUSSION, IMPLICATIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to determine whether civic values are present in the young adult novels of Chris Crutcher. Specifically, the study sought to identify incidences of honesty, compassion, tolerance, respect for the dignity and worth of individuals, and reflective decision-making. The study used content analysis to observe and record the presence of these values.

The discovery of civic values in young adult literature indicates that it offers educators an additional tool for teaching civic values to students. Although civic values may appear in many young adult novels, books by Chris Crutcher seem particularly useful since main characters frequently portray civic values while struggling with real-life dilemmas. Therefore, educators in any discipline may use Crutcher's to teach civic values. However, some educators may be hesitant to use young adult literature in the classroom because they are not certain how to integrate it into their classroom or they may not understand which methodologies are most effective. The Implications section of Chapter V will address these issues.

The basic assumptions of this study were that one of the primary purposes of the educational system is to develop an informed citizenry who possess the civic values necessary to live in a democracy (Bahmueller, 1992; Benninga, 1991; Butts, 1989; Dewey, 1944; Lickona, 1991, Patrick, 1997; Ravitch, 1990; Sizer and Sizer, 2000). Secondly,

learning theory indicates that people can learn through vicarious experiences (Bandura, 1977 ; Coles, 1989; Gilligan, 1982; Kohlberg, 1969; Rosenblatt, 1982). Literature is one tool for teaching values to young people and providing role-models (Bandura, 1977; Bernard, 1981; Coles, 1989; Crain, 1992; Lickona, 1991; Probst, 1987; Rochman, 1993; Rogers and Soter, 1997; Rosenblatt, 1995). Finally, the study assumes that content analysis is an appropriate method for observing and recording the presence of civic values in young adult literature (Berelson, 1952; D'Angelo, 1989; Edgington, 1996; Kerek, 1991; Krippendorf, 1980; Mitchell, 1992).

During the past two decades, large quantities of literature have been produced realistically portraying the lives of adolescents and the problems they face (Baskin, Carter, and Harris, 1988; Bernard, 1981, D'Angelo, 1989; Probst, 1987, Stanek, 1980; Vogel and Creadick, 1993). These novels offer possible role models for civic values (Bennett, 1993; Coles, 1989; Craig, 1993; D'Angelo, 1989; Monseau, 1994; Rosenblatt, 1995; Stringer, 1997). Therefore, it is important for those interested in developing civic values in adolescents to know what, if any, civic values are present in the books by one of the nation's most popular young adult authors.

Chris Crutcher's award-winning, young adult novels are very popular among adolescents. A content analysis was used to determine the presence of civic values in Crutcher's novels. Four raters read all seven of Crutcher's young adult novels and recorded their observations using a codebook developed for the study.

The findings of the study indicate a strong presence of civic values in all seven novels. Each category of civic value had a frequency of 90 or higher in the total sample. In

individual novels, each civic value appeared six or more times. Compassion was the category with the highest frequency (n=119). Each of the seven novels contained more than 12 incidences of Compassion. The majority of consequences associated with the demonstration of the civic values were positive. In all categories, the civic values were most frequently demonstrated by a main character. The individual category most frequently demonstrated by a main character was Compassion. Compassion was demonstrated by a main character 19 or more times in four novels. The category whose opposite appeared most frequently was Reflective Decision-Making (n=69). In five of the novels, the opposite of Reflective Decision-Making appeared over 10 times.

Discussion

The codebook developed for this particular study provided additional insight into the meaning of frequencies and into what might come to the attention of readers. These insights may be useful for educators as they attempt to use these novels in the classroom. For instance, raters indicated that Crutcher occasionally uses stereotypes and flat characters as antagonists. Likewise, rater comments provided insight into character motivations such as "Walker is dishonest with Devnee, but his intentions were good." Such written descriptions indicate that categories were consistently applied in the study and provide important information regarding what is most likely to come to the attention of the reader as they observe the characters.

The high frequency of Compassion reflects Crutcher's personal belief in the connection among people. Crutcher himself has admitted that he writes about life as

revealed through his own life and his work as a child and family counselor. Crutcher says

that he seeks to demonstrate, through his writing, the connection between human beings.

> What I believe I have gained, and what I hope my writing reflects from
>
> working these past twenty years with people in difficult situations, is a
>
> sense of the connection between all human beings – the ghastly as well
>
> as the glorious. (as cited in Davis, 1997, p. 39)

Crutcher also strives to show adolescents that "help is available from other human beings"

(Davis, 1997, p. 37).

All seven novels contain characters that are strongly bonded by their circumstances

and who offer each other understanding and support. In *Staying Fat for Sarah Byrnes*,

Mobe and Sarah share the experience of being social outcasts – both because of their

physical appearance. Dillion and Jennifer in *Chinese Handcuffs* share the bond of each

being trapped by anger at the unfairness of their circumstances. Crutcher's novels also

show the reader that some bonds are found in unexpected places. In *Ironman*, Lacey, a

black pimp, and, Bo, a physically handicapped adolescent, are both emotionally crippled.

Their bond allows both to face the future. The frequent appearance of Compassion seems

a deliberate attempt on the part of the author to illustrate the idea that people have a

strong responsibility to be compassionate toward one another and that compassion is

capable of helping people rise above difficult circumstances.

The strong bonds forged by the characters in Crutcher's novels seem particularly

significant in light of studies by Gilligan (1968) emphasizing the importance of

relationships in the moral development of women. Although the same significance has not

been attached to moral development in men, Burnstyn (1983) argues that it is important for civic education in the future to teach both boys and girls to "perceive moral issues from the perspective of both rights and relationships" (p. 5). Therefore, the emotional bonds formed by Crutcher's male characters may provide an important dimension to the perception of moral issues.

The frequency of Reflective Decision-Making (n=111) provides readers many opportunities to observe adolescents making decisions. However, adolescent characters do not all make wise or appropriate decisions. Jodi, in *Staying Fat for Sarah Byrnes*, decides to have an abortion, causing great emotional conflict for her. Bo, in *Ironman*, runs away from home and decides not to let anyone know that he is safe. His actions devastate his parents and friends. These decisions reflect reality – adolescents are going to make good decisions as well as poor decisions. They also provide opportunities for readers to observe the consequences of some poor decisions and how a person's actions affect others, an important civic lesson.

Characters often seek the advice of others before making important decisions, especially from coaches, teachers, and other significant adults. These instances suggest to the reader that adults are readily available who are willing to help. It also illustrates the wisdom of talking to others and of considering alternative viewpoints when making important decisions.

The demonstration of Honesty (n=101) was most frequently the result of characters who reveal painful secrets, such as abuse, abortion, and suicide. Honesty is

portrayed as being particularly desirable since only three incidences of Honesty result in negative consequences.

Findings indicate that Respect for the Worth and Dignity of the Individual (n=90) was strongly linked to characters who were isolated due to physical or emotional handicaps or were victims of racism and prejudice in the novels. It was the demonstration of Respect for the Worth and Dignity of the Individual that allowed some characters to rise above their difficult circumstances. No negative consequences were associated with Respect for the Worth and Dignity of the Individuals, making it more likely to be adopted by the reader.

Theorists (Elkind, 1998; Havighurst, 1952; Kohlberg, 1969) indicate that as adolescents attempt to separate themselves from adults, the peer group gains importance. Adolescents growing need for peer acceptance and membership in a group frequently results in rigid intolerance of others. Crutcher's novels clearly illustrate the emotional pain caused by this intolerance and lack of respect. However, such incidents may develop empathy in the reader and in turn discourage these behaviors. Again, it is important to note that studies indicate a link between caring and empathy and moral judgment in females. Therefore, Crutcher's novels may encourage moral growth.

The study attempted to determine who demonstrates the civic values. This question is significant in that adolescents prefer to read novels that have fully developed protagonists and dynamic characters, or characters who undergo change during the course of the novel. Civic values demonstrated by a main character are more likely to affect the behavior of the reader. By definition, main characters are most fully developed. All the

main characters in Crutcher's novels face great challenges and undergo change as a result. Out of 473 total occurrences of civic values in all seven books, only 34 are demonstrated by someone other than a main character. Since every civic value was demonstrated by a main character at least four times in each novel, adolescent reader's have multiple opportunities to observe the civic behaviors.

However, the characters demonstrating a civic value are not necessarily admirable. Lacey, in *Crazy Horse Electric Game* shows compassion and tolerance toward Willie, although Lacey is haunted by the fact that his own son is permanently brain damaged as a result of Lacey's beating him. In addition, Lacey is honest in his dealings with Willie although Lacey is a pimp who keeps Angel as his personal whore and beats her occasionally. Mr. Nak, in *Ironman*, provides hope and a safe haven for several of the students in his Anger Management group through his tolerance and compassion. However, Mr. Nak's own background reveals that his family was killed as a result of his driving drunk, a fact that riddles him with guilt and personal condemnation. These examples illustrate to adolescent readers that help can come from unexpected places. They also strongly suggest that every person, despite appearances or circumstances, deserves compassion, tolerance, respect, honesty, and opportunities to make decisions for themselves and are capable of demonstrating these values.

Those demonstrating a civic value who are not main characters are primarily teachers, coaches, or other adults close to the main character. For instance, Carver, Mobe's mother's boyfriend in *Staying Fat for Sarah Byrnes*, Dakota, in *Running Loose*, Coach Sherman in *Chinese Handcuffs* serve as confidants and surrogate parents. These

instances may suggest to readers that coaches and teachers are easily accessible for students and that they are willing to help adolescents. The novels strongly suggests that these adults can model civic behaviors.

Crutcher's belief in the role of teachers is most likely stated through Walker at the end of *Stotan*. Walker says, "I think if I even make it to adulthood, and if I decide to turn back and help someone grow up, either as a parent or a teacher or a coach, I'm going to spend most of my time dispelling myths, clearing up unreal expectations" (p. 181). Some coaches, teachers, and parents in Crutcher's novels do just what Walker recommends – they dispel myths about life. Coach Sherman, for instance, in *Chinese Handcuffs* tells Dillion at the end of the novel, "Dillion, the so-called American Dream isn't for everyone. It's particularly not for a lot of women. See, we get to be dreamed about, but we don't often get to the dreaming" (p. 217). Coach Sherman's honest appraisal of life reflects Crutcher's personal belief that it is wrong to build myths (McDonnell, 1988) and that "sometimes things don't turn out okay and sometimes there isn't a happily ever after..." (Carter, 2000, p. 4). Through these coaches and teachers, Crutcher's adolescents may gain some important insight into life.

Teachers and coaches, however, are not glorified in the novels. Some teachers and coaches portray the opposite of civic values, including Coach Lednecky in *Running Loose* who behaves unethically to win football games and Principal Mautz, the intolerant principal in *Staying Fat for Sarah Byrnes*, who spies on the Contemporary American Thought class and later blames the class for Mark Brittain's attempted suicide.

Adolescent readers will easily recognize that these coaches and principals do not serve as models of civic values, and likely judge their behavior as "unfair."

The third question the study sought to answer was whether the consequences of civic values were positive or negative. Bandura's studies (1977) and social learning theory indicate that behaviors observed through vicarious experiences, such as reading, are more likely to be adopted if the reader perceives the consequences of the behavior as being positive. In other words, if Crutcher's novels are to be used as tools for teaching civic values, students should see positive consequences as a result of civic values. Out of total instances of civic values (n=473) all but 17 were reported as having positive consequences. This frequency indicates that the civic values modeled by the characters in Crutcher's novels appear desirable to readers and may be imitated.

The category with the highest frequency of negative consequences was Reflective Decision-Making. Many of these negative consequences are the result of adolescents who make decisions, based on their own set of personal values, which contrast sharply with the values of adults in positions of power. For instance, Louie, in *Running Loose*, decides to confront his coach about the coach's unethical behavior. Although the reader may perceive Louie's decision as being "right", it results in Louie being removed from the football team, a negative consequence. However, as Kohlberg's (1969) studies indicate, at the adolescent stage of development, motivation and intentions are very important. Therefore, because Louie's motivation was "right," the negative consequence may not prevent students from viewing Louie's honesty in a positive manner. Three times in the novels, adolescents decide to get revenge on a fellow classmate for a wrong-doing. There

are no negative consequences associated with such instances which may make such

behavior appear favorable to readers.

The final question the study asked was whether the opposite of the civic value was

present? A civic value may be emphasized through the appearance of its opposite. For

instance, the need for tolerance, compassion, reflective decision-making may be clearly

illustrated through characters who demonstrate the opposite. Findings show that the

opposite of every category was present in Crutcher's novels. The opposite of Reflective

Decision-Making was most frequent (n=69) and is most often demonstrated by characters

who are racist, abusive, or emotionally disturbed. Some characters are also impulsive

decision-makers. For instance, Willie in *The Crazy Horse Electric Game* impulsively

decides to run away from home, an action which nearly loses his life when he is confronted

by a gang. It also places additional pressure on an already stressed relationship between

his parents and greatly upsets his friends. Jennifer's abuse, in *Chinese Handcuffs*, and

Heidi's abuse in *Whale Talk*, show the devastating results of lack of respect for the worth

and dignity of the individual, reflective decision-making, and compassion. Such instances

indicate that the absence of civic values or opposite behaviors may result in tragic

consequences. This in turn emphasizes to the reader the importance of the civic values.

In each case, the opposite of a civic value represented the major conflict of the

story. For instance, abuse was a major conflict for characters in *Whale Talk, Chinese

Handcuffs, Staying Fat for Sarah Byrnes, Stotan*, and *Ironman*. As a result, these novels

had high frequencies of the opposite of respect for the worth and dignity of the individual,

tolerance, compassion, and reflective decision-making. In *Staying Fat for Sarah Byrnes*

the major conflicts revolve around characters who hide their abuse or the fact they had an abortion. Therefore, the opposite of Honesty had the highest frequency in this novel. The characters who most frequently demonstrate the opposite of a civic value represent stereotypes such as "abusive fathers", "school bully", "gangster", "bad drunk", and "overly competitive coach." These characters are flat, or not fully developed and their only purpose in the story is to serve as a source of conflict. Although some of these characters are prominent in the novels, their lack of development and unwillingness to change is unlikely to make their behaviors appealing to the reader.

Findings indicate that Chris Crutcher's novels offer strong role-models of civic values. The realistic portrayal of adolescent life and appealing characters suggest that readers will be attentive to characters' behaviors. The high incidence of positive consequences associated with civic behaviors increases their chances of being adopted by the readers. Although the opposite of civic values are present, they are presented as a source of conflict and do not have positive consequences; therefore, they are less likely to be viewed as admirable or worthy of adoption. Some negative consequences are related to good intentions of the character which may make the behavior appear more desirable.

Implications

The study clearly indicates that civic values are present in the novels of Chris Crutcher. Of particular importance to teachers is that the novels represent a tool to teach civic values. Although students can learn civic values through vicarious observation while reading, it is unlikely that all students will notice the same values. Therefore, it is

important for those who desire to use young adult literature as a tool to teach civic values to consider methodologies which may enhance learning. It is also important to know for which age group a novel is most appropriate since language and content varies a great deal. It is also important for educators to be aware of censorship issues and know how to overcome possible objections. Finally, the study implies that young adult literature, in particular Crutcher's novels, may be appropriate for interdisciplinary studies.

Teachers desiring to use young adult literature may want to utilize a variety of methodologies which studies indicate enhance the learning of civic values. One possible method is classroom discussion. Studies indicate that moral and ethical development is more likely to occur when students are presented with moral dilemmas. Crutcher's novels contain many moral and ethical dilemmas which could serve as the basis of discussion. For instance, teachers may have students evaluate a character's solution to a problem. Students may also pose possible alternatives and predict consequences. It is particularly helpful to discuss values on which solutions or decisions are based. Teachers may also encourage discussions on the positive and negative consequences associated with character's behaviors, since the reader's perception of consequences will influence whether or not the behavior is adopted.

The use of discussion in moral/ethical growth is strongly supported by the work of Piaget (1965) and Kamii (1989) who theorize that as students interact with other students, they encounter alternative viewpoints and solutions to problems. According to the value students perceive in the new ideas, students will either reject the new ideas or incorporate them into a broader, more inclusive perspective. In this way, students may develop

ethically and morally through classroom discussions. Kamii (1989) also argues that when students hear similar views expressed by another, their thinking is validated. Through such reinforcements, students gain confidence in their ability to think and make decisions. In this way, discussion helps develop autonomous thinking, an important civic trait.

Writing provides another means of focusing students' attention on specific civic values and extending those values beyond the text into everyday life. A great deal of research exists which indicates that writing about reading allows students to bring additional meaning to and meaning from the texts (Atwell, 1987; Rief, 1992; Rogers and Soter, 1997). Therefore, students might benefit from being asked to write their impression of a character's decision or how they might respond in a similar situation. Such assignments force students to reflect on their own value system, the basis for reflective decision-making. Students might be asked to write about instances of intolerance they observe in their own school and propose possible solutions. Students might also be asked to select an issue contained in the text and write about it. For instance, is there a problem in the way the court system handles instances of abuse? When is it acceptable to keep a secret? Was Dillion right in revealing Jennifer's secret to Coach Sherman or did he betray a confidence? Was Dillion right to hide a camera in Jennifer's bedroom and tape her abuse? Do his intentions justify his actions? What if his actions had not proven beneficial to Jennifer? What civic resources are available to abuse victims? Such issues provide students opportunities to reflect on what they have read and extend it into their real world. It particularly focuses attention on values which influence decisions.

The study implies that young adult literature, in particular the novels of Chris Crutcher, may be appropriate for interdisciplinary studies. Social studies teachers as well as literature/English teachers may use these works to teach civic values and civic responsibility. Edgington (1998) argues that while textbook instruction is a valuable tool for instruction, it "cannot lend itself to the same sort of detail, passion, or interest that a story can generate" (p. 121). Morrill argues that "education for democratic citizenship involves human capacities relating to judgment, to choice, and to action" (as cited in Finkelstein, 1998). Many instances involving human judgment, choice, and social action are present in Crutcher's novels. Several of the characters in Crutcher's novels find the legal system does not protect them from abusive parents. Such situations provide opportunities to debate limitations of the law, to consider possible choices for victims, or to propose social action, such as changes in legislation. Stotsky (1992) proposes that literature offers many opportunities for civic writing, an important democratic concept. Teachers may have students write letters to the editor or to government officials explaining personal views on social issues. *Stotan* raises the question of individual rights versus the greater good when a racist newspaper is distributed around the high school. Students may write a letter or commentary expressing their views on whether freedom of the press extends to those who openly express racist views? In *Whale Talk*, Rich Marshall repeatedly breaks a restraining order designed to protect Heidi and T. J.'s family. Students might write a statement for the police describing Rich's behavior and expressing their concern for the safety of Heidi and T. J.'s family. Students could write letters to the board of education expressing their concern over ineffective principals and teachers like John

Caldwell in *Chinese Handcuffs* or Mr. Redmond in *Ironman*. Stotsky (1992) argues that

such assignments teach students that reading and writing is "vital support for the direct

way that a citizen can express themselves and participate in public life" (p. 3).

The novels also present many topics for further interdisciplinary research such as

teen suicide, drug abuse, teen alcoholism, teen prostitution, or the juvenile court system.

Again, Stotsky (1992) argues that research teaches several important civic values, such as

the importance of seeking reasonable evidence, giving appropriate credit for others' ideas,

asking questions, and evaluating sources of information and their reliability. Schneider

(1994) refers to such projects as "authentic" in that they mirror tasks that citizens are

expected to do in real life.

Young adult literature may be used to enhance current character education

programs. Many schools currently have programs which emphasize one particular

character trait each month. Students may read young adult novels and work individually

or in groups to identify the occurrence of a specific value in the novel and whether or not

it has positive or negative consequences. This method might be particularly effective in

classrooms using reading circles, where small groups of students read the same book and

discuss it. Students might be asked to generalize the observed civic behavior to

themselves; how might they demonstrate this value in their personal life? Other character

education programs focus on conflict-resolution among adolescents. Young adult

literature presents realistic adolescent conflict and provides opportunities for students to

discuss how the characters resolve those conflicts. Teachers might emphasize which

solutions were beneficial and which resolutions affected others negatively. Young adult

literature might be used in conjunction with Law-related Education which is currently

being used to teach how a democracy works, to encourage community involvement, and

to develop important civic traits. Young adult literature offers opportunities to discuss

personal rights of individuals opposed to responsibility to the greater good. In addition,

students may discuss how the characters struggle to find their place in the community and

society.

The subject matter of Crutcher's novels indicates that they are most appropriate

for adolescents between the ages of 14 and 18. Although the definition of young adult

literature is literature written for adolescents 12-18, the adolescent characters in

Crutcher's novels are generally middle school/high school age. In addition, subject matter

includes incest, abortion, suicide, and rape which may be more appropriate for ages 14 and

older, although these are certainly situations which younger adolescents face. Censorship

issues may arise because of the realistic manner in which the novels deal with issues faced

by today's adolescents. Adults sometimes find offense at the language and situations

presented in Crutcher's novels (Greenway, 1994). In addition, some argue that

adolescence have a "right to innocence" which is violated when teachers confront them

with disturbing images or situations (Reid and Stringer, 1997). One method of

counteracting these objections is to have clear goals for the use of these novels. Teachers

will want to identify specific values as areas of focus and have a plan of assignments they

intend to use to teach these values. Reid and Stringer (1997) recommend that teachers be

aware of censorship policies in their district and be ready to respond using these as a

guideline (p. 16). Teachers might avoid objections by emphasizing to parents or others the

positive responses of adolescents to young adult literature and its significant themes. In this manner, negative focus may be switched from individual details to overall themes and benefits to the student.

The study also implies that new works by Crutcher or novels by other young adult authors may also prove helpful in teaching civic values. Information on new and existing young adult literature is available through such publications as *The ALAN Review, English Journal, The Horn Book*, and *Booklist* which provide book reviews, content information, and analysis of the latest young adult literature. These publications also offer ideas for using young adult literature in the classroom.

This study does not indicate that young adult literature, within itself, is adequate for teaching civic values. Although the study identifies the presence of civic values in young adult literature, particularly the works of Chris Crutcher, and indicates that the civic behaviors will be viewed in a positive manner, there is no guarantee readers will adopt them. These works should be viewed as only one additional tool in developing civic values among adolescents.

Recommendations for Research

The study raises questions for future research which may complement this study or add to the information derived from this study. In the area of young adult literature, future studies might include:

1. A content analysis of civic values found in works by other award-winning authors. This study may determine whether other young adult novels might serve as tools

for teaching civic values. These authors might include Robert Lipsyte, Anne McCaffrey, S. E. Hinton, Richard Peck, Lois Duncan, Robert Cormier, and Cynthia Voigt.

2. A content analysis of civic values found in popular children's literature. This study might reveal whether children's literature contains role models of civic values. Suggested popular children's authors include Karlene Bradford, Judy Blume, Beverly Cleary, Roald Dahl, E. B. White, and Betsy Byers.

3. A content analysis of civic values found in popular multicultural young adult literature. This study may determine what civic values are present in multicultural literature and whether multicultural literature might serve as a tool for teaching citizenship. Popular multicultural authors include Sandra Cisneros, Mildred Taylor, Haveli Staples, Lawrence Yep, Rosa Guy, Yoshiko Uchidna, Scott O'Dell, Karen Hesse.

4. A content analysis of civic values found in writings dealing with similar themes including urban fiction, war fiction, sports fiction, futuristic fiction, or romances. Such an analysis may reveal whether civic values are present in a variety of fictional genre and/or thematic units. Since adolescents reading preferences vary, it is important for educators to know whether various types of fiction can serve as tools for teaching citizenship.

5. A content analysis of civic values found in novels with largely female protagonists. Research reveals that females prefer reading novels in which they can find themselves. Therefore, it is important of know whether novels containing female protagonists offer models of civic values. Authors who use female protagonists include Bette Greene, Phyllis Naylor, Cynthia Voight, Lois Duncan, Virginia Hamilton, Rosa Guy, Amy Tan, and Carolyn Coorie.

6. A content analysis of civic values found in novels with largely male protagonists. Research indicates that readers prefer to read novels in which they can find themselves. Therefore, it is important to know whether novels containing male protagonists offer models of civic values. Such authors may include Walter Dean Myers, Robert Cormier, M. E. Kerr, S. E. Hinton, Chris Crowe, and Gary Paulsen.

7. A content analysis of young adult literature which is already frequently used in the classrooms. Some young adult novels are already being taught in schools. This study may reveal whether novels currently being taught offer models of civic values. Such works include *Summer of My German Soldier*, *Hatchett*, *I Am the Cheese*, *The Chocolate War*, *Diary of Anne Frank*, *The Giver*, *The House on Mango Street*, and *The Joy Luck Club*.

Other research may include studies which investigate the following:

1. Student's perceptions of civic behaviors found in young adult literature. No research has been conducted which records whether adolescents notice civic behaviors found in young adult literature as they read or whether adolescents view civic behaviors of fictional characters as positive or negative. Such a study may indicate whether young adult literature is likely to affect reader behavior.

2. A comparison of civic values found in young adult literature written in the past decade and young adult literature of 70's or 80's. Such a study may indicate what, if any, civic behaviors are emphasized in young adult literature from the 70's and 80's. Since school libraries may contain young adult works from these decades, it is important to discover whether they offer models of civic values.

3. Studies on how reading affects adolescent behavior. Although research indicates that persons can learn through vicarious experiences, such as reading, no studies have attempted to determine to what extent reading affects behavior. Such a study would offer insight into what extent reading novels containing civic values might be expected to affect student behavior.

4. Studies examining teacher's perceptions of young adult literature. Educators are unlikely to use unfamiliar literature or literature which they personally dislike or believe has little value. Such a study may indicate the likelihood of young adult literature being used in the classroom and provide insight into how adult and adolescent's responses to young adult literature are alike or different.

5. Studies which examine how young adult literature is currently being used in the classroom. No studies have been conducted to determine how young adult literature is being used to teach values in the classroom. Such study may provide valuable insight into whether young adult literature is currently being used to teach civic values as well as offering insight into effective methods of teaching values through literature.

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APPENDIX

CODE BOOK

Name of Rater:_____Date_____

Title of Book:_____Author:_____

Publisher:_____ Copyright Date:_____

List of Main Characters:_____

_____

_____

_____

_____

Theme (s) of the book:

_____

_____

Reflective Decision-Making

Reflective decision-making: Weighing both sides of an issue before making a decision. Making decisions based on one's personal values rather the values of others.

1. Was reflective decision-making shown by the main character(s)? List character and page numbers.

2. Was the decider/decision portrayed generally in a positive or negative way in the book?

   Positive (good, honest, moral, ethical, resulting in positive consequences)
   Negative (evil, dishonest, immoral, unethical, resulting in negative consequences)

Character	Page #	Positive or Negative

3. Was the opposite of reflective decision-making shown? Character and page number. Explain.

Honesty

Honesty: Demonstrating personal integrity, truthfulness, and/or sincerity. Implies adhering to one's own set of values.

1. Was honesty shown by the main character(s)? List character and page number.

2. Was the trait portrayed generally in a positive or negative way in the book?

> **Positive** (good, honest, moral, ethical, resulting in positive consequences)
> **Negative** (evil, dishonest, immoral, unethical, resulting in negative consequences)

Character	Page #	Positive or Negative

3. Was the opposite of honesty shown? Character and page number. Explain.

Compassion

Compassion: Demonstrating a deep feeling of sympathy; to give aid or support; to show mercy.

1. Was compassion shown by the main character(s)? List character and page numbers.

2. Was the trait portrayed generally in a positive or negative way in the book?

       Positive (good, honest, moral, ethical, resulting in positive consequences)
       Negative (evil, dishonest, immoral, unethical, resulting in negative consequences)

Character	Page #	Positive or Negative

3. Was the opposite of compassion shown? Character and page number. Explain.

Tolerance

Tolerance: Respecting other's opinions and behaviors; recognizing other's rights to possess differing points of view.

1. Was tolerance shown by the main character(s)? List character and page numbers.

2. Was the trait portrayed generally in a positive or negative way in the book?

   Positive (good, honest, moral, ethical, resulting in positive consequences)
   Negative (evil, dishonest, immoral, unethical, resulting in negative consequences)

Character	Page #	Positive or Negative

3. Was the opposite of tolerance shown? Character and page number. Explain.

Respect for Worth and Dignity of Individuals

Recognizing the value of all persons. Respecting another's need for a sense of personal worth and dignity.

1. Was respect for worth and dignity of individuals shown by the main character(s)? List character and page numbers.

2. Was the trait portrayed generally in a positive or negative way in the book?

> **Positive** (good, honest, moral, ethical, resulting in positive consequences)
> **Negative** (evil, dishonest, immoral, unethical, resulting in negative consequences)

Character	Page #	Positive or Negative

3. Was the opposite of respect for worth and dignity for individuals shown? Character and page number. Explain.

VITA

Jean Ann John

Candidate for the Degree of

Doctor of Education

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