



The Bully in the Book and in the Classroom

The *Bully in the Book and in the Classroom* (Scarecrow Press, 2004) by C. J. Bott (who was kind enough to loan me her title for this column) is so *right on* about school culture that the author must have spent plenty of time on hall duty in a real school somewhere. From the very beginning Bott is a straight shooter who surely has written the shortest and most concise preface to any schoolbook I have read. This categorical imperative should rivet the attention of every teacher and administrator.

If a student is afraid of being picked on, bullied, or harassed because that student is from a different culture; is female; has a different shade of skin; speaks with a stutter or a foreign or regional accent; is older or younger; practices an unfamiliar religion or a minority sexual orientation; is too tall, short, thin, heavy, wears glasses; has an intense relationship with a computer; wears secondhand clothes, all black clothes, or cheap tennis shoes; or has hair that stands straight up and is midnight blue, that student will not be able to fully operate in the school environment. So without trying any of your skills, you face failure— because like that student, you cannot do your job in an atmosphere of fear. (xiii)

Though such text represents really a small portion of this book, which is otherwise devoted to reviews of books for young adults and justifications and strategies for using them in classrooms, Bott's comments about the issue of bullying contain some great one-liners that resonate deeply with my own experiences in the high school classroom. One such truth appears under the heading "Cautions," a section of advice about trying to initiate a schoolwide anti-bullying program: "The biggest obstacle to anti-bullying programs is adult attitudes. Some of your staff members will probably be bullies—

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Like much of our good professional literature, Bott's words help me understand and articulate aspects of my own professional experience. I was in my first semester at a new high school. Based on five years of teaching experience and my new master's degree in English Education (from a young adult literature program), I was pretty confident in my classroom management abilities. I was new to the school, but not entirely new to the school community. These details will be important to the following story.

The classroom discipline policy in that school was about detention slips issued by teachers and administrators and the detention hall after school. I had been assured that ejecting a student from class to sit in the vice-principal's office for the remainder of the period was a serious matter, serious enough that students always actually went to the vice-principal's office without having to be escorted.

Though the event happened

many years ago, I believe it must have taken place in a section of Individualized Reading, an elective that I had brought to that school, but which, in its first iteration there had not acquired the reputation as a demanding course in which students really had to read books. I remember that one of my students was very right for the course, artistic, intellectual, and bookish. He knew the titles of modern classics he wanted to read and needed little from me beyond the quiet place and time to read them. He was of slight build, though tall, with very fine yellow-blond curly hair. He wore large glasses and excelled in music. Another of my students did not find the course to his liking. Though there were some good young adult titles in the school library by then that I likely recommended, he was not really interested in reading. He was more interested in testing the will of the new teacher. As I remember it, he wore his football jersey to school several days a week, not just on the game days when the players were required to wear them.

One afternoon early in the semester I became aware that the football player had begun referring to the artist as “Tweety-Bird,” the character of cartoon fame. I guess Tweety-Bird did have a long neck, big eyes, and yellow hair. In hindsight I am sure this name-calling was meant to challenge the artist’s maturity and sexuality as well as physique and intellectual bent. I cannot now remember if open and covert comments of “Tweet” and “Tweety” occurred in more than one class period. I suspect that in defiance to my warnings it went on longer that I

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should have let it. I do remember the angry embarrassment of the artist as he tried to ignore the comments. Some of that anger was likely directed at me, the adult who controlled the specific world in which he was being verbally assaulted. I do remember the grin of the football player as he did ignore my warnings to mind his own business and read. Part of his point was to see if he could bully me as well. Then I sent him to the vice-principal’s office. Though I was new to that school, the football player was not the first person I had sent out of class. In my first impression I was pleased by how definite things seemed. I sent the kid out and really did not have to do anything else until the end of the day when a visit with the vice-principal was on my to-do list for after school, which is what had happened the first time I had sent someone out.

The protocol was supposed to be that all I needed to do was check with the vice-principal after school to make sure the violator had appeared and had been issued his

automatic one-hour detention slip and maybe discuss whether the crime warranted additional detention. I remember thinking at the time that one aspect of this “Tweety-Bird” business confused me. This was a small community. The parents of the artist were very public and prominent people on the business scene, and their son, the artist, really was an artist who went on to a college career and degree in musical performance. He had some status then in the music and drama wing of the school and surely in the community because of the prominence of his family. Naively, I thought there should have existed some cultural pressure on the working-class football player to pick a different target, someone more vulnerable from a socioeconomic point of view. Though the artist was certainly no match for the football player physically, something seemed out of whack here.

After the final bell, and before I could order the papers on my desk enough to leave the room I got a call on the intercom to report to the office. I surmised that the football player had likely returned to the vice-principal’s office to contend that he had not deserved to be sent out of class, that his comments were all in good fun, or some other such nonsense that I and the vice-principal would listen to politely for about 30 seconds before sending him to the detention hall. But to my surprise the office secretary directed me past the vice-principal’s office into the principal’s office where I found not the vice-principal and the football player, but the principal and a football coach. The football player was already in the

locker room dressing for football practice.

For the next couple of minutes the principal and the football coach attempted to explain to me that I was likely overreacting to whatever it was that had taken place in my classroom. They did not seem to know or care much about exactly what had taken place. Because the football player's ejection from class would automatically result in after-school detention, thereby interfering with football practice, I should strongly consider taking back the ejection and the detention and getting with the program of not giving football players detention or ejecting them from class during football season. I was not a new teacher, just new to a school culture governed by winning football games, a culture that was secure enough within the school building that it could ignore the social order outside of the building. The principal and the football coach did not yell or threaten as they bullied me. Instead, they tried to good-old-boy me into going along with whatever athletes did or whatever the athletic program wanted. Though the looks on their faces indicated disbelief, I declined to revise my opinion of the football player's offensiveness or retract his punishment. If they wanted to let him off they could, but I wouldn't do it. To be fair, I also knew that the vice-principal would not be pleased with this attempt to thwart classroom discipline. He was new, too.

After that some members of the coaching staff frowned at me in the halls. But there was no more Tweety-Bird in my classroom from the football player, only a lot of his

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staring daggers at me. I am guessing that his punishment for missing football practice because he had detention was physical and unpleasant— more bullying. Two weeks later the football player made the *school district* the victim of a serious property crime and was expelled. I used to take a kind of I-told-you-so pleasure in telling this story, but that was before I began serious reading about bullying. Now, I know that the school and every adult in it failed the bully just as much as it failed the victim of his harassment. As C. J. Bott says in her book, "Each of the three roles— the bully, the target or victim, and the witness or bystander— needs to be looked at closely. The target and the witnesses need empowering skills, and the bully needs awakening and alternative behaviors to fulfill his (her) needs." (2) If his bullying had been addressed *as bullying* within

the context of a schoolwide anti-bullying program, if he had not been given the false message that his athletic performance set him above the law, if he had acquired "alternative behaviors to fulfill his [. . .] needs," the bully might have stayed in school.

I highly recommend *The Bully in the Book and in the Classroom* as a tool and as a guide. The book has seven chapters with titles like "The Bully, the Target, the Witness," "Middle School, the Peak Years . . .," and "Hazing, Bashing, and Sexual Harassment, Grades 9-12." The book begins with two well-researched chapters addressing what bullying is and "What Teachers Can Do—Need to Do." Chapters 3 through 6 discuss grade-level specific bullying issues and offer teachers two kinds of resources. Each chapter contains several page-length reviews of young adult novels about bullying, complete with teaching suggestions for and student reactions to each book. The chapters for the upper grades give special attention to students bullied because of perceived sexual orientation, indirect bullying by females, as well as special attention to the negative impacts of witnessing bullying. Each of these chapters also offers extensive, yet briefly annotated bibliographies of other bullying titles appropriate for those grade levels. While the books reviewed and listed in Chapters 3-6 are mostly novels, Chapter 7 offers a six-page annotated bibliography of other professional resources about bullying including reviews of six websites. As Bott says, "Teachers usually do nothing about bullying. Research shows it, kids say it, and

many teachers will admit it.” (6) This book aims to change that sad state of affairs.

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Here, I will review and recommend two novels about bullying and offer readers three briefly annotated bibliographies—one is a list of young adult novels that address bullying, one is a list of recent professional articles on bullying and bullying prevention plans; finally C. J. Bott recommends some new young adult novels that address bullying.

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If you read one new book on bullying I recommend Nancy Garden’s *Endgame* (Harcourt, 2006). In this book, Garden approaches “jock pack” bullying and school violence with the same clear-eyed honesty and depth with which she approached lesbian awakening in *Annie on My Mind* (Farrar, Straus, Giroux, 1982). But here there is no joy, bittersweet or any other kind. I make this recommendation even though the book will beat you down just as the focus character, fourteen-year-old Gray Wilton, is beaten down by bullies at school and by a bullying father at home. Reading this book in the spring of 2006 is the reason I started composing this column. After a second reading of the book I remain amazed at Garden’s ability to portray Gray as a sometimes silly fourteen-year-old who can attempt to navigate a crowded high school hallway with exaggerated swimming movements, and who can also be passionate about music, and unreasonably hopeful about his

future. Throughout the book, readers see “the kid” in Gray even though on page four, from a serious cell in a serious detention center, Gray describes himself as “Son, brother, friend? Archer. Drummer. Murderer” (4).

In the book’s opening pages we learn that Gray, a high school freshman in a new school in a new town, has been bullied in middle school. His reaction to that bullying, carrying a knife to school, is part of the reason his family moved. Gray wants to start over, a hope upon which he is so intent that he develops his own mantra, “Gonna’ be better, gonna’ be better here.” But as Gray and his new friend Ross almost immediately become the target of the “jock pack” lead by Eugene “Zorro” Baker, school football hero, all hope of a happy and healthy high school experience is ripped away. The physical and verbal abuse at the hands of Zorro and his teammates is so relentless that Gray and Ross

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are forced to enter the school each day through a basement, service entrance. Their first task of the day, each and every day, is to try to make it to homeroom without having to hear “Faggotssss” (152) hissed at them, in front of teachers and other students on the front steps of the school building. Gray’s mother is cowered by his father. His father, given to fits of anger, wants Gray to be a “normal” boy who stands up for himself, likes sports, and considers playing the drums a pastime instead of a worldview. Gray cannot turn to his parents for help with the bullies, particularly not to his father, who has already blamed him for the past bullying. Gray’s older brother, Peter, and the neighbor girl, Lindsay, with whom Peter is romantically involved, are both seniors at Gray’s school and know some kind of harassment is going on. They are sympathetic, but Garden makes us see that the feelings of terror experienced by the target of continual bullying cannot be felt or understood by those who are not likewise “trapped.”

As in my football player/artist story above, the adults in the school building either do not want to see the bullying, or as Gray observes on a Monday morning after a big Friday night football victory, “Even the teachers treated [the jock pack] like kings.” When Gray and Ross decide to just go about their business, ignoring the ovations and adulations, they are immediately sought out by Zorro:

He put his hands around my throat, and I got that coppery fear-taste in my mouth again [. . .] and I wondered if maybe they were actually going to kill us this time. [. . .] I could feel his hands getting tighter and it was getting hard

to breathe. And then I heard Ross scream. Zorro lifted his knee up and snarled, "You want the same treatment as your little girlfriend [meaning Ross]? Answer me, Crater Face. Who's King of this school?" (147-148)

I wish this kind of school experience was fiction. I wish Garden could let up on readers instead of being obligated to show Gray and Ross harassed and attacked almost every day, sometimes several times a day. The "endgame" then is death at school that seems inevitable, even almost a relief—even to readers—from the bullying that Gray believes will never stop. *Endgame* does not endorse or condone victims of school bullying striking back with weapons. And certainly neither do I. But *Endgame* does correctly show school bullying as a kind of *school-sponsored* violent assault that can lead the most vulnerable students to despair and desperate action. *Endgame* shows "school violence" as a term that means more than Columbine; it also must mean bullying.

I can hear the choirs of critics now saying, "Oh, another book bashing athletes and athletics." But the "jock pack" in *Endgame* is not a necessary product of football or wrestling or any other sport. It is the product of "adult attitudes" (Bott, 14). As Nancy Garden told the session attendees at one of her sessions on bullying at the NCTE Conference in Nashville (2006),

When you set up a group of impressionable kids and say to them, "You are kings," you are asking for trouble. Because the school is also saying that these other groups of students are nothing.

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Finally, here are three additional resources on bullying. The first offers a listing of some recent YA titles on bullying compiled by Associate Professor Donna Niday and her YA Literature students at Iowa State University. My graduate assistant, Lucie Boukalova, who reviews a selection of recent professional articles on bullying and bullying prevention curricula and programs, compiled the second bibliography. Please note especially the annotation for the article by Kathleen Benson Quinn, et al. which describes a teaching unit based on Jerry Spinelli's book *Crash* (1996). The third bibliography is provided by C. J. Bott, who takes this opportunity to list her picks for some important novels for young adults about bullying that have appeared in print since the 2004 publication of *The Bully in the Book and in the Classroom*.

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Journal of Adolescent and Adult Literacy.

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Annotated Bibliography on Bullying

Young Adult Literature

From Donna Niday and Young Adult Literature students at Iowa State University

Anderson, Laurie Halse. *Speak*.

New York: Farrar Straus Giroux, 1999. Melinda discovers that she is an outsider after her phone call to police stops a drinking party. When her classmates shun her and pretend to ignore her existence, she retreats by not talking to friends or family. Only Melinda and one other person know the true reason for the phone call. HS

Bloor, Edward. *Tangerine*. New York: Scholastic, 1997. Paul must readjust when his family moves to Tangerine, Florida, but he fights his way onto a tough soccer team. Perhaps Paul's greatest adversaries, though, are his older brother and his brother's friends, who threaten him in dangerous ways. MS, HS

Brugman, Alyssa. *Walking Naked*. New York: Delacorte Press, 2002. When Megan befriends Perdita, she risks alienating her current circle of friends. Even though others call Perdita "Freak" loud enough for Perdita to hear, Megan views her differently after she glimpses her personality, interests, and home life. The peer pressure builds to a crescendo until Megan must

- choose between friendships. MS, HS
- Crutcher, Chris. *Whale Talk*. New York: Greenwillow, 2001. T. J. decides to assemble a swim team consisting of seven “outsiders,” including those who are physically or mentally challenged. While other teams and coaches in the school system deride the team, T. J.’s team members strive to improve their records. On the home front, T. J. and his adopted parents try to help an abused wife and children. HS
- Flinn, Alex. *Breaking Point*. New York: HarperCollins, 2002. Paul is excited when Charlie invites him into his elite group of friends, but Paul soon realizes the cost of Charlie’s friendship and must decide whether or not he can always carry out Charlie’s wishes. HS
- Friesen, Gayle. *Men of Stone*. Toronto: Kid Can Press, 2000. Kat’s “crush” on Ben angers Claude, who has no trouble throwing punches. What first begins as teasing escalates into Ben’s hospitalization. Ben debates whether to use violent or non-violent means, but when his aunt tells him about the “men of stone” who guarded the prison camps in Russia, he realizes that some people use power to bully others. MS, HS
- Howe, James. *The Misfits*. New York: Atheneum, 2001. Skeezie, Addie, Joe, and Bobby decide to run for seventh grade offices on a Freedom Party ticket, trying to stop their peers from name-calling. Each of the four has a special reason for wanting to rid the school of horrendous names. Compassion, caring, and a generous dose of seventh grade wit help maintain reader interest. MS
- Koss, Amy Goldman. *The Girls*. New York: Dial Books, 2000. Candace and Darcy decide to drop Maya from their group of five while Brianna and Renee watch guiltily. At first, the other girls fawn over Candice, but gradually they realize her manipulative manners. MS
- Lubar, David. *Hidden Talents*. New York: Tom Doherty Associates, 1999. Martin is sent to an alternative school for his abusive language. He discovers that his roommates and his pals, who are supposedly “freaks,” actually possess “hidden talents.” It is only his friends, though, who can see his own talents. MS, HS
- Oates, Joyce Carol. *Big Mouth and Ugly Girl*. New York: Harper Collins, 2002. After Matt jokes about bombing the school, rumors start circulating that he is planning to be a terrorist. The rumor mill increases, panic escalates, and Matt’s peers—even his closest friends—begin avoiding him. Ursula defends Matt and tries to help him reclaim his reputation. Some students decide to combat the “terrorist” by finding, harassing, and physically harming him. MS, HS
- Plum-Ucci, Carol. *What Happened to Lani Garver?* San Diego: Harcourt, 2002. In their brief but close friendship, Claire and Lani discover that others do not understand them. While Claire copes with her own emotional and physical frailties, Lani must withstand ridicule of sexual identity. Claire’s world changes when her friends turn from mocking Lani to using physical violence. HS
- Spinelli, Jerry. *Stargirl*. New York: Scholastic, 2000. Stargirl, a new student with an unusual name, is really different from his other peers, and her classmates consider her ways of caring for others to be odd. Eventually, though, they find her to be funny and endearing. Leo, the story’s narrator, starts falling in love with her until Stargirl’s popularity once again begins plummeting. MS, HS
- Wilhelm, Doug. *The Revealers*. New York: Farrar, Straus and Giroux, Inc., 2003. When Russell, a seventh-grader, becomes a target for abuse, he decides to uncover why bullies torment others. After questioning other victims such as Elliot and Catalina, he decides to take action to stop bullying. Catalina and Russell begin producing an internet newsletter called *The Revealer* to post stories by victims about their harassment and abuse. He also asks the boy who bullied him about his actions and later befriends his own bullier. MS

Analyses of Bullying

- Coloros, Barbara. *The Bully, the Bullied, and the Bystander: From Preschool to High Schools—How Parents and Teachers Can Break the Cycle of Violence*. New York: HarperCollins, 2003. This book analyzes the roles of the bullier, the victims, and the

observers and provides suggestions for how parents/guardians and teachers can change the bullying scenario.

Dr. Donna Niday is Associate Professor of English Education and Director of Communications Foundation Courses in the English Department at Iowa State University. She is the author of books on mentoring young teachers and has published articles on YA Literature in, among other places, this journal.

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Professional Articles about Bullying

by Lucie Boukalova

- Canter, Andrea S. "Bullying at School: Strategies for Intervention." *Principal* 85.2 (2005): 42-45.

In her discussion of youth bullying, Canter argues that it is a common but often overlooked problem in most schools (affecting nearly 70 percent of all students) because of a "tolerant culture that ignores or minimizes it." Radically opposing the view of bullying as a "normal part of childhood" and as a "rite of passage," she emphasizes the critical importance of close cooperation of the principals with staff, parents and students in order to create a school culture where bullying can be identified and eliminated. The article offers a succinct yet complex overview of physical and psychological factors characterizing the victims and the bullies as well as an instructive approach to the identification of a case of bullying (which should rely on a combined assessment of peer nomination, teacher ratings and

self-report). Canter advocates a comprehensive approach to the issue that should include an action and intervention on several levels (schoolwide: formulating and publicizing new school policy, school assemblies; classroom: class discussions, enforcing classroom rules against bullying; individual: individual and family counseling). Includes several instructive web resources.

- Christie, Kathy. "Stateline: Chasing the Bullies Away" *Phi Delta Kappan* 86.10 (2005): 725-726.

Supported by recent research on bullying at schools, Christie emphasizes the need for a clear anti-bullying legal policy on both state and local levels. She points to the prevalence of bullying in K-12 schools, to the often ignored socio-emotional consequences of bullying, as well as to the impact of bullying not only on its victims but also on the school climate in general. She illustrates her argument with several alarming statistics: in its 2003 report, the National Center on Education Statistics found that during the 1999-2000 school year 29% of schools reported having more difficulty with student bullying than with any other single discipline problem; a similar 2004 NCES report revealed that in 2003 students' grade levels were inversely related to the likelihood that they would be bullied, with 14% of sixth-graders, 7% of ninth-graders, and 2% of 12th-graders reporting being bullied at school. Based on a 2005 report by Jennifer Dounay, policy analyst of the Education Commission of the States, the article maps the legal definition and action embraced by

the individual states (seventeen states and Guam, reports Dounay, have enacted laws aimed at reducing or eliminating bullying in schools). It informs, among other facts, about individual state sanctions (e.g. in Georgia, any student found to be bullying for the third time in a given school year must be assigned to an alternative school) and parent rights (e.g. New Hampshire law requires principals to inform all parents of students involved in a bullying incident within 48 hours of occurrence). As an example of a comprehensive state anti-bullying policy, the author quotes Vermont's "H.B. 629."

- Harris, Sandra, and Jody Isernhagen. "Keeping Bullies at Bay." *American School Board Journal* 190.1 (2003): 43-45. Constantly emphasizing the seriousness and extent of the problem of bullying in schools (nearly 5 million of America's 53 million students are bullied every year), the authors propose a ten-step agenda for an effective prevention of violence. With the factual and practical support of their own research, which explored incidences of bullying at four schools in Texas and Nebraska (surveying 250 ninth- and tenth-grade students in both rural and urban areas), the authors of the article offer constructive advice to school boards and educators about how to keep their schools and students safe. Among other recommendations, they stress the importance of open communication between the students and the faculty (only 2.6 percent of the bullied students tell a teacher or a counselor), and of the involvement

of the entire community. The article gives numerous concrete examples of local anti-bullying programs and includes a list of numerous bibliographical and electronic resources.

- Quinn, Kathleen Benson, et al. "Using a Novel Unit to Help Understand and Prevent Bullying in Schools." *Journal of Adolescent & Adult Literacy* 46.7 (2003): 582-591.

This article connects research with a practical approach and specific methodology addressing the issue of school bullying. Even though the authors recognize the relative efficiency of zero tolerance policies, they argue in favor of a more proactive strategy that would make dealing with the problem a "part of the daily curriculum." The article presents their educational experiment of a "novel unit," developed and implemented with the belief that a novel offers a natural and powerful way to "open discussion and increase awareness of the topic of bullying." The work they selected for their study was *Crash* by Jerry Spinelli (1996) for its wide appeal to a mixed audience of third- to eighth-graders of various socio-economic backgrounds. A brief synopsis of this story, a progressive emotional and relational reformation of a young bully, is followed by an instructive and inspiring overview of various text-based classroom activities. The novel unit consists of three stages reflected in specific activities. The "prereading" stage activates students' knowledge and interest (brainstorming; sharing perceptions on bullying; making predictions); the "during-reading" phase encourages students to extend their response beyond the previous limits

(response journals, guided reading, literature circles, readers theatre, graphic organizers); the postreading activities stimulate personalization of the reading experience (role-playing, creative arts). The novel unit opens the way to an intense individual response and connection to the issue of bullying in the classroom.

- Scarpaci, Richard T. "Bullying: Effective Strategies for Its Prevention." *Kappa Delta Pi Record* 42.4 (2006): 170-174.

Scarpaci believes that reduction of bullying can be best accomplished through a comprehensive, school-wide effort that involves everyone—especially teachers. He argues that to accomplish this important goal, "teachers must confront their own beliefs and misconceptions about bullying, learn skills for recognizing the indications of bullying, and practice strategies for addressing and deterring bullying." His article offers a singularly informed and targeted remedy. Its form clearly supports the instructive mission: several listings of strategies, definitions and symptoms offer quick and concise reference materials for educators. The author tries to dispel some of the most persistent and harmful myths about bullying ("Bullying is just teasing" and "Bullying is a normal part of growing up"); he offers a comprehensive overview of behavioral and academic symptoms characterizing the victim of bullying and draws a list of the right questions for teachers to ask in case of serious suspicion of bullying. The list of practically oriented propositions, "What Teachers Can Do," combines the focus on the social skills of both the victim and

the bully. The article includes numerous bibliographical references.

- Smokowski, Paul R., and Kelly Holland Kopasz. "Bullying in School: An Overview of Types, Effects, Family Characteristics, and Intervention Strategies." *Children & Schools* 27.2 (2005): 101-110.

Grounded in an extensive research of youth bullying, "the most enduring and underrated problem in U.S. schools" which affects approximately one in three children, the article presents an in-depth discussion of its dynamics, types, characteristics and consequences. The authors identify bullying as the most prevalent form of youth violence which may escalate into extremely serious forms of antisocial behavior. They recognize no less than four varieties of bullying behavior: physical, verbal, relational and reactive. Approaching the issue in its psychosocial and environmental complexity, they offer a comprehensive presentation of the profile of both the bully and the victim. They discuss not only explicit personal characteristics of the two, but also a more general impact of family background on individual behavior as well as short and long-term effects of the (repeated) confrontation for both sides (e.g. 60% of boys labeled as bullies in grades 6 through 9 had at least one criminal conviction by age 24; the issue might be perpetuated through an intergenerational cycle when former victims of bullying adopt an overprotective attitude toward their children). The article also draws attention to a highly problematic category of "bully-victims" (also

called “reactive bullies” or “provocative victims”), children who bully others and are bullied themselves. It discusses their characteristics, backgrounds and identification strategies. Finally, the authors present a series of prevention and intervention strategies for educational institutions. An extensive list of bibliographical reference is appended.

- Trautman, Melissa L. “20 Ways To . . . Identify and Reduce Bullying in Your Classroom.” *Intervention in School and Clinic* 38.4 (2003): 243-246.

Presented in a purely instructional format, this article presents a list of twenty suggestions and directives for teachers that can help them quickly recognize and effectively eliminate bullying in the school setting. The author offers a highly complex approach to the issue addressing all social and psychological aspects and stages of the problem as well as the position of all those involved in an incident of school bullying. Among other prevention and intervention recommendations, Trautman urges teachers to educate themselves, to get to know the facts about bullying (pointing to a survey by the National Educational Association which reported that almost 160,000 students miss school daily because of bullying or the effects of bullying, and that a typical student has a 25% chance of being bullied or being involved in bullying). She emphasizes the educator’s awareness of various types of bullying, including verbal and written (name-calling, sending negative e-mails), physical (pushing, gesturing, damaging personal possessions) and social/relational

(engaging in gossip, making personal information public) as well as the key importance of detecting early warning signs in children (including reluctance to go to school, reluctance to academically and socially participate, nervousness when another child approaches). The author’s proactive approach to bullying calls for a positive, friendly atmosphere in class, and the use of cooperative group work and role-play activities in the classroom.

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Most Recently Published Books on Bullying

compiled by C. J. Bott

Flinn, Alex. *Fade to Black*. New York: HarperCollins, 2005. Alex is HIV positive and while sitting at a red light, someone

attacks his pickup with a baseball bat and smashes in all the windows. Clinton, who has a history of harassing Alex because of his AIDS, is charged. (MS/HS)

Gallo, Donald R. ed. *On the Fringe*. New York: Dial, 2001. Each story in this collection focuses on teens who are on the fringe of acceptance. (MS/HS)

Jones, Patrick. *Nailed*. New York: Walker Books/Bloomsbury, 2006. Bret Hendricks will not conform which gets him a girlfriend but also gets him in trouble at school and with his dad, who understands him more than Bret ever could have guessed. (HS)

Jones, Traci L. *Standing Against the Wind*. Boston: Farrar, Straus and Giroux, 2006. Patrice Williams’ southern ways are no match for the tough kids in her new Chicago middle school, where she gets called Puffy because of her unruly hair, but Monty sees more in her, and the two start a friendship that will not only help them survive but also flourish. (MS)

Koss, Amy Goldman. *Poison Ivy*. New York: Roaring Brook Press, 2006. Ms. Gold had her government classes conduct a mock trial on an issue present in their school, the harassment of Ivy by three alleged tormentors, Ann, Sophie, and Benita. The jury of adolescents brings in what they believe is their only possible verdict. (MS)

Muharrar, Aisha. *More than a Label*. Minneapolis: Free Spirit Publishing, 2002. Muharrar was still in high school when she wrote this book, but it isn’t

an English class assignment. She compiled her research from over one thousand Teens Label Surveys and wove that information with her thoughts—which are pretty down to earth. (MS/HS) Non-fiction

Peters, Julie Anne. *Between Mom and Jo*. Boston: Little, Brown, 2006. Fourteen-year-old Nick introduces himself in memories that tell the story of his life with his two lesbian moms: Erin, his biological mother, and Jo, his heart's mother. (MS/HS)

Ruby, Laura. *Good Girls*. New York: Wendy Lamb Book/Random House, 2006. When Audrey realizes Luke DeSalvo is not good for her, she decides to end their relationship with “good-bye oral sex.” She doesn't know someone opens the door and takes a photo until it shows up on everyone's cell phones and her parents' email. (HS)

Sanchez, Alex. *Getting It*. New York: Simon & Schuster, 2006.

Carlos Amoroso doesn't have the confidence to talk to Roxy Rodriguez, but he notices Sal, the gay guy at school, has no trouble talking to girls. Inspired by TV's “Queer Eye,” Carlos asks Sal for some help. (HS)

Sanchez, Alex. *So Hard to Say*. New York: Simon & Schuster, 2004. New to the school, eighth-grader Frederick starts playing soccer with the other boys after school and questions his attraction to one of them. The treasure of diversity in this book deals with the needed acceptance of one's self and others. (MS)

Wittlinger, Ellen. *Sandpiper*. New York: Simon & Schuster, 2005. In eighth grade, Sandpiper learned that the easiest way to get a boyfriend was to offer oral sex. Now in the tenth grade, she is tired of her reputation, but finds it impossible to change it. All the stereotypes are here. (HS)

Picture Books

Ross, Tony. *Is It Because?* Hauppauge, NY: Barron's, 2005. Questions plague the narrator as he tries to figure out why Wally Wormhead bullies him.

Kristiansson, Leif, Dick Stenberg illus. *Not My Fault*. Alhambra, CA: Heryin Books, 2006. Told in the voices of children witnessing bullying and not knowing what to do, the book ends first with the question “Does it have anything to do with me?” and then black and white photographs from history around the world where the action of bystanders was and is needed. (M/H)

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