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LOYOLA UNIVERSITY CHICAGO

BULLYING (1950-2010): THE BULLY AND THE BULLIED

A DISSERTATION SUBMITTED TO
THE FACULTY OF THE GRADUATE SCHOOL OF EDUCATION
IN CANDIDACY FOR THE DEGREE OF
DOCTOR OF EDUCATION

PROGRAM IN EDUCATIONAL ADMINISTRATION

BY

STEVEN ARTHUR PROVIS

CHICAGO, ILLINOIS

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ABSTRACT

This study investigates the bully and the bullied from 1950 to 2010. It begins by presenting a historical background of each decade with the major historical events that defined our culture. Each decade can be characterized by a particular zeitgeist, or spirit of the times. During each decade, popular movies and television programs that provided bullying as entertainment will be examined. This study will explore how popular culture was concurrent with bullying. This study through Barbara Coloroso's (2008) explicit characteristics of the bully and the bullied will describe the characteristics of the bully and the bullied from each decade from 1950 to 2010.

The dissertation answers six questions for three time periods; the characteristics of the bully, the characteristics of the bullied, as defined by Barbara Coloroso's (2008) characteristics—how popular culture portrayed the bully and the bullied, how bullying was being manifested in schools, policies and procedures in Illinois K-12 school districts that emerged to address bullying, and the implications for educational leadership.

Key researchers' findings, movies, television programs, and legislation, in bullying were utilized in this study as primary sources. The early works of Dan Olweus (1993), Ken Rigby (1996), and the writings of Barbara Coloroso (2008) served as valuable resources. Secondary documents used in this study included journal and magazine articles, newspaper articles, movie reviews, books, and websites.

CHAPTER I

INTRODUCTION

Every day, thousands of teens across America wake up and are afraid to go to school. Bullying is a problem in our schools yet many teenagers, parents, teachers, and school leaders do not always recognize it and they may not know to what extreme it can get. “A strong interest in the behavioral phenomenon of bullying, referred to as “mobbing,” began to take form in Sweden in the late 1960s and early 70s.”¹ Daniel Olweus, a Scandinavian researcher generally recognized today as the foremost authority on bullying, began using the terms “bully/victim” and “whipping boy” in his early studies.² Prior to the 70’s there was not much research or data collected until Olweus.

Students bully because they want to be popular, they want that self approval from their peers.³ The bullied exhibit anxiousness and passivity, fear of being aggressive, inability to assert themselves with peers, and relative physical weakness.⁴ Olweus, Rigby, and Coloroso discuss possible signs and general characteristics that are displayed by the bully and the bullied. There is a clear distinction between primary and secondary

¹ Sandra Harris and Garth F. Petrie, *Bullying: The Bullies, the Victims, the Bystanders* (Lanham: The Scarecrow Press, 2003), 1.

² Ibid.

³ Dennis Lines, *The Bullies: Understanding Bullies and Bullying* (Philadelphia: Jessica Kingsley Publishers, 2008), 69.

⁴ Dan Olweus, *Aggression in the Schools: Bullies and Whipping Boys* (Washington: Hemisphere Publishing Corporation, 1978), 166.

signs that are present. Barbara Coloroso, author of *The Bully, the Bullied, and the Bystander*, lists the common characteristics and traits of bullies as well as the ones being bullied. What are the characteristics of those who are being bullied? Who is the bully and why are they bullying? What has been the history of bullying in schools?

In the past, individuals were hazed to be a part of a group, club, or team. The ones who were being bullied knew that this was a process that they had to go through to be a part of a group. It may have been an athlete wanting to be a member of the varsity team; it may have been a student entering a new school freshman year; or it may have been a college student trying to get into a fraternity or sorority. The ones doing the bullying considered it a rite of passage.

The 80's brought to life the Bully and the Bullied. The media has portrayed "bullies" and "nerds or geeks" in numerous films, thus bringing awareness to childhood social hierarchies and the desire to be accepted as part of a group. The "nerds" are social outcasts who are commonly victimized by their peers and often blamed for not being tough enough. The students who were bullied were told, "Don't let it get to you," "You're too sensitive...toughen up," or that bullying builds character.⁵ Popular movies and television series portrayed the act of bullying as a rite of passage or part of the growing up process. Popular culture has played a role in influencing how society views the world. For example, sociologists found the materials with which Americans amuse

⁵ Deborah Carpenter and Christopher R. Ferguson, Ph.D., "History of Bullying - Dealing with Bullies," <http://www.netplaces.com/dealing-with-bullies/what-is-bullying/history-of-bullying.htm> (accessed April 6, 2011).

themselves reflect the people and their attitudes, morals, and mores. Popular Culture is a mirror wherein society can see itself and better understand its character and needs.⁶

There is no question that films can both reflect and reinforce popular preconceptions, and for some Americans can become a substitute for reality itself.⁷ “Get tough” and “stand up” to the bully were some of the themes of popular culture.

When an act of bullying was brought to the attention of an adult, they either did not witness it or it was referred to as a “way of life”. It was thought of as “part of growing up.”⁸

The 90’s had a sudden shift in the way Bullies were perceived by society. What brought about this change? On April 20,1999, Dylan Klebold And Eric Harris, two seniors at Columbine High School in Littleton Colorado, shot to death twelve students and one teacher and wounded many others.⁹ This brought nationwide attention to school safety as well as to violence involving youths. What drove these two high school students to committing unthinkable acts of violence and destruction? The link between bullying and school violence has attracted increasing attention since the 1999 rampage at Colorado's Columbine High School. Both of the shooters were classified as gifted children and had been bullied for years. School bullying has come under intense public

⁶ M. Thomas Inge, *Handbook of American Popular Culture* (Westport: Greenwood Press, 1978), 1.

⁷ Leonard Quart and Albert Auster, *American Film and Society since 1945* (New York: Praeger Publishers, 1984), 3.

⁸ Ibid.

⁹ Brooks Brown and Rob Merritt, *No Easy Answers: The Truth Behind Death at Columbine* (Herndon: Latern Books, 2002).

and media scrutiny amid reports that it was a contributing factor in shootings at Columbine High School in Littleton, Colorado.¹⁰ A similar theory was expounded by Brooks Brown in his book on the massacre, noting that teachers commonly looked the other way when confronted with bullying.¹¹

An incident in May of 2003 brought national attention to hazing. A touch football game between Glenbrook North High School girls turned into a brutal hazing event. What had become an annual tradition between junior and senior girls, ended up with junior girls getting beaten, splattered with paint, and having mud and feces thrown in their faces. In previous years, the junior girls described the event as a fun hazing event which acted as an initiation into their senior year.¹²

Legislation that was enacted in 2000 was the beginning of firm, fair, and consistent school discipline policies, meaningful school climate strategies which include anti-bullying initiatives, and balanced security measures leading to school climates with less bullying and fewer safety threats to children.

This dissertation will focus on the bully and the bullied. More specifically, who were these individuals and how was the bullying being done? This study will identify the characteristics of both the bully and the bullied. How did this individual or group act? This study will examine how popular culture may have influenced the bully and the

¹⁰ Anne Garrett, *Bullying in American Schools: Causes, Preventions, Interventions* (Jefferson: McFarland & Company, 2003), 7.

¹¹ Brown and Merritt, 20.

¹² Lisa Black and Courtney Flynn, "Glenbrook North, Cops Investigate Brawl at Hazing: 5 Girls are Hurt During 'Initiation'," *Chicago Tribune*, May 7, 2003.

bullied through the decades. The television shows and movies that were popular at the time and how bullies and the bullied were portrayed on film. This study will discuss implications for educational leadership as a result of legislation that was brought to fruition. What policies and practices are in place as a result of bullying in the past?

Purpose of the Study

This dissertation will explore bullying through the decades. From 1950 to 2010, bullying took on many forms. It is the purpose of this study to examine the bully and the bullied. This study through Barbara Coloroso's explicit characteristics of the bully and the bullied will describe the characteristics of the bully and the bullied from each decade from 1950 to 2010. Many popular television and motion pictures through the decades glamorized the bully and the bullied. This study will explore how popular culture was concurrent with bullying. Through the decades, bullying took on many forms and had varying consequences. This study will examine how bullying was being manifested in schools. In the 1990's, several instances of violent outcomes erupted from bullying. In the decade following 1992 there have been 250 violent deaths in schools, and in virtually every one, bullying has been a contributing factor.¹³ This study will discuss the policies and procedures implemented in Illinois K-12 Public School Districts as a response to previous bullying and tragic events and discuss the implications for educational leadership.

¹³ Garrett, 1.

Research Questions

This study will answer the following research questions during the period of 1950 through 2010:

1. Through select primary sources, from 1950-1969:
 - a. What are the characteristics of the “Bully”?
 - b. What are the characteristics of the “Bullied”?
 - c. As defined by Coloroso’s characteristics, how did Popular Culture portray the “Bully” and the “Bullied”?
 - d. How was the “bullying” being manifested in schools?
 - e. What policies and procedures in Illinois K-12 Public School Districts emerged to address bullying?
2. Through select primary sources from 1970-1999:
 - a. What are the characteristics of the “Bully”?
 - b. What are the characteristics of the “Bullied”?
 - c. As defined by Coloroso’s characteristics, how did Popular Culture portray the “Bully” and the “Bullied”?
 - d. How was the “bullying” being manifested in schools?
 - e. What policies and procedures in Illinois K-12 Public School Districts emerged to address bullying?
3. Through select primary sources from 2000-2010:
 - a. What are the characteristics of the “Bully”?
 - b. What are the characteristics of the “Bullied”?

- c. As defined by Coloroso's characteristics, how did Popular Culture portray the "Bully" and the "Bullied"?
 - d. How was the "bullying" being manifested in schools?
 - e. What policies and procedures in Illinois K – 12 Public School Districts emerged to address bullying?
4. What are the implications for educational leadership?

Significance of the Study

Bullying is a form of abuse. It involves repeated acts over time attempting to create or enforce one person's (or group's) power over another person (or group), thus an imbalance of power.¹⁴ The imbalance of power may be social power and/or physical power. The victim of bullying is sometimes referred to as a target. Bullying types of behavior are often rooted in a would-be bully's inability to empathize with those whom he or she would target.

Educational leaders must examine the bully and the bullied through various ethical lens/perspectives such as: ethic of critique, ethic of care, deontological, and utilitarian views. The ethic of critique looks at whose voice(s) is/are not being heard. The deontological/non-consequentialist lens is rule based. It is the fair thing to do. The utilitarian/consequentialist lens looks to always act in a way to achieve the greatest good for the greatest number of people. The ethic of care is an ethical concern for others. What does the "one cared-for" require from us? Where justice ends, care must begin.

¹⁴ Harris and Petrie, 1-3.

Bullying consists of three basic types of abuse – emotional, verbal, and physical. It typically involves subtle methods of coercion such as intimidation. Bullying can be defined in many different ways.¹⁵ The Bully comes in all different shapes and sizes. You can't always pick a bully out by what they look like, but you can identify them by what they act like.¹⁶ Barbara Coloroso, author of *The Bully, the Bullied, and the Bystander* states,

“They have their lines and actions down. Sometimes they take their cue by the movies they see, the games they play, the kids they hang with, the school they attend, and the culture that surrounds them.”¹⁷

Ken Rigby identifies bullies as individuals who exploit a situation in which they are more powerful than another. Rigby lists the kinds of power differences that are found in many schools as follows:

- being able to physically hurt others
- being numerically superior (being outnumbered)
- being more confident, more assertive than others
- having greater verbal dexterity-more specifically the capacity to hurt or threaten by one's choice of words and how one speaks
- having superior social or manipulative skill-the capacity to turn people against someone or get them excluded
- having greater status and the corresponding capacity to impose on some others.¹⁸

¹⁵ Ibid.

¹⁶ Barbara Coloroso, *The Bully, the Bullied, and the Bystander: From Preschool to High School: How Parents and Teachers Can Help Break the Cycle of Violence* (New York: Collins Living, 2008), 11.

¹⁷ Ibid

¹⁸ Ken Rigby, *Children and Bullying: How Parents and Educators Can Reduce Bullying at School* (Massachusetts: Blackwell Publishing, 2008), 23.

Characteristics of the Bully

There are many kinds of bullies that work alone or sometimes in groups. In some cases, bullies do not look a certain way, but in many cases they have common traits.

What kinds of characteristics do bullies possess? According to Coloroso there are seven kinds of bullies:

1. The **confident bully** doesn't walk onto the scene; he swaggers onto it, throwing his weight around figuratively and literally. He has a big ego, an inflated sense of self, a sense of entitlement, a penchant for violence, and no empathy for his targets. He feels good only to the degree that he feels a sense of superiority over others. Peers and teachers often admire him because he has a powerful personality. This does not mean he has a lot of friends.

2. The **social bully** uses rumor, gossip, verbal taunts, and shunning to systematically isolate her selected targets and effectively exclude them from social activities. She is jealous of others' positive qualities and has a poor sense of self, but she hides her feelings and insecurities in a cloak of exaggerated confidence and charm. Devious and manipulative, she can act as if she is a caring and compassionate person, but it is only a guise to cover for her lack of true empathy and a tool to get what she wants. She may be popular, but she is not someone other kids would want to confide in, lest they, too, become a target for her bullying.

3. The **fully armored bully** is cool and detached. He shows little emotion and has a strong determination to carry out his bullying. He looks for an opportunity to bully when no one will see him or stop him. He is vicious and vindictive toward his target but charming and deceptive in front of others, especially adults. He appears to have what is known as a flat affect—that is, a cold and unfeeling demeanor; in reality he has buried his feelings so deep in a place of darkness and growing angst that even he has trouble finding and identifying them.

4. The **hyperactive bully** struggles with academics and has poorly developed social skills. He usually has some kind of learning disability, doesn't process social cues accurately, often reads hostile intent into other kids' innocent actions, reacts aggressively to even slight provocation, and justifies his aggressive response by placing blame on himself: "He hit me back first." The hyperactive bully has trouble making friends.

5. The **bullied bully** is both a target and a bully. Bullied and abused by adults and older kids, she bullies others to get some relief from her own feelings of powerlessness and self loathing. Least popular of all

the bullies, she strikes out viciously at those who hurt her and at weaker or smaller targets.

6. The *bunch of bullies* is a group of friends who collectively do something they would never do individually to someone they want to exclude or scapegoat. Bullying, done by a group of “nice” kids who know that what they did was wrong and that it hurts their target, is still bullying.

7. The *gang of bullies* is a scary lot drawn together not as a group of friends, but as a strategic alliance in pursuit of power, control, domination, subjugation, and turf. Initially joining to feel a part of family of sorts, to be respected and to be protected, in their zeal they become so devoted to their group that they disregard their own lives, the carnage they inflict on their victims, and the overall consequences of their actions. Added to this zeal is a lack of empathy and remorse.¹⁹

There is a clear connection between Coloroso’s seven kinds of bullies and Rigby’s power differences of a bully.

In his early studies, Dan Olweus reports that bullies possess three common traits:

(1) They have a strong need for power and dominance; (2) They have developed a certain degree of hostility toward the environment; and (3) There is a “benefit” component to their behavior.²⁰

Barbara Coloroso states that their ways and means of bullying may be different, but bullies have the following traits in common. They all:

1. like to dominate other people.
2. like to use other people to get what they want.
3. find it hard to see a situation from the other person’s vantage point.
4. are concerned only with their own wants and pleasures and not the needs, rights, and feelings of others.
5. tend to hurt other kids when parents or other adults are not around.
6. view weaker siblings or peers as prey (bullying is also known as: “predatory aggression.”)

¹⁹ Coloroso, 19.

²⁰ Dan Olweus, *Bullying at School: What We Know and What We Can Do* (Massachusetts: Blackwell Publishing, 1993), 35.

7. use blame, criticism, and false allegations to project their own inadequacies onto their target.
8. refuse to accept responsibility for their actions.
9. lack foresight – that is the inability to consider the short-term, long-term, and possible unintended consequences of their current behavior.
10. crave attention.²¹

Characteristics of the Bullied

Coloroso recognizes that just like the bully, individuals who are bullied come in all shapes and sizes. Some are big, some are small: some attractive and some not so attractive; some popular and some disliked.²² According to Coloroso the one thing all kids have in common who are bullied is that they were targeted by a bully (or by a bunch of bullies). Targets can be just about anybody:

1. The kid who is new on the block.
2. The kid who is the youngest in the school – and thus usually smaller, sometimes scared, maybe insecure. Bullying escalates when a new class enters middle school or high school.
3. The kid who has been traumatized – who is already hurt by a prior trauma, is extremely sensitive, avoids peers to avoid further pain, and finds it hard to ask for help.
4. The kid who is submissive – who is anxious, lacking in self-confidence, and easily led and who does things to please or placate others.
5. The kid who has behaviors others find annoying.
6. The kid who is unwilling to fight – who prefers to resolve conflicts without aggression.
7. The kid who is shy, reserved, quiet or unassuming, timid, sensitive.
8. The kid who is poor or rich.
9. The kid whose race or ethnicity is viewed by the bully as inferior, deserving of contempt.
10. The kid whose gender/sexual orientation is viewed by the bully as inferior, deserving of contempt.
11. The kid whose religion is viewed by the bully as inferior, deserving of contempt.

²¹ Coloroso, 20.

²² Ibid, 41.

12. The kid who is bright, talented, or gifted – targeted because she “stands out” – in other words, is different.
13. The kid who is independent and unconcerned about social status, doesn’t conform to the norm.
14. The kid who expresses emotions readily.
15. The kid who is fat or thin, short or tall.
16. The kid who wears braces or glasses.
17. The kid who has acne or any other skin condition.
18. The kid who has superficial physical attributes that are different from those of the majority.
19. The kid with physical and/or mental disabilities – such children are two to three times more likely to be bullied than other kids because they have an obvious disability and thus a ready excuse for the bully; they are not as well integrated into classes and thus have fewer friends to come to their aid; and they lack the verbal and/or physical skills to adequately defend themselves against aggression.
20. The kid who is in the wrong place at the wrong time – attacked because the bully wanted to aggress on someone right there, right now.²³

This dissertation will focus on the bully and the bullied. More specifically, who are these individuals and how was the bullying being carried out? This study will identify the characteristics of both the bully and the bullied. How did this individual or group act? This study will examine how popular culture influenced the bully and the bullied through the decades. What television shows and movies were popular at the time and how did they portray bullying? This study will discuss implications for educational leadership as a result of policies and practices that were implemented as a response to bullying. What laws and/or guidelines are in place as a result of bullying in the past?

²³ Ibid, 43.

Methodology

The methodology utilized in this study will be historical documentary research. The past has significance for future events; historical research provides a means for benefiting from the past. Primary and secondary sources will be used to examine the events that served as a catalyst to influence policies and procedures in regards to bullying.

Primary sources are those produced by the individual directly involved or witnessing the event. These sources provide the researcher with first-hand accounts. Legislation and legislative reports obtained from state websites and law libraries will serve as primary sources. Utilizing the characteristics of the bully and the bullied, as defined by Coloroso, a chart will be used to identify the explicit characteristics in popular culture and actual incidents that occur at schools. The chart will be used to identify the explicit characteristics and traits of the bully and the bullied as portrayed in popular culture and in schools. Movies and television programs will be used as primary sources as well.

Secondary sources are written after the event, usually by those not directly involved with the event. Secondary documents used in this study will include journal and magazine articles, newspaper articles, movie reviews, books, and websites. The *Chicago Tribune* will be utilized, focusing on schools in the Chicago metropolitan area. These newspaper articles that document events that have occurred in the past will be utilized to describe how bullying was being manifested in Chicago metropolitan schools. The following three experts in the area of bullying and human behavior will be referenced

throughout the study. Dan Olweus is regarded as the pioneer and founding father of research on bully/bullied problems is a world leading expert in this area by both the research community and the society at large.²⁴ Ken Rigby is an adjunct professor for the University of South Australia and is a leading authority on bullying and peer victimization. Barbara Coloroso is an international bestselling author and consultant on teaching, school climate, and bullying. The works of Olweus, Rigby, and Coloroso will be referenced throughout the study. The specific explicit characteristics of the bully and the bullied by Coloroso will be used to define bullying in popular culture and in schools.

The movies used in this study are feature films that had been seen in movie theaters and some that were later made into DVDs, and feature films that were made for television and seen by large audiences during numerous showings. A pre-screening process will be conducted to examine each film to assess whether it contains material that depicts bullying in any form. The popularity of the film will be assessed by the estimated box office gross as well as DVD rental monies. The initial pre-screening list of the feature films to be used for the study was compiled from feature films the researcher had viewed during the time period to be examined: 1950-2010.

The television programs used in this study will be sitcoms that were popular at the time of the series. Popularity will be assessed by the number of viewers as established by the Nielsen Ratings. The initial list of the television programs to be used was compiled from popular sitcoms from 1950 to 2010 that portrayed bullying in any form.

²⁴ "Olweus Bullying Prevention Program," <http://www.clemson.edu/olweus/history.htm> (accessed October 17, 2011).

Overview of Chapters

Chapter One will provide an introduction and summary of the dissertation. The purpose of the dissertation and the research questions will be proposed. This chapter examines the significance of the study and will provide the methodology that will be used. This chapter will also provide an outline for the study.

Chapter Two will provide a historical perspective from 1950 through 1969. Each decade can be characterized by a particular zeitgeist, or spirit of the times. The major historical events of the decades that defined our culture will be discussed from 1950 through 1969. This chapter will examine how popular culture influenced the bully and the bullied from 1950 through 1969. During this time period, popular movies that had characters portrayed as the bullies and the bullied will be examined. How bullying was being manifested in schools during the 1950 through 1969 will be discussed. The characteristics of the bully and the bullied, as defined by Coloroso, will be used to define the characters in film as well as individuals in schools. The current policies and practices in schools during 1950 through 1969 will be reviewed.

Chapter Three will provide a historical perspective from 1970 through 1999. The decades will be characterized by a particular zeitgeist, or spirit of the times. The major historical events of the decades that defined our culture will be discussed from 1970 through 1999. This chapter will examine how popular culture influenced the bully and the bullied from 1970 through 1999. During this time period, popular movies and television programs that had characters portrayed as the bullies and the bullied will be reviewed. How bullying was being manifested in schools during 1970 through 1999 will

be addressed. The characteristics of the bully and the bullied, as defined by Coloroso, will be used to define the characters in film as well as individuals in schools. The current policies and practices in schools during 1970 through 1999 will be discussed.

Chapter Four will provide a historical perspective from 2000 through the 2010. This decade will be characterized by a particular zeitgeist, or spirit of the times. The major historical events of the decade that defined our culture will be discussed from 2000 through the 2010. This chapter will examine how popular culture influenced the bully and the bullied from 2000 through the 2010. During this time period, popular movies and television programs that had characters portrayed as the bullies and the bullied will be defined. How bullying was being manifested in schools during 2000 through the 2010 will be discussed. The characteristics of the bully and the bullied, as defined by Coloroso, will be used to define the characters in film as well as individuals in schools. The current policies and practices in schools during 2000 through 2010 will be addressed.

Chapter Five will discuss the findings and conclusions from the research questions. Also included in this final chapter will be the implications for educational leadership and responding to initiatives brought to fruition because of the historical events covered.

Definition of Terms

ABC – The American Broadcasting Company is an American television network created in 1943.

AIDS – “a disease of the human immune system that is characterized cytologically especially by reduction in the numbers of CD4-bearing helper T cells to 20

percent or less of normal thereby rendering the subject highly vulnerable to life-threatening conditions.”²⁵

Baby Boomers – Individuals born between 1946 – 1964.

Bigot – “a person who is obstinately or intolerantly devoted to his or her own opinions and prejudices.”²⁶

Box Office Gross – The amount of money received from ticket sales from a movie.

Bully – someone who intimidates, threatens, and brings harm in a willful, conscious, and deliberate fashion.

Bullied – person or people who are the recipient of bullying.

Bullying – a form of abuse It involves repeated acts over time attempting to create or enforce one person's (or group's) power over another person (or group), thus an "imbalance of power." The "imbalance of power" may be social power and/or physical power. The victim of bullying is sometimes referred to as a target. Bullying types of behavior are often rooted in a would-be bully's inability to empathize with those whom he or she would target.²⁷

CBS – The Columbia Broadcasting System is an American television network that began in 1941.

²⁵ *Merriam Webster: An Encyclopedia Britannica Company*, <http://www.merriam-webster.com> (accessed March 9, 2011).

²⁶ *Ibid.*

²⁷ Harris and Petrie, 1-3.

Cold War – Conflict between the United States and Soviet Union. Threat/fear of nuclear war.

Columbine – April 20, 1999, two students open fire on classmates at Columbine High School in Colorado killing 12 students and 1 teacher.

DVD – Digital video disc. Media format that is used for playback of movies.

FOX – Fox Broadcast Company is a television network that began in 1986.

Fraternity – a male student organization or club formed in colleges for social purposes.

Freshman – an individual in their first year of high school or college.

Generation X – Individuals born from the 1960's to early 1980's.

Generation Y – “Eighties babies”. Individuals born in the 80's.

Legislation – the power of making laws (rules).

Harassment – create an unpleasant or hostile situation by uninvited verbal or physical contact.

Hazing – an initiation process involving bullying and harassment.

Initiative – an introductory step.

Initiation – “The rites, ceremonies, ordeals, or instructions with which one is made a member of a sect or society or is invested with a particular function or status.”²⁸

Internet – “An electronic communications network that connects computer networks and organizational computer facilities around the world.”²⁹

²⁸ *Merriam Webster: An Encyclopedia Britannica Company*, <http://www.merriam-webster.com> (accessed March 9, 2011).

MTV – Music television – the original purpose was to play music videos.

NBC – Formed in 1926, the National Broadcast Company was the first major broadcast company.

Nielsen Ratings – a system of measuring the audience developed by Nielson Media Research, in an effort to determine the size of the audience and the composition of television programming in the United States

Nerd – an unstylish, unattractive, or socially inept person. One who is devoted to intellectual or academic pursuits.

Policy – a definite course or method of action selected from among alternatives and in light of given conditions to guide and determine present and future decisions

Popular Culture – also known as Pop Culture. The attitudes and perspectives shared by the majority. The ideals are predominately fueled by the mass media (television, music, fashion, and films).

Powder Puff Football – a football game played primarily by females

Senior – a fourth year student in high school or college.

Sorority – a female student organization or club formed in colleges for social purposes.

Terrorist – An individual or group that uses violence for political purposes.

Teenagers – individuals ranging from 13 to 19 years old.

Vietnam War – (1954-1975) Military conflict between communist forces of North Vietnam supported by China and the Soviet Union and South Vietnam supported by the United States.

Woodstock – (1969) – 3 days of peace and music. Over 500,000 concert goers watched some of the top music acts of the 60s perform.

World Wide Web – (www) – The internet.

Y2K – The millennium bug that was rumored to shut down the internet and all stored data.

Bullying Laws in Illinois

720 ILCS 120/5: (1996) defines hazing as a person who knowingly requires the performance of an act by a student or other person in a school, college, university or other educational institution, for purpose of induction or admission into any group, organization or society associated with or connected with that institution, if the act is not sanctioned or authorized by the institution and the act results in bodily harm.³⁰

105 ILCS 5/10-20.14:14 (2002) requires the school board, with the parent-teacher advisory committee and community based organizations, to include provisions in the student discipline policy to address students who have demonstrated behaviors that put them at risk for aggressive behavior, including without limitation bullying.³¹

105 ILCS 135/1-2:(2008) defines harassment through electronic communications. The definition includes "making any obscene comment, request, suggestion or proposal with an intent to offend," and "threatening injury to the person or to the property of the person to whom the electronic communication is directed or to any of his family or household

³⁰ "Olweus Bullying Prevention Program," http://www.olweus.org/public/laws_illinois.page (accessed February 5, 2011).

³¹ Ibid.

members." Violation of the provisions of the statute will result in a class B misdemeanor.³²

105 ILCS 5/27-23.7:(2010) prohibits bullying (as defined in the statute) in the school environment and includes in its definition of bullying electronic communications. Bullying is specifically prohibited through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.

Defines bullying and prohibits it in the school environment on the basis of actual or perceived race, color, religion, sex, national origin, ancestry age, marital status, physical or mental disability, military status, sexual orientation, gender-related identity or expression, unfavorable discharge from military service, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic. No student shall be subject to bullying during any school-sponsored education program or activity, while in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the bus, at schools-sponsored or school-sanctioned events or activities, or through the transmission of information from a school computer, school computer network or other similar electronic school equipment. Bullying make take various forms, including without limitation one or more of the following: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying.³³

³² Ibid.

³³ Ibid.

Movies

1. Disney, W. and Geronimi, C. (1950). *Cinderella*, United States: Walt Disney Productions.
2. Disney, W. and Geronimi, C. (1953). *Peter Pan*, United States: Walt Disney Productions.
3. Weisbart, D. and Ray, N. (1955). *Rebel without a Cause*, United States: Warner Bros.
4. Rankin Jr. and Roemer, L. (1964). *Rudolph the Red-Nosed Reindeer*, United States: Rankin/Bass Productions.
5. De Palma, B. (1976). *Carrie*, United States: MGM Studios.
6. Reitman, I. and Landis, J. (1978). *Animal House*, United States: Universal Pictures.
7. Devlin, D. and Bill, T. (1980). *My Bodyguard*, United States: Twentieth Century Fox Film Corporation.
8. Eichinger, B. and Petersen, W. (1984). *The Never Ending Story*, West Germany: Neue Constantin Film.
9. Field, T. and Kanew J. (1984). *Revenge of the Nerds*, United States: Interscope Communications.
10. Weintraub, J. and Avildsen, J. (1984). *The Karate Kid*, United States: Columbia Pictures.
11. Canton, N. and Zemeckis, R. (1985). *Back to the Future*, United States: Universal Pictures.
12. Fogelson, A. and Gottlieb, L. (1985). *Just One of the Guys*, United States: Columbia Pictures Corporation.

13. Levinson, M. and Daniel, R. (1985). *Teen Wolf*, United States: Wolfkill.
14. Silver, J. and Hughes, J. (1985). *Weird Science*, United States: Universal Pictures.
15. Evans, B. and Reiner, R. (1986). *Stand By Me*, United States: Act III Communications.
16. Jaffe, M. and Holland, S. (1986). *One Crazy Summer*, United States: A&M Films.
17. Nicksay, D. and Seltzer, D. (1986). *Lucas*, United States: Twentieth Century Fox.
18. Russell, C. and Metter, A. (1986). *Back to School*, United States: MGM Studios.
19. Shuler, L. and Deutch, H. (1986). *Pretty in Pink*, United States: Paramount Pictures.
20. Mount, T. and Rash, S. (1987). *Can't Buy Me Love*, United States: Apollo Pictures.
21. Coblenz, W. and Flaherty, P. (1988). *18 Again*, United States: New World Entertainment Films.
22. Di Novi, D. and Lehmann, M. (1988). *Heathers*, United States: New World Pictures.
23. Linklater, R. (1993). *Dazed and Confused*, United States: Alphaville Films.
24. Finerman, W. and Zemeckis R. (1994). *Forrest Gump*, United States: Paramount Pictures.
25. Foster, G. and Miner, S. (1996). *Big Bully*, United States: Morgan Creek Productions.
26. Lasseter, J. and Bird, B. (2004). *The Incredibles*, United States: Walt Disney Pictures & Pixar Animation Studios.
27. Michaels, L. and Waters, M. (2004). *Mean Girls*, United States: Paramount Pictures.
28. Fullmer, R. and Dindal, M. (2005). *Chicken Little*, United States: Walt Disney Pictures.
29. Gunn, A. and Mitchell, M. (2005). *Sky High*, United States: Walt Disney Pictures.

30. Hirsch, L. (2011). *Bully*, United States: The Bully Project.

Television

1. *All in the Family*, "Meet the Bunkers," episode 1, January 12, 1971.
2. *Happy Days*, "Bye Bye Blackball," episode 99, November 29, 1977.
3. *The Jeffersons*, "A Friend in Need," episode 1, January 18, 1975.
4. *The Simpsons*, "Bye Bye Nerdie," episode 264, March 11, 2001.

CHAPTER II

1950-1969

Each decade is defined through our social and cultural events of the time.

Whether it was a significant event that changed the way we felt or the norms of our society that impacted the way we think. In America, a number of historians and culture critics have begun to credit films as important social and cultural evidence. In fact, films have come to be one of the most important clues to understanding the state of the American mind.¹ Television and sitcoms have played an on-going role in society and portrayed life as viewed by the writers and directors. As an impressionable audience, many teens and preteens were exposed to what to expect when growing up and what behaviors are deemed part of growing up. M. Thomas Inge describes the history of television in humanistic terms, with attention to the ways in which it has become preeminently “the” popular culture and a primary purveyor of values and ideas.² The attitudes and perspectives portrayed on television influenced the masses in regards of what was acceptable. Inge states that social scientists have a valid concern for television as a social force with emphasis on its impact on children and adults.³“It is not only that films sometimes evoke and imitate the surfaces of day-to-day life, the way people talk,

¹ Quart and Auster, 3.

² Inge, 323.

³ Ibid.

dress, consume (though social realism is clearly not one of Hollywood's prime commitments); but more significantly and problematically, fictional films reveal something of dreams, desires, displacements and even issues confronting American Society."⁴

In the 1950s rock n' roll was the music of choice for America's teenagers. Elvis Presley was deemed the "King". His hip-swiveling movements and rock songs provoked shrieks, tears, and hysterics in young female audiences. Parents disapproved not only in his music, but also his long sideburns and sultry expression.⁵ The cold war had Russia as our nation of conflict and the threat of nuclear attacks had our students practicing "duck and cover" drills. The world's first satellite, sputnik, was launched into space which began the "space race" between the United States and Russia. The end of the decade saw the beginning of the Vietnam War.

The 1950s saw the Cold War extend and was a tense decade for the American people as schoolchildren prepared for nuclear war by being told to "Duck and cover." At the same time, prosperity reigned, salaries and disposable income were on the rise, U.S. consumers generally felt optimistic about the future, and people were ready to spend. (They had the opportunity to do so on credit for the first time, since Bank of America introduced the credit card in 1958.) The American public also made its first big move toward the suburbs. By the mid-1950s, subdivisions-like the first, Long Island's Levittown, which opened in 1947 with TV- and washing machine-equipped homes priced from \$8,000 to \$10,000 accounted for 75 % of all new home starts. The demand was strong for

⁴ Quart and Auster, 2.

⁵ Jules Archer, *The Incredible Sixties* (San Diego: Harcourt Brace Jovanovich Publishers, 1986), 87.

appliances and other consumer goods that saved labor and increased leisure time-with the auto giving each household the freedom to explore.⁶

The 1960s brought change to American culture and the way we as a culture expressed ourselves. Musically the decade began with hits by Elvis Presley – “It’s now or Never,” “Stuck on You”, “Are You Lonesome Tonight?”, and “Return to Sender.”⁷ The United States experienced *The Beatles* and the British invasion while *Woodstock* brought concert goers to a four-day festival of peace and love. Motown Records introduced “soul music” with a distinct black flavor that achieved international popularity.⁸ It was the first time in history that we walked on the moon and the nation mourned the assassination of our President. Martin Luther King delivers his famous “I Have a Dream” speech to millions in Washington, DC.

Social activism and political dissent marked the late 1960s. The fight for racial equality and an end to the Vietnam War took to the streets and gave rise to the counterculture. Social and political change-embodied by the counterculture movement-characterized the 1960s, which began with the assassination of President John F. Kennedy in 1963. Young Americans distrusted government and business (advertising included), and marketers had to work to build trust. Baby boomers began coming of age and drove changes in everything from social issues to the arts to marketing. Riots in Chicago and Detroit in 1968 were violent examples of the strife that occurred throughout the decade as the public dealt with racial issues and the Vietnam War. Yet, the 1960s was a period of economic prosperity as well, with disposable income and leisure time at their highest levels ever, and newfound sexual freedom with the availability of the Pill. Some events-notably the Apollo 11 moon walk in 1969-managed to bring all Americans together in a spirit of hope and optimism. The Beatles quickly

⁶ “1950s: TV Turns on America,” *Advertising Age* 76, no. 13 (March 2005): 44, 48. OmniFile Full Text Select, WilsonWeb (accessed April 4, 2011).

⁷ Archer, 90.

⁸ Ibid.

evolved from “She Loves You” to Sgt. Pepper” as the psychedelic era raised rock music’s profile to cultural mainstream.⁹

Popular Culture played a major role in guiding the youth of this era. Many programs and/or films were viewed on televisions in homes across America or in theaters in town. Because of the popularity of such films, the theme and storyline is passed down from generation to generation. As with television, these films were an impressionable part of growing up in America. The fact that films reach large numbers of people must signify that films do connect with some aspect of the conscious of the general public or at least a large subculture contained within it.¹⁰ Films of the time evoke and imitate day-to-day life, but more significantly, fictional films reveal something of the dreams and even the issues confronting American society.¹¹

Popular Culture

On March 4, 1950, *Cinderella* was released by Walt Disney Productions. This film grossed an estimated \$5,165,881 on its opening weekend. Presently, it has grossed more than \$34,101,149.¹² *Cinderella* was a folk tale brought to life by Disney animation, it dealt with the issue of bullying within the family household. Young girls grew up learning and watching the tale of Cinderella. This movie took place in a kingdom far away where Cinderella lives with her mother and father until her mother dies. Her father

⁹ “1960s: Creativity and Breaking the Rules,” *Advertising Age* 76, no. 13 (March 2005): 50, 54. OmniFile Full Text Select, WilsonWeb (accessed April 4, 2011).

¹⁰ Quart and Auster, 2.

¹¹ Ibid.

¹² The Internet Movie Database, “Cinderella,” <http://www.imdb.com/title/tt0042332> (accessed February 5, 2011).

remarries a cold, cruel woman who has two daughters. When Cinderella's father dies, her step mother makes Cinderella the servant of the house. Cinderella's evil step sisters make her life miserable through pranks, name calling, and unkind acts.

In a segment of the film, Cinderella enters the room where Lady Tremaine (Evil Step Mother) and two stepsisters (Drizella and Anastasia) are practicing music.

Cinderella has an invitation in her hand that was just delivered to their home.

Lady Tremaine: *Cinderella! I've warned you never to interrupt our...*

Cinderella: *But this just arrived from the palace.*

The two step sisters run over to Cinderella and grab the invitation out of her hand.

As the two step sisters argue over the invitation, the Evil Step Mother takes and exclaims that she will read it. After carefully examining the document....

Lady Tremaine: *Well...there is to be a ball.*

Drizella & Anastacia: *A ball!*

Lady Tremaine: *In honor of his highness the Prince! And by royal command, every eligible maiden is to attend.*

Drizella: *Oh...well that's us!*

Anastacia: *And I'm so eligible!*

Cinderella: *Well that means I can go too!*

(Laughter from step sisters)

Drizella: *Her dancing with a prince. (Laughter)*

Anastacia: *I'd be honored your highness. Would you mind holding my broom?*

(Step sisters pretend to dance. Laughter)

Cinderella: *Well – Why not? After all, I’m still a member of the family.*

(Both step sisters have a shocked look on their face)

Cinderella: *And it says by royal command. Every eligible maiden is to attend.*

Lady Tremaine: *Yes. So it does. Well I see no reason why you can’t go.*

(Both step sisters look at each other in amazement with mouths wide open)

Lady Tremaine: *If you get all your work done.*

Cinderella: *Oh I will. I promise.*

Lady Tremaine: *And if you can find something suitable to wear.*

Cinderella: *Oh I’m sure I can. Thank you step mother.*

(Cinderella leaves the room)

Drizella: *Mother – do you realize what you just said?*

Lady Tremaine: *Of course. I said “If”.*

Anastacia: *Oh... ”If”*

(Laughter from step sisters and Evil step mother)

Lady Tremaine and step sisters give extra chores and duties along with her regular chores to assure that Cinderella will not be able to finish in time to attend the ball.¹³

Cinderella is touted as the most popular of all Disney Princesses.¹⁴ Many young girls growing up in the 50’s dreamed of being Cinderella and living that fairy tale. The behavior of the step sisters seemed harmless at the time, even comical. What message does this send our children?

¹³ W. Disney & C. Geronimi, *Cinderella* (United States: Walt Disney Productions, 1950).

¹⁴ Ibid.

Utilizing the characteristics of the bully and the bullied, as defined by Coloroso, the following chart will be used to identify the explicit characteristics (denoted by an asterisk *) of the bully and the bullied from *Cinderella*.

Bullied Characteristics

Year:	1950
Movie:	Cinderella
Character:	Cinderella

1. New kid on the block.
2. The youngest in the school: smaller, sometimes scared, maybe insecure.
3. Hurt by prior trauma, extremely sensitive, avoids peers to avoid further pain.
4. *Submissive, anxious, lacking in self-confidence, does things to please others.
5. Has behaviors others find annoying.
6. *Unwilling to fight – who prefers to resolve conflicts without aggression.
7. *Shy, reserved, quiet or unassuming, timid, sensitive.
8. Poor or rich.
9. Race or ethnicity is viewed by the bully as inferior.
10. Gender/sexual orientation is viewed by the bully as inferior.
11. Religion is viewed by the bully as inferior.
12. *Bright, talented, or gifted – targeted because she stands out.
13. *Independent and unconcerned about social status, doesn't conform to the norm.
14. Expresses emotions readily.
15. Fat or thin, short or tall.
16. Wears braces or glasses.
17. Has acne or any skin condition.
18. Has superficial physical attributes that are different from those of the majority.
19. Physical and/or mental disabilities.
20. In the wrong place at the wrong time.

Bully Characteristics

Year:	1950
Movie:	Cinderella
Character:	Drizella & Anastacia

1. *Dominates others.
2. *Uses others to get what they want.
3. Doesn't see a situation from the other person's vantage point.
4. *Concerned only with their own wants and pleasures.
5. Tend to hurt other kids when adults are not around.
6. *View weaker siblings or peers as prey.
7. Use blame, criticism, and false allegations to project their own inadequacies on target.
8. Refuse to accept responsibility for their actions.
9. Lack foresight.
10. *Crave attention.

Type of Bully

1. Confident Bully
2. Social Bully
3. Fully Armored Bully
4. Hyperactive Bully
5. Bullied Bully
6. Bunch of Bullies
7. *Gang of Bullies

Bully Characteristics

Year:	1950
Movie:	Cinderella
Character:	Lady Tremaine

1. *Dominates others.
2. *Uses others to get what they want.
3. Doesn't see a situation from the other person's vantage point.
4. *Concerned only with their own wants and pleasures.
5. Tend to hurt other kids when adults are not around.
6. View weaker siblings or peers as prey.

7. Use blame, criticism, and false allegations to project their own inadequacies on target.
8. Refuse to accept responsibility for their actions.
9. Lack foresight.
10. *Crave attention.

Type of Bully

1. Confident Bully
2. *Social Bully
3. Fully Armored Bully
4. Hyperactive Bully
5. Bullied Bully
6. Bunch of Bullies
7. Gang of Bullies

On October 27, 1955, *Rebel without a Cause* was released by Warner Bros. This film grossed \$4,600,000 on rentals alone.¹⁵ It starred James Dean as Jim Stark; the new kid in town. He has been in trouble elsewhere; that's why his family has had to move before. Here he hopes to find the love he didn't get from his middle-class family. Jim must still prove himself to his peers in switchblade knife fights and "chicken" games in which cars race toward a seaside cliff.¹⁶

In the beginning of the movie, Jim draws attention to himself by using humor at a planetarium presentation. After the show, Jim tries to avoid the leather jacket gang and their girlfriends. He tries to go out the back way to get to his car. When he approaches his car it is surrounded by Buzz and his gang. Buzz takes out a switch blade knife and

¹⁵ The Internet Movie Database, "Rebel without a Cause," <http://www.imdb.com/title/tt0048545/> (accessed February 5, 2011).

¹⁶ Ibid.

punctures the front tire. When the tire has been deflated Jim goes to get a spare tire out of the trunk and responds with humor.

Jim: *You know something. You read too many comic books.*

The gang makes chicken noises at him.

Jim: *Is that meaning me? Is that meaning me? Chicken?*

Buzz: *Yes.*

Jim: *You shouldn't have called me that!*

Jim looks towards Judy – the next door neighbor who was previously nice to him when she was alone.

Jim: *How about you? Huh? Are you always ringside?...No I mean why do you hang around such rank company for?*

Buzz pushes Jim. Jim raises a crowbar towards Buzz in a defensive pose.

Buzz: *What?*

Jim throws the crowbar over the hillside.

Jim: *I don't want any trouble.*

Gang Member: *The blade game huh Buzz?*

Buzz opens up his switch blade.

Jim: *I thought only punks fight with knives.*

Buzz: *Well, who's fighting? I'm not fighting. It's examination time, man. It's a crazy game.*¹⁷

¹⁷ D. Weisbart and N. Ray, *Rebel Without a Cause* (United States: Warner Bros, 1955).

This movie was released two months after the death of James Dean which added to its popularity. The theme of being the “new kid” in town and not fitting in with the norm was strong in this film. Jim struggles with why “trouble” always seems to find him and the analogy that it is a part of growing up as depicted in a scene after the confrontation at the planetarium.

Jim comes home from a school field trip where he had a knife fight with Buzz. His tires were slashed which lead to the knife fight. Buzz challenged him to a “chickie run” challenge which involves cars driving towards a cliff. Jim is lying in his bed and wondering why he is being challenged for being the new kid in town. Jim wants answers from his father, asking him why this is happening and what should he do.

Father: *Listen, you're at a wonderful age. In ten years you'll look back on this and then wish that....*

Jim: *Ten Years! I want it now. I want an answer now. I need one!*

Father: *Listen Jimbo, I'm just trying to show you how foolish you are. When you're older, you'll look back on this and you'll....well, you'll laugh at yourself for thinking that this is so important. It's not as if you're alone. This has happened to every boy. It happened to me when I was your age...maybe a year older.¹⁸*

If someone is new or different, is it ok to tease, torment, and bully the misfit? The conclusion of the movie ends with two teenagers dying. One is killed while driving over a cliff and the other is shot by police in a case of mistaken aggression. All from the result

¹⁸ Ibid.

of bullying and pranks on the “rebel,” an individual is treated differently because he won’t conform to the norms of society.

Utilizing the characteristics of the bully and the bullied, as defined by Coloroso, the following chart will be used to identify the explicit characteristics (denoted by an asterisk *) of the bully and the bullied from *Rebel without a Cause*.

Bullied Characteristics

Year:	1955
Movie:	Rebel Without a Cause
Character:	Jim

1. *New kid on the block.
2. The youngest in the school: smaller, sometimes scared, maybe insecure.
3. *Hurt by prior trauma, extremely sensitive, avoids peers to avoid further pain.
4. Submissive, anxious, lacking in self-confidence, does things to please others.
5. Has behaviors others find annoying.
6. Unwilling to fight – who prefers to resolve conflicts without aggression.
7. Shy, reserved, quiet or unassuming, timid, sensitive.
8. Poor or rich.
9. Race or ethnicity is viewed by the bully as inferior.
10. Gender/sexual orientation is viewed by the bully as inferior.
11. Religion is viewed by the bully as inferior.
12. Bright, talented, or gifted – targeted because she stands out.
13. *Independent and unconcerned about social status, doesn’t conform to the norm.
14. Expresses emotions readily.
15. Fat or thin, short or tall.
16. Wears braces or glasses.
17. Has acne or any skin condition.
18. Has superficial physical attributes that are different from those of the majority.
19. Physical and/or mental disabilities.
20. In the wrong place at the wrong time.

Bully Characteristics

Year:	1955
Movie:	Rebel Without a Cause
Character:	Buzz

1. *Dominates others.
2. *Uses others to get what they want.
3. *Doesn't see a situation from the other person's vantage point.
4. *Concerned only with their own wants and pleasures.
5. *Tend to hurt other kids when adults are not around.
6. *View weaker siblings or peers as prey.
7. Use blame, criticism, and false allegations to project their own inadequacies on target.
8. *Refuse to accept responsibility for their actions.
9. *Lack foresight.
10. *Crave attention.

Type of Bully

1. Confident Bully
2. Social Bully
3. *Fully Armored Bully
4. Hyperactive Bully
5. Bullied Bully
6. Bunch of Bullies
7. Gang of Bullies

In the 1964 the made for television movie, *Rudolph the Red Nosed Reindeer*, starred a misfit reindeer and his odd friends looking for a place that will accept them. Sam the snowman tells the story of a young red-nosed reindeer who, after being kicked out of the reindeer games because of being different (red nose), teams up with Hermey, an elf who wants to be a dentist, and Yukon Cornelius, the prospector. They run into the

Abominable Snowman and find a whole island of misfit toys. Rudolph vows to see if he can get Santa to help the toys, and he goes back to the North Pole on Christmas Eve.¹⁹

In a segment of the movie, Rudolph just completes a “perfect” take off for the coach as well as Santa. Rudolph is wearing a black cover on his nose so he will fit in with the other reindeer. In the excitement of his amazing flight, his cover comes off his nose exposing the red glowing tip.

Fireball: *For crying out loud!*

Rudolph: *Fireball...what's the matter?*

Fireball: *Get away....Get away from me.*

Coach Comet: *Now, now, now, now, what's this nonsense here bucks?
After all....AHHHHHHH!*

The others crowd around Rudolph creating a scene of laughter and comments.

Reindeer 1: *Hey look at the beak!*

Reindeer 2: *Hey fire snoot!*

Reindeer 3: *Rainbow puss!*

Reindeer 4: *Hey schnoz!*

Rudolph: *Stop calling me names!*

Reindeer 5: *Rudolph the Red Nosed Reindeer!*

Santa: *Doner! You should be ashamed of yourself. What a pity. He had a nice take-off too.*

¹⁹ The Internet Movie Database, "Rudolph the Red-Nosed Reindeer," <http://www.imdb.com/title/tt0058536/> (accessed February 5, 2011).

Whistle blows from the coach.

Coach Comet: *All-right, all-right, yearlings. Back to practice.*

All the other reindeer go back towards practice except Rudolph. The coach stops him on his way back with the others.

Coach Comet: *Not you! You better go home with your folks. From now on gang, we won't let Rudolph join in any reindeer games!*

Right?

Reindeer: *Right! (Laughter) Right!*²⁰

The pronunciation of “HermeY” the Elf is often confused with “Kirby”. Jodee Blanco, a bullied teen, and author of *Please Stop Laughing at Me*, describes her favorite Christmas Elf as follows:

Kirby hates being an elf and dreams only of becoming a dentist. Exiled by the other elves and Santa for being different, he packs his bags and leaves for the North Pole. During his travels, he discovers the Land of the Misfit Toys, Abominable Snowman, a rubber duck who can't float, a doll with a frown instead of a smile, and a jack-in-the-box with no spring. Like Kirby, they, too, are forgotten outcasts. But things turn out all right for Kirby and his new friends. Rudolph saves them all. Kirby wins back Santa's love and the respect of his elfin brethren and sets up a successful dental practice at the North Pole. The Misfit Toys and the Abominable Snowman find love and acceptance. And everyone lives happily ever after.²¹

For many, Rudolph the red Nosed Reindeer was a holiday tradition that is shown every year in December. What message is this sending to our kids? If you are different from the others, you won't fit in, as portrayed with the Island of Misfit Toys. Our hero,

²⁰ Rankin Jr. and L. Roemer, *Rudolph the Red-Nosed Reindeer* (United States: Rankin/Bass Productions, 1964).

²¹ Jodee Blanco, *Please Stop Laughing at Me* (Avon: Adams Media, 2003).

Rudolph, is a misfit and shunned by the others until he finds a significant use for his red nose. What about the young adults who don't feel as if they have a significant quality? What if they feel stuck on the "Island of Misfit Toys"? From 1964 to our current day, this message is played every year.

Utilizing the characteristics of the bully and the bullied, as defined by Coloroso, the following chart will be used to identify the explicit characteristics (denoted by an asterisk *) of the bully and the bullied from *Rudolph the Red Nosed Reindeer*.

Bullied Characteristics

Year:	1963
Movie:	Rudolph the Red-Nosed Reindeer
Character:	Rudolph

1. New kid on the block.
2. The youngest in the school: smaller, sometimes scared, maybe insecure.
3. Hurt by prior trauma, extremely sensitive, avoids peers to avoid further pain.
4. *Submissive, anxious, lacking in self-confidence, does things to please others.
5. Has behaviors others find annoying.
6. Unwilling to fight – who prefers to resolve conflicts without aggression.
7. *Shy, reserved, quiet or unassuming, timid, sensitive.
8. Poor or rich.
9. Race or ethnicity is viewed by the bully as inferior.
10. Gender/sexual orientation is viewed by the bully as inferior.
11. Religion is viewed by the bully as inferior.
12. *Bright, talented, or gifted – targeted because she stands out.
13. Independent and unconcerned about social status, doesn't conform to the norm.
14. Expresses emotions readily.
15. Fat or thin, short or tall.
16. Wears braces or glasses.
17. Has acne or any skin condition.
18. *Has superficial physical attributes that are different from those of the majority.
19. Physical and/or mental disabilities.
20. In the wrong place at the wrong time.

Bully Characteristics

Year:	1963
Movie:	Rudolph the Red-Nosed Reindeer
Character:	Reindeer #1 - #5

1. *Dominates others.
2. Uses others to get what they want.
3. *Doesn't see a situation from the other person's vantage point.
4. *Concerned only with their own wants and pleasures.
5. Tend to hurt other kids when adults are not around.
6. View weaker siblings or peers as prey.
7. Use blame, criticism, and false allegations to project their own inadequacies on target.
8. Refuse to accept responsibility for their actions.
9. *Lack foresight.
10. Crave attention.

Type of Bully

1. Confident Bully
2. Social Bully
3. Fully Armored Bully
4. Hyperactive Bully
5. Bullied Bully
6. *Bunch of Bullies
7. Gang of Bullies

Bully Characteristics

Year:	1963
Movie:	Rudolph the Red-Nosed Reindeer
Character:	Coach Comet

1. *Dominates others.
2. Uses others to get what they want.
3. *Doesn't see a situation from the other person's vantage point.
4. *Concerned only with their own wants and pleasures.
5. Tend to hurt other kids when adults are not around.
6. View weaker siblings or peers as prey.

7. Use blame, criticism, and false allegations to project their own inadequacies on target.
8. Refuse to accept responsibility for their actions.
9. Lack foresight.
10. *Crave attention.

Type of Bully

1. *Confident Bully
2. Social Bully
3. Fully Armored Bully
4. Hyperactive Bully
5. Bullied Bully
6. Bunch of Bullies
7. Gang of Bullies

Manifestation in Schools

On February 18, 1952, three freshmen students at Proviso Township High School were charged with extortion and assault. According to the *Chicago Tribune*, the accused students obtained pocket money by bullying smaller boys in a shop class.²² The seven students that were bullied were told that the biggest boys in the shop class would “protect” them and fight their battles for a weekly fee that started at 5 cents and went up to 15 cents.²³

But instead of collecting every week, the victims added, one of the trio would demand money each day, and pupils who did not pay got an arm twisting and punching. Finally, said the victims, the three boys offered the protection for \$1 for the rest of the semester.²⁴

²² "3 Proviso High Pupils Seized in Extort Racket: 7 Classmates Bullied to Get Money," *Chicago Daily Tribune* (February 18, 1952): B5.

²³ Ibid.

²⁴ Ibid.

This bullying went on for six weeks until one of the victims complained of a sore arm to his father. The student then explained to his father what was going on at school.

On April 23, 1963, a parent reported that her son has to walk two blocks to school and is not able to make it without a group of bullies confronting him. These bullies would rip up his homework and textbooks. The mother stated that the bullies know the school does nothing about it so they had the nerve to push her off the sidewalk, swear at her, and tell her there isn't a thing she can do.²⁵ When the mother met with the principal he stated, "I run a good school and don't need women coming around to tell me how to do things."²⁶ When asked why her son was being bullied, the mother responded, "Any reason, no matter how trivial – manner of dress, hair style, speech, winning the esteem of the teacher, keeping up grades – seems to be the reason for bullying in the school my boys attend."²⁷

Utilizing the characteristics of the bully and the bullied, as defined by Coloroso, the following chart will be used to identify the characteristics (denoted by an asterisk *) of the bully and the bullied in schools from 1950 to 1969.

²⁵ Joan Beck, "Grade School Bullies Are Problems," *Chicago Tribune* (April 23, 1963): A2

²⁶ Ibid.

²⁷ Ibid.

Bullied Characteristics

Year: 1952

Title: 3 Proviso High Pupils Seized in Extort Racket: 7 Classmates Bullied to get Money

Source: Chicago Daily Tribune

1. New kid on the block.
2. *The youngest in the school: smaller, sometimes scared, maybe insecure.
3. Hurt by prior trauma, extremely sensitive, avoids peers to avoid further pain.
4. *Submissive, anxious, lacking in self-confidence, does things to please others.
5. Has behaviors others find annoying.
6. *Unwilling to fight – who prefers to resolve conflicts without aggression.
7. Shy, reserved, quiet or unassuming, timid, sensitive.
8. Poor or rich.
9. Race or ethnicity is viewed by the bully as inferior.
10. Gender/sexual orientation is viewed by the bully as inferior.
11. Religion is viewed by the bully as inferior.
12. *Bright, talented, or gifted – targeted because she stands out.
13. Independent and unconcerned about social status, doesn't conform to the norm.
14. Expresses emotions readily.
15. Fat or thin, short or tall.
16. Wears braces or glasses.
17. Has acne or any skin condition.
18. Has superficial physical attributes that are different from those of the majority.
19. Physical and/or mental disabilities.
20. In the wrong place at the wrong time.

Bully Characteristics

Year: 1952

Title: 3 Proviso High Pupils Seized in Extort Racket: 7 Classmates Bullied to Get Money

Source: Chicago Daily Tribune

1. *Dominates others.
2. *Uses others to get what they want.
3. Doesn't see a situation from the other person's vantage point.
4. *Concerned only with their own wants and pleasures.
5. Tend to hurt other kids when adults are not around.
6. *View weaker siblings or peers as prey.
7. Use blame, criticism, and false allegations to project their own inadequacies on target.
8. Refuse to accept responsibility for their actions.

9. Lack foresight.
10. Crave attention.

Type of Bully

1. Confident Bully
2. Social Bully
3. Fully Armored Bully
4. Hyperactive Bully
5. Bullied Bully
6. Bunch of Bullies
7. *Gang of Bullies

Bullied Characteristics

Year: 1963 Title: Grade School Bullies Are Problems Source: Chicago Tribune

1. New kid on the block.
2. The youngest in the school: smaller, sometimes scared, maybe insecure.
3. Hurt by prior trauma, extremely sensitive, avoids peers to avoid further pain.
4. *Submissive, anxious, lacking in self-confidence, does things to please others.
5. *Has behaviors others find annoying.
6. Unwilling to fight – who prefers to resolve conflicts without aggression.
7. Shy, reserved, quiet or unassuming, timid, sensitive.
8. Poor or rich.
9. Race or ethnicity is viewed by the bully as inferior.
10. Gender/sexual orientation is viewed by the bully as inferior.
11. Religion is viewed by the bully as inferior.
12. *Bright, talented, or gifted – targeted because she stands out.
13. Independent and unconcerned about social status, doesn't conform to the norm.
14. Expresses emotions readily.
15. Fat or thin, short or tall.
16. Wears braces or glasses.
17. Has acne or any skin condition.
18. *Has superficial physical attributes that are different from those of the majority.
19. Physical and/or mental disabilities.
20. In the wrong place at the wrong time.

Bully Characteristics

Year: 1963
Title: Grade School Bullies Are a Problem
Source: Chicago Tribune

1. *Dominates others.
2. Uses others to get what they want.
3. Doesn't see a situation from the other person's vantage point.
4. *Concerned only with their own wants and pleasures.
5. *Tend to hurt other kids when adults are not around.
6. *View weaker siblings or peers as prey.
7. Use blame, criticism, and false allegations to project their own inadequacies on target.
8. Refuse to accept responsibility for their actions.
9. Lack foresight.
10. Crave attention.

Type of Bully

1. Confident Bully
2. Social Bully
3. Fully Armored Bully
4. Hyperactive Bully
5. Bullied Bully
6. Bunch of Bullies
7. *Gang of Bullies

<u>BULLY CHARACTERISTICS</u>	Cinderella (Step Sisters)	Cinderella (L. Tremaine)	Rebel w/o Cause	Rudolph Reindeer	1952 Schools	1963 Schools	TOTALS
1. Dominates others.	X	X	X	X	X	X	6
2. Use others to get what they want.	X	X	X		X		4
3. Doesn't see a situation from the other person's vantage point.			X	X			2
4. Concerned only with their own wants and pleasures.	X	X	X	X	X	X	6
5. Tend to hurt other kids when adults are not around.			X			X	2
6. View weaker siblings or peers as prey	X		X		X	X	4
7. Use blame, criticism, and false allegations to project their own inadequacies onto their target.							0
8. Refuse to accept responsibility for their actions.			X				1
9. Lack foresight.			X	X			2
10. Crave attention.	X	X	X				3
<u>Type of Bully</u>							
1. Confident Bully							0
2. Social Bully		X					1
3. Fully Armored Bully			X				1
4. Hyperactive Bully							0
5. Bullied Bully							0
6. Bunch of Bullies				X			1
7. Gang of Bullies	X				X	X	3

Summary

In comparing the bully characteristics of popular culture and what was being manifested in schools there is a theme of domination. The two highest characteristics are: (1.) Dominates others and (4.) Concerned only with their own wants and pleasures. Following are (2.) Use others to get what they want and (6.) View weaker siblings or peers as prey. The type of bully of the time was categorized as a *Gang of Bullies* or *Bunch of Bullies*. There was a theme of “safety in numbers.” Bullying behaviors that were prevalent when an individual was in a group was not something they necessarily portrayed when they were alone. These groups of friends were excluding others or using their power in numbers to get what they want. The bully wants to be in charge and is willing to make that happen by using force. By the chart, popular culture portrayed these characteristics in film and it seemed to influence the behaviors of students in schools.

The Bullied Characteristics between popular culture and schools shows a submissive, anxious, and lacking in self confidence trait that is shared between the two. This data shows that an individual that has these traits was prone to being bullied in the 50's and 60's. An individual that stands out because they are different from the norm was targeted by these bullies. The movies of the time had characters that portrayed these mannerisms that were bullied and in the schools the students with the same characteristics were targeted.

Policies and Practices

Prior to the 1970's there was not much research or data collected until Dr. Daniel Olweus. Dr. Olweus began using the terms "bully/victim" and "whipping boy" in his early studies of the 70's.²⁸ The 1950's and 60's did not specifically address bullying in schools in regards to policies and practices. The major policies and practices focused on appropriate behavior and being a model student. The majority of schools in the 50's and 60's had verbiage in their school board regulations regarding courteous and considerate behavior but not bullying. Below is an excerpt from a 1958 School District 210 Parent/Student Handbook.

In order for any society or organization to function smoothly, it is necessary to set up certain general policies by which all its members must abide. The rules stated in this section are by no means imposed upon the student body as a method of punishment. By becoming familiar with them and using them as a guide for governing behavior, the total operation of the school will be simplified. Any infraction can mean difficulty for all. If they are studied, it can easily be seen that these policies have their root in the simple code of courteous and considerate behavior toward one another.²⁹

In the rules, there is no mention of bullying and/or fighting. The statement above is more of a vague umbrella that may cover a conglomeration of infractions to the social and administrative expectations.

In 1955, Chicago schools implemented a program by which older boys would supervise younger students during lunch, recess, and passing periods. Below is an incident described by an adult who witnessed the program in action:

²⁸ Harris and Petrie, 1.

²⁹ Lincoln-Way Community High School, "Student Handbook," 1958.

“What’s the matter?” the adult said, bending down to touch the small boy on the back. The child revealed a wet, dirt streaked face.

“Go away,” he sobbed.

“Is he hurt?” the adult asked the big boys.

“Naw,” frowned one.

“Just a little squirt trying to be a bully,” said the other.

“Nobody laid a hand on him.” “Won’t play fair,” added the other.

“Beats up the little kids. He yells murder when we take him away, see?”³⁰

This practice was developed in an effort to cut down on accidents. The idea behind this practice was more supervision in areas during the day where in the past an adult presence had been non-existent. Winn states that “it makes older boys and girls responsible for the safety of the younger ones at lunch, in corridors, on the playground, on the streets – and it already has reduced accidents by half.”³¹

In 1962, a Student Service Organization was formed in School District 210.

According to the Parent, Student Handbook:

The S.S.O. is an organization dedicated to serve Lincoln-Way Community High School in several different areas. During 1962-63 S.S.O. members will monitor the study halls and cafeteria lines. The main purpose of the organization is to provide opportunities for self-discipline among its hundreds of students. It is an organization controlled by the students for the students, and it is asking the cooperation of all.³²

Parallel with the Chicago schools, the concept of empowering students to supervise areas of the building where an adult presence is needed. Many schools of the time tried creative ways to improve supervision but did not confront the issue of bullying.

³⁰ Marcia Winn, "Miracle in Schools: Bully Made Protector," *Chicago Daily Tribune*, June 21, 1955, A3.

³¹ Ibid.

³² Lincoln-Way Community High School, "Student Handbook," 1962.

CHAPTER III

1970-1999

The opposition to the Vietnam War grew in the early 70's as the Kent State Anti-War demonstrations began. As tensions grew and crowds gathered, the National Guard was called in to maintain peace, but began shooting into the mob. Four students were killed and nine were injured. A shock wave was sent across the nation.¹ President Nixon resigns from office as the Vietnam War came to an end in 1975. Floppy disks were invented and microwave ovens became available. The rise of pop music and heavy metal came to life as teenagers were told by parents to turn the music down.

President Nixon saddled with a war few wanted, mapped an exit strategy, then crumbled in the Watergate scandal and was forced to resign. Unlike the continued postwar prosperity that characterized the 1950s and 1960s, the 1970s began with a serious recession and "stagflation." Gas shortages hurt the auto industry, while the success of foreign marketers hurt U.S. business in categories such as the Japanese-dominated electronics segment. Meanwhile, the Vietnam War dragged on, and the Watergate scandal resulted in 300 hours of gripping TV coverage on the hearings. The networks claimed to have lost \$10 million in ad revenue and airtime. President Nixon resigned. Consumers started to lose faith in both business and government.²

In the 80's, President Reagan and Soviet Leader Gorbachev made peace leading to the end of the cold war. In 1986, 1 teacher and 6 astronauts died in the space shuttle challenger disaster. Heavy Metal and big hair bands are the craze in music. Big hair and

¹ Archer, 1-9.

² "1970's: Positioning and Watch Dogs," *Advertising Age* 76, no. 13 (March 2005): 52, 54. OmniFile Full Text Select, WilsonWeb (accessed April 4, 2011).

mulletts were the fashion trend of the time. On Television, MTV music videos were popular with teenagers as well as video games such as Pac Man and Donkey Kong

Most of the 1980s unfolded under the Reagan administration. It was a decade of relative affluence, deregulation and peace, though Iran and Iraq went to war, Lebanon erupted into civil war, and John Lennon was gunned down on the streets of New York. Egyptian leader Anwar Sadat and Indian Prime Minister Indira Gandhi were assassinated; both Pope John Paul II and President Reagan survived attempts on their lives. Mount St. Helens blew its top/ killing dozens and coating some Western states in ash. The 1980 Olympics in Moscow were boycotted by the U.S. and other nations, and Muhammad Ali retired from boxing. The opening of Eastern Europe to Western brands spurred U.S. companies to enter these untapped territories, with Coca-Cola Co., General Electric Co., McDonald's Corp. and Microsoft Corp. leading the way. Meantime, Microsoft's Bill Gates became the first billionaire in the computer world. A nuclear reactor at Chernobyl suffered a major malfunction, spewing deadly radiation across Ukraine. The space shuttle Challenger exploded as millions watched on TV in horror. The AIDS pandemic became big news and caused magazines to begin accepting condom ads. The stock market crashed on Black Monday, Oct. 19, 1987, representing a setback to economic growth. The first McDonald's opened in Moscow. The Berlin Wall came down in 1989, leading the way for the eventual breakup of the Soviet Union.³

The 1990s had new technology that is prevalent today as the world wide web comes to life. Terrorist attacks from the World Trade Center to the Oklahoma City bombings leads to an awareness of potential danger from terrorists. Music has the Seattle grunge scene coming to life as heavy metal fades away. Michael Jordan becomes a major sports icon and is the architect of sports marketing with major brands such as Nike.

Although the economy was still weak in the early 1990s, in the aftermath of the stock market crash of 1987, the latter part of the decade saw an economic boom. The ad industry also experienced a comeback after a few years of cutbacks, and in 1998 ad spending surpassed \$200 billion. It was a period of demographic change, with the baby boomers aging-Bill

³ "1980s: Mergers and LBOs." *Advertising Age* 76, no. 13 (March 2005): 56, 60. OmniFile Full Text Select, WilsonWeb (accessed April 4, 2011).

Clinton was the first baby boomer to become president. It was a period of demographic change, older Americans moving to the Sun Belt, the birth rate declining and immigrant and U. S.-born minority populations rising. All these trends created new consumer segments for advertisers to target. The decade began with the first Persian Gulf War, late night host Johnny Carson and U.K. leader Margaret Thatcher retiring, the Clean Air Act passed and spotted owls being determined to be endangered, throwing the Northwest logging industry into chaos. The Soviet Union crumbled and Earvin "Magic" Johnson tested HIV-positive. AIDS became the overriding social issue, with the U.S. government buying TV airtime for AIDS awareness spots for the first time. Riots erupted in Los Angeles after tapes of the Rodney King beating were aired, and the World Series flag was flown outside the U.S. in Toronto. Michael Jordan retired for the first time, and terrorists set off a bomb in the World Trade Center parking garage. South African blacks voted, and O.J. Simpson rode in the white Ford Bronco with America watching the chase. Oklahoma City and the Atlanta Olympics were bombed. Daisy the sheep was cloned, and Princess Di was buried. The Unabomber was caught and convicted, and White House intern Monica Lewinsky nearly toppled a presidency. Everything happened faster as the Internet boomed, and later burst, but drove many developments in communication, media, retailing and advertising.⁴

Popular Culture

During this time period, there were many types of popular television sitcoms that many Americans could relate to. There were domestic comedies (*All in the Family*), ethnic comedies (*The Jeffersons*), and kid comedies (*Happy Days*). On January 12, 1971 the beginning of a popular comedy was broadcast on CBS television. *All in the Family* was a comedy revolving around Archie Bunker (Carroll O'Connor), a working-class, outspoken bigot, seemingly prejudiced against everyone who is not U.S.-born and not in agreement with his views.⁵ Archie was a bully. He often responds to uncomfortable

⁴ "1990s: Information Superhighway," *Advertising Age* 76, no. 13 (March 2005): 57, 60. OmniFile Text Select, WilsonWeb (accessed April 4, 2011).

⁵ The Internet Movie Database, "All in the Family," <http://www.imdb.com/title/tt0066626/> (accessed February 5, 2011).

truths with name calling and verbal abuse (http://en.wikipedia.org/wiki/Blowing_a_raspberry). He longs for simpler times, as evidenced by the nostalgic theme song "Those Were the Days," the show's original title. Archie often calls his wife a dingbat and his son-in-law "meathead."⁶ Archie seemingly gets his way through portraying a tough guy and bullying his predecessors. In the first episode of season one, Archie and his son in law have a debate in regards to poverty in America.

Michael: *You know why we got a break down in law and order in this country Archie? Because we've got poverty....real poverty. And you know why we've got that? Because guys like you are unwilling to give the black man, the Mexican American and all the other minorities their just and rightful share of the American dream.*

Gloria: *Who said he wasn't smart? That's beautiful Michael...Beautiful.*

Archie: *Oh that's gorgeous. Now let me tell you something. If your spicks and your spades want their rightful share of the American Dream let them get out there and hustle for it. Just like I did!*

Michael: *Yeah but Archie you're forgetting one thing you didn't have to hustle with a black skin.*

Archie: *No, and I didn't have to hustle with one arm and one leg either...so what.*

Michael: *So you're admitting that the black man is handicapped.*

⁶ Ibid.

Archie: *Oh no! No more than me. He's just as good as me.*

Michael: *Now I suppose you're telling me the black man has had the same opportunity in this country as you.*

Archie: *More! He's had more.*

Archie: *I didn't have no million people out there marching and protesting to get me my job.⁷*

All in the Family was the #1 ranked television show from the Neilson Ratings from 1971 to 1976.⁸

Utilizing the characteristics of the bully and the bullied, as defined by Coloroso, the following chart will be used to identify the explicit characteristics (denoted by an asterisk *) of the bully and the bullied from *All in the Family*.

Bullied Characteristics

Year:	1971
Television Show:	All In The Family
Character:	Michael

1. New kid on the block.
2. The youngest in the school: smaller, sometimes scared, maybe insecure.
3. Hurt by prior trauma, extremely sensitive, avoids peers to avoid further pain.
4. Submissive, anxious, lacking in self-confidence, does things to please others.
5. *Has behaviors others find annoying.
6. *Unwilling to fight – who prefers to resolve conflicts without aggression.
7. Shy, reserved, quiet or unassuming, timid, sensitive.
8. Poor or rich.
9. Race or ethnicity is viewed by the bully as inferior.

⁷ All in the Family, "Meet the Bunkers," episode 1, January 12, 1971.

⁸ The Internet Movie Database, "All in the Family," <http://www.imdb.com/title/tt0066626/> (accessed February 5, 2011).

10. Gender/sexual orientation is viewed by the bully as inferior.
11. Religion is viewed by the bully as inferior.
12. *Bright, talented, or gifted – targeted because she stands out.
13. *Independent and unconcerned about social status, doesn't conform to the norm.
14. *Expresses emotions readily.
15. Fat or thin, short or tall.
16. Wears braces or glasses.
17. Has acne or any skin condition.
18. Has superficial physical attributes that are different from those of the majority.
19. Physical and/or mental disabilities.
20. In the wrong place at the wrong time.

Bully Characteristics

Year:	1971
Television Show:	All In The Family
Character:	Archie

1. *Dominates others.
2. *Uses others to get what they want.
3. *Doesn't see a situation from the other person's vantage point.
4. *Concerned only with their own wants and pleasures.
5. Tend to hurt other kids when adults are not around.
6. View weaker siblings or peers as prey.
7. *Use blame, criticism, and false allegations to project their own inadequacies on target.
8. *Refuse to accept responsibility for their actions.
9. *Lack foresight.
10. Crave attention.

Type of Bully

1. *Confident Bully
2. Social Bully
3. Fully Armored Bully
4. Hyperactive Bully
5. Bullied Bully
6. Bunch of Bullies
7. Gang of Bullies

On January 14, 1974, *Happy Days* aired for the first time on ABC television.

This show revolves around teenagers growing up in the 50's. The early episodes focus

on Ritchie, a clean-cut high school teenager, and his friends; Warren “Potsie” Weber, Ralph Malph, and Arthur “The Fonz” Fonzerelli.⁹ Fonzie was a high school dropout, biker, and a suave ladies man. Every young male in America wanted to be the Fonz. Fonzie introduced leather jackets, thumbs up, and saying “ayyyyyy” to American audiences.¹⁰ He was the definition of cool, nobody picked on him, and the girls loved him.

In season 5, episode 99, of *Happy Days*, Richie, Potsie, and Ralph want to join the best fraternity on campus, but they have to survive "Hell Week" first.

The guys sing a pledge at Arnold's while wearing white shirts and pants and red caps. Richie tells Al, the owner of Arnold's, that they are pledges for the best fraternity on campus: Phi Kappa Nu. The president of PKN, Brad, and the pledge master, Terrible Tom, come into Arnold's. Terrible Tom gives the guys party invitations to air mail (run around like airplanes) to the IOTA girls. Richie comes home covered with molasses and feathers and talks to his father about what hazing he has endured so far during pledge week. Richie's mom and dad (Marion and Howard) talk about Howard's fraternity days and how Marion was teased for going out with chubby Howard. Brother Donnelly and Tom want Richie to recite the Greek alphabet, and then Ralph is asked to say it backwards. The guys then scrub the floor with toothbrushes after the party is over. Ralph and Potsie are blackballed (not accepted into the fraternity). Brad and Tom don't want Richie to hang around with Ralph and Potsie anymore because they are not a part of the popular group.¹¹

This show portrayed teenagers in the 50's pulling pranks, and going through rituals of initiations to be a part of the “cool” crowd. American audiences were introduced to slang

⁹ The Internet Movie Database, "Happy Days," <http://www.imdb.com/title/tt0070992/> (accessed February 5, 2011).

¹⁰ Ibid.

¹¹ TV.com, "Happy Days: Bye Bye Blackball," <http://www.tv.com/shows/happy-days/bye-bye-blackball-20573/> (accessed November 19, 2011).

such as, nerd and cool. Teen audiences in America wanted to be “the Fonz” and dreaded turning into “Potsie”. Was this how growing up was supposed to be? We have all heard the saying, “sticks and stones may break my bones but names will never hurt me”, but what about, wooden paddles, noogies and public humiliation?¹² The theme of bullying as “just a part of growing up” was a common theme in many households.

Utilizing the characteristics of the bully and the bullied, as defined by Coloroso, the following chart will be used to identify the explicit characteristics (denoted by an asterisk *) of the bully and the bullied from *Happy Days*.

Bullied Characteristics

Year:	1974
Television Show:	Happy Days
Character:	Ritchie

1. New kid on the block.
2. The youngest in the school: smaller, sometimes scared, maybe insecure.
3. Hurt by prior trauma, extremely sensitive, avoids peers to avoid further pain.
4. *Submissive, anxious, lacking in self-confidence, does things to please others.
5. Has behaviors others find annoying.
6. *Unwilling to fight – who prefers to resolve conflicts without aggression.
7. *Shy, reserved, quiet or unassuming, timid, sensitive.
8. Poor or rich.
9. Race or ethnicity is viewed by the bully as inferior.
10. Gender/sexual orientation is viewed by the bully as inferior.
11. Religion is viewed by the bully as inferior.
12. *Bright, talented, or gifted – targeted because she stands out.
13. Independent and unconcerned about social status, doesn’t conform to the norm.
14. Expresses emotions readily.
15. Fat or thin, short or tall.
16. Wears braces or glasses.
17. Has acne or any skin condition.

¹² Cammorata, Nicole, “Boston.com,” *The Boston Globe*, 2011, <http://www.boston.com/ae/movies/gallery/bullies/> (accessed March 15, 2011).

18. Has superficial physical attributes that are different from those of the majority.
19. Physical and/or mental disabilities.
20. In the wrong place at the wrong time.

Bullied Characteristics

Year:	1974
Television Show:	Happy Days
Character:	Ralph

1. New kid on the block.
2. The youngest in the school: smaller, sometimes scared, maybe insecure.
3. Hurt by prior trauma, extremely sensitive, avoids peers to avoid further pain.
4. *Submissive, anxious, lacking in self-confidence, does things to please others.
5. *Has behaviors others find annoying.
6. *Unwilling to fight – who prefers to resolve conflicts without aggression.
7. *Shy, reserved, quiet or unassuming, timid, sensitive.
8. Poor or rich.
9. Race or ethnicity is viewed by the bully as inferior.
10. Gender/sexual orientation is viewed by the bully as inferior.
11. Religion is viewed by the bully as inferior.
12. Bright, talented, or gifted – targeted because she stands out.
13. Independent and unconcerned about social status, doesn't conform to the norm.
14. *Expresses emotions readily.
15. Fat or thin, short or tall.
16. Wears braces or glasses.
17. Has acne or any skin condition.
18. Has superficial physical attributes that are different from those of the majority.
19. Physical and/or mental disabilities.
20. In the wrong place at the wrong time.

Bullied Characteristics

Year:	1974
Television Show:	Happy Days
Character:	Potsie

1. New kid on the block.
2. The youngest in the school: smaller, sometimes scared, maybe insecure.
3. Hurt by prior trauma, extremely sensitive, avoids peers to avoid further pain.
4. *Submissive, anxious, lacking in self-confidence, does things to please others.
5. *Has behaviors others find annoying.
6. *Unwilling to fight – who prefers to resolve conflicts without aggression.
7. *Shy, reserved, quiet or unassuming, timid, sensitive.
8. Poor or rich.
9. Race or ethnicity is viewed by the bully as inferior.
10. Gender/sexual orientation is viewed by the bully as inferior.
11. Religion is viewed by the bully as inferior.
12. *Bright, talented, or gifted – targeted because she stands out.
13. Independent and unconcerned about social status, doesn't conform to the norm.
14. *Expresses emotions readily.
15. Fat or thin, short or tall.
16. Wears braces or glasses.
17. Has acne or any skin condition.
18. Has superficial physical attributes that are different from those of the majority.
19. Physical and/or mental disabilities.
20. In the wrong place at the wrong time.

Bully Characteristics

Year:	1974
Television Show:	Happy Days
Character:	Brad & Tom

1. *Dominates others.
2. *Uses others to get what they want.
3. Doesn't see a situation from the other person's vantage point.
4. *Concerned only with their own wants and pleasures.
5. Tend to hurt other kids when adults are not around.
6. *View weaker siblings or peers as prey.
7. Use blame, criticism, and false allegations to project their own inadequacies on target.

8. *Refuse to accept responsibility for their actions.
9. Lack foresight.
10. *Crave attention.

Type of Bully

1. *Confident Bully
2. Social Bully
3. Fully Armored Bully
4. Hyperactive Bully
5. Bullied Bully
6. Bunch of Bullies
7. Gang of Bullies

The Jeffersons was an American sitcom that was broadcast from January 18, 1975 to June 25, 1985 on CBS. A spinoff of *All in the Family*, the show focused on George and Louise Jefferson, an upper to middle class African American family. The Jeffersons were the neighbors to the Bunkers on *All in the Family*. George, just like Archie Bunker, was opinionated, rude, bigoted, and a bully.¹³ On many occasions, George would slam the door in the face of the doorman as well as make threatening remarks to their friends; Tom and Helen Willis. The Willis' were an interracial couple that George would insultingly refer to as "the zebras".¹⁴ George in the end would get his way through bullying techniques. In the first episode George tries to bully his wife in regards to who she can be friends with and how she should conduct herself as his wife.

Louise: *Diane is my friend.*

George: *No she's not – she's a domestic.*

¹³ The Internet Movie Database, "The Jeffersons," <http://www.imdb.com/title/tt0072519/> (accessed February 5, 2011).

¹⁴ Ibid.

- Louise:** *You make it sound like a disease.*
- George:** *It's a fact of life Louise. You own an apartment in the building and she's a maid.*
- Louise:** *Now hold it right there buster. Ain't you forgetting where you came from?*
- George:** *It ain't the question of where I came from. It's a question of where I am. You are east side – she is west side and I don't want any cross town traffic in my kitchen.*
- Louise:** *George, The Lord created everybody equal. Except in your case he quit work before he got to your head.*
- Louise:** *Now just because we are moving up doesn't mean we should look down on people.*
- George:** *I'm not telling you to look down on nobody. I'm just saying to shift Your angle and let them start looking up to you. Look Louis, I've done good by you right? And I hope someday Diane's husband will do good by her, but in the mean time she is where a domestic belongs – In the Kitchen!*
- Louise:** *And you are going to be where you belong in the dog house.*
- George:** *I wear the pants in the family!¹⁵*

¹⁵ The Jeffersons, "A Friend in Need," episode 1, January 18, 1975.

This was a popular sitcom always in the top twenty viewed television shows during its run. *The Jeffersons* had a Nielsen rating of #4 in 1975 and climbed to #3 in 1981-82.¹⁶

Utilizing the characteristics of the bully and the bullied, as defined by Coloroso, the following chart will be used to identify the explicit characteristics (denoted by an asterisk *) of the bully and the bullied from *The Jeffersons*.

Bullied Characteristics

Year:	1975
Television Show:	The Jeffersons
Character:	Louise

1. New kid on the block.
2. The youngest in the school: smaller, sometimes scared, maybe insecure.
3. Hurt by prior trauma, extremely sensitive, avoids peers to avoid further pain.
4. Submissive, anxious, lacking in self-confidence, does things to please others.
5. Has behaviors others find annoying.
6. Unwilling to fight – who prefers to resolve conflicts without aggression.
7. Shy, reserved, quiet or unassuming, timid, sensitive.
8. *Poor or rich.
9. Race or ethnicity is viewed by the bully as inferior.
10. Gender/sexual orientation is viewed by the bully as inferior.
11. Religion is viewed by the bully as inferior.
12. Bright, talented, or gifted – targeted because she stands out.
13. *Independent and unconcerned about social status, doesn't conform to the norm.
14. *Expresses emotions readily.
15. Fat or thin, short or tall.
16. Wears braces or glasses.
17. Has acne or any skin condition.
18. Has superficial physical attributes that are different from those of the majority.
19. Physical and/or mental disabilities.
20. In the wrong place at the wrong time.

¹⁶ Ibid.

Bully Characteristics

Year:	1975
Television Show:	The Jeffersons
Character:	George

1. *Dominates others.
2. *Uses others to get what they want.
3. *Doesn't see a situation from the other person's vantage point.
4. *Concerned only with their own wants and pleasures.
5. Tend to hurt other kids when adults are not around.
6. View weaker siblings or peers as prey.
7. *Use blame, criticism, and false allegations to project their own inadequacies on target.
8. *Refuse to accept responsibility for their actions.
9. *Lack foresight.
10. *Crave attention.

Type of Bully

1. *Confident Bully
2. Social Bully
3. Fully Armored Bully
4. Hyperactive Bully
5. Bullied Bully
6. Bunch of Bullies
7. Gang of Bullies

On November 3, 1976, *Carrie* was released by MGM Studios. This film and the novel, by Stephen King, tell the story of a socially outcast teenage girl, Carrie White, who discovers she possesses power which seems to flare up when she becomes angry or otherwise distressed. Carrie's powers become apparent after her humiliation by her peers, teachers, and abusive mother, eventually resulting in tragedy.¹⁷

¹⁷ The Internet Movie Database, "Carrie," <http://www.imdb.com/title/tt0074285/> (accessed February 5, 2011).

In the opening sequence of the movie, a physical education class is playing volleyball. Carrie is in the back row trying to stay out of the action.

Student 1: *Hit it to Carrie. She'll blow it.*

The ball is hit towards Carrie

Student 2: *Don't blow it Carrie. Hit it!*

The ball falls to the ground past Carrie. The students moan "Oh...Carrie" in disappointment. One by one the students file past Carrie as they go back into the school.

Student 3: *She did it again!*

Student 4: *Play the game!*

Student 5: *We can't win a game with her on our team.*

A student with a red ball cap walks by and smacks Carrie with her hat.

Student 6: *Look at her!*

Student 7: *Moron!*

Student 8: (Aggressively approaches Carrie and gets in her face) *Eat shit!*¹⁸

Teens in this movie are portrayed as cruel and calculating bullies. Carrie is portrayed in this movie as a shy, quiet teenager who does not make friends easily. Her class mates taunt her and plan to humiliate her in front of the senior prom.¹⁹ Being different or not fitting in with the popular crowd means being picked on verbally, physically, and emotionally in this movie.

¹⁸ B. De Palma, *Carrie* (United States: MGM Studios), 1976.

¹⁹ Ibid.

Utilizing the characteristics of the bully and the bullied, as defined by Coloroso, the following chart will be used to identify the explicit characteristics (denoted by an asterisk *) of the bully and the bullied from *Carrie*.

Bullied Characteristics

Year:	1976
Movie:	Carrie
Character:	Carrie

1. *New kid on the block.
2. *The youngest in the school: smaller, sometimes scared, maybe insecure.
3. *Hurt by prior trauma, extremely sensitive, avoids peers to avoid further pain.
4. *Submissive, anxious, lacking in self-confidence, does things to please others.
5. *Has behaviors others find annoying.
6. *Unwilling to fight – who prefers to resolve conflicts without aggression.
7. *Shy, reserved, quiet or unassuming, timid, sensitive.
8. Poor or rich.
9. Race or ethnicity is viewed by the bully as inferior.
10. Gender/sexual orientation is viewed by the bully as inferior.
11. Religion is viewed by the bully as inferior.
12. *Bright, talented, or gifted – targeted because she stands out.
13. Independent and unconcerned about social status, doesn't conform to the norm.
14. *Expresses emotions readily.
15. Fat or thin, short or tall.
16. Wears braces or glasses.
17. Has acne or any skin condition.
18. Has superficial physical attributes that are different from those of the majority.
19. Physical and/or mental disabilities.
20. In the wrong place at the wrong time.

Bully Characteristics

Year:	1976
Movie:	Carrie
Character:	Student #1 - #8

1. *Dominates others.
2. *Uses others to get what they want.
3. *Doesn't see a situation from the other person's vantage point.
4. *Concerned only with their own wants and pleasures.
5. *Tend to hurt other kids when adults are not around.
6. View weaker siblings or peers as prey.
7. Use blame, criticism, and false allegations to project their own inadequacies on target.
8. Refuse to accept responsibility for their actions.
9. *Lack foresight.
10. Crave attention.

Type of Bully

1. Confident Bully
2. Social Bully
3. Fully Armored Bully
4. Hyperactive Bully
5. Bullied Bully
6. Bunch of Bullies
7. *Gang of Bullies

On July, 1978, *Animal House* was released by Universal Pictures. This film grossed over \$70,826,000 in video rentals alone.²⁰ The film takes place at a 1962 college campus. The dean of students, Vernon Wormer, is determined to expel the entire Delta Tau Chi Fraternity, because they do not fit in to the white, Anglo-Saxon, rich, young men

²⁰ The Internet Movie Database, "Animal House," <http://www.imdb.com/title/tt0077975/> (accessed February 5, 2001).

stereo type.²¹ The Dean of students portrays a type of bully that wants to get things his way because he feels a certain group doesn't fit in.

Dean Wormer: *Greg, what is the worst fraternity on this campus?*

Greg: *Well, that would be hard to say sir. They're each outstanding in their own way.*

Dean Wormer: *Cut the horse shit son. I've got their disciplinary files right here. Who dumped a whole truck load of fizzes into the varsity swim meet? Who delivered the medical school cadavers to the alumni dinner? Every Halloween the trees are filled with underwear. Every Spring the toilets explode.*

Greg: *You're talking about Delta sir.*

Dean Wormer: *Of course I'm talking about Delta you twerp! This year it is going to be different. This year we're going to grab the bull by the balls and kick those punks of campus!*²²

This movie portrays hazing in fraternities as nothing more than silly antics and harmless pranks. A large portion of the movie shows rituals of initiation as college students pledge to be accepted into a fraternity.

A part of the movie that depicts the pledge process begins in a dark room lit only by candles. Five fraternity pledges are on their knees wearing only underwear. The members of the fraternity are in dark cloaks with hoods on. The head of the fraternity is

²¹ Ibid.

²² I. Reitman and J. Landis, *Animal House* (United States: Universal Pictures), 1978.

standing with a paddle in hand. A college pledge is on all fours in front of the fraternity leader.

Head of fraternity: *Assume the position.*

The fraternity leader smacks the pledge on his bottom as the pledge winces in pain.

College Pledge: *Thank you sir may I have another.*

Another hard strike to the back side of the pledge.

College Pledge: *Thank you sir may I have another.*²³

This was the case at colleges all over the country as students would compete for the acceptance of the fraternity or sorority of their choice. It was the price to be paid to be accepted by a popular social group. Labeled a comedy, many viewed this as an acceptable part of the “college experience.” Paddling, public humiliation, and torture are shown as a part of being accepted into the “popular” peer group in college.

Utilizing the characteristics of the bully and the bullied, as defined by Coloroso, the following chart will be used to identify the explicit characteristics (denoted by an asterisk *) of the bully and the bullied from *Animal House*.

²³ Ibid.

Bullied Characteristics

Year:	1978
Movie:	Animal House
Character:	College Pledge

1. *New kid on the block.
2. *The youngest in the school: smaller, sometimes scared, maybe insecure.
3. Hurt by prior trauma, extremely sensitive, avoids peers to avoid further pain.
4. *Submissive, anxious, lacking in self-confidence, does things to please others.
5. Has behaviors others find annoying.
6. Unwilling to fight – who prefers to resolve conflicts without aggression.
7. Shy, reserved, quiet or unassuming, timid, sensitive.
8. Poor or rich.
9. Race or ethnicity is viewed by the bully as inferior.
10. Gender/sexual orientation is viewed by the bully as inferior.
11. Religion is viewed by the bully as inferior.
12. Bright, talented, or gifted – targeted because she stands out.
13. Independent and unconcerned about social status, doesn't conform to the norm.
14. Expresses emotions readily.
15. Fat or thin, short or tall.
16. Wears braces or glasses.
17. Has acne or any skin condition.
18. Has superficial physical attributes that are different from those of the majority.
19. Physical and/or mental disabilities.
20. In the wrong place at the wrong time.

Bully Characteristics

Year:	1978
Movie:	Animal House
Character:	Dean Wormer

1. *Dominates others.
2. *Uses others to get what they want.
3. *Doesn't see a situation from the other person's vantage point.
4. *Concerned only with their own wants and pleasures.
5. Tend to hurt other kids when adults are not around.
6. View weaker siblings or peers as prey.
7. Use blame, criticism, and false allegations to project their own inadequacies on target.

8. Refuse to accept responsibility for their actions.
9. *Lack foresight.
10. Crave attention.

Type of Bully

1. Confident Bully
2. Social Bully
3. *Fully Armored Bully
4. Hyperactive Bully
5. Bullied Bully
6. Bunch of Bullies
7. Gang of Bullies

On September 26, 1980, *My Body Guard* was released by Twentieth Century Fox.

This film shows bullying at its best at a Chicago Public School. When a boy (Clifford) comes to a new school and gets harassed by a bully, he acquires the services of the school's most feared kid as a bodyguard. This film explores the hardships and anxieties of high school.²⁴ The main character is a shy, bookish, student who has recently moved from Chicago and begun at a new school. There he finds himself the target of a group of punks led by Matt Dillon, who threaten him each day to turn over his lunch money for protection or else. Clifford refuses to pay and is chased, tripped, tormented, and humiliated for not paying off the bully because of fear.

In a scene, the new student (Peach) is forced into the boys' bathroom by two students (DuBrow and Koontz) after school. When they enter the bathroom, Moody has a student pinned against the wall with his hand out.

DuBrow: *Moody – got a present for you.*

²⁴ The Internet Movie Database, "My Bodyguard," <http://www.imdb.com/title/tt0081207/> (accessed February 5, 2001).

Moody: *Just a second.*

Student that is pinned against the wall reaches into pocket and gives Moody \$1.

Moody: *Give me a dollar every day from now on... Got it.*

Student shakes his head in agreement then runs out of the bathroom. Moody turns and walks towards Peach.

Moody: *Hey it's Peach Pit!*

Moody extends his hand towards Peach

Moody: *What do you say? Just trying to make friends. Don't you want to be friends?*

They shake hands. Moody explains to Peach that at a school like they are at you need a body guard for protection.

Moody: *That's when you come to us – we're bodyguards- you interested?*

Peach: *I don't know.*

Moody: *For you it's cheap...let's say a buck a day.*

Peach: *Buck a day?*

Moody: *Yeah, buck a day. We give everyone the same deal. We can work it out day to day or week to week. Anyway you want to work it out man.*

Peach: *Where am I going to get a dollar a day?*

Moody: *Lunch money. You don't want to eat that crap anyway.*

Moody takes a wadded piece of toilet paper. Soaks it in water and throws it towards Peach.

Koontz: *Fifty cents they charge for that Godzilla feed.*

DuBrow: *It's a rip-off.*

Koontz: *It's sixty if you want two milks.*

Moody: *So for that same sixty cents – we're talking 2 milks- you got us almost paid for. Now all you have to do is scrape up another 40.*

Moody throws another wet wad of toilet paper at Peach.

Peach: *I'm not going to give you my lunch money – I have to eat.*

Moody: *You gotta eat huh?*

Moody takes a cup from DuBrow and grabs Peach by the collar. Moody fills the cup with toilet water and holds it up to Peach's face.

Moody: *I'll tell you what – Eat this.*

Peach holds the wrist of Moody as the cup is being forced towards his mouth.

Moody: *Suddenly he changes his mind eh.*

Peach thrusts the cup of toilet water at Moody and sprints out of the bathroom.²⁵

When his father called the Principal, the bully was given detentions for a week and Clifford was told by the Principal to get “tougher skin”.²⁶ He was told that the public high school isn't as sheltered as the catholic grade school he came from. The Principal told him not to “cry wolf” every time someone looks differently at you.²⁷ The lesson here was not to tell your parents because they will only make things worse. This movie

²⁵ D. Devlin and T. Bill, *My Body Guard* (United States: Twentieth Century Fox Film Corporation), 1980.

²⁶ Ibid.

²⁷ Ibid.

tells the story of bullying as: (1) teachers know it is going on and ignore it; (2) students, the bystanders, know it is going on and ignore it; (3) parents know it is going on and tell us it is just a part of growing up.

Utilizing the characteristics of the bully and the bullied, as defined by Coloroso, the following chart will be used to identify the explicit characteristics (denoted by an asterisk *) of the bully and the bullied from *My Body Guard*.

Bullied Characteristics

Year:	1980
Movie:	My Body Guard
Character:	Peach

1. *New kid on the block.
2. The youngest in the school: smaller, sometimes scared, maybe insecure.
3. Hurt by prior trauma, extremely sensitive, avoids peers to avoid further pain.
4. Submissive, anxious, lacking in self-confidence, does things to please others.
5. Has behaviors others find annoying.
6. Unwilling to fight – who prefers to resolve conflicts without aggression.
7. Shy, reserved, quiet or unassuming, timid, sensitive.
8. *Poor or rich.
9. Race or ethnicity is viewed by the bully as inferior.
10. Gender/sexual orientation is viewed by the bully as inferior.
11. Religion is viewed by the bully as inferior.
12. Bright, talented, or gifted – targeted because she stands out.
13. *Independent and unconcerned about social status, doesn't conform to the norm.
14. Expresses emotions readily.
15. Fat or thin, short or tall.
16. Wears braces or glasses.
17. Has acne or any skin condition.
18. Has superficial physical attributes that are different from those of the majority.
19. Physical and/or mental disabilities.
20. *In the wrong place at the wrong time.

Bully Characteristics

Year:	1980
Movie:	My Body Guard
Character:	Moody

1. *Dominates others.
2. *Uses others to get what they want.
3. *Doesn't see a situation from the other person's vantage point.
4. *Concerned only with their own wants and pleasures.
5. *Tend to hurt other kids when adults are not around.
6. *View weaker siblings or peers as prey.
7. Use blame, criticism, and false allegations to project their own inadequacies on target.
8. *Refuse to accept responsibility for their actions.
9. *Lack foresight.
10. *Crave attention.

Type of Bully

1. *Confident Bully
2. Social Bully
3. Fully Armored Bully
4. Hyperactive Bully
5. Bullied Bully
6. Bunch of Bullies
7. Gang of Bullies

On June 22, 1984, *The Karate Kid* was released by Columbia pictures. With a gross of \$5,031,753 on opening weekend, *The Karate Kid* still remains a popular movie.²⁸ The story begins with Daniel LaRusso moving with his mother to a new neighborhood. Daniel quickly discovers that a dark haired Italian boy with a Jersey

²⁸ The Internet Movie Database, "The Karate Kid," <http://www.imdb.com/title/tt0087538/> (accessed February 5, 2001).

accent doesn't fit into the blond surfer crowd.²⁹ Daniel manages to talk his way out of some fights, but he is finally cornered by several bullies who belong to the same karate school. Daniel knows some karate from books, and from a few months' experience at the YMCA, but is beaten up and bullied by Johnny and his friends.

In one of the scenes, Daniel LaRusso is being chased by five members of “Cobra Kai” at the high school Halloween Dance. Johnny is the leader of the group and has been bullying Daniel for talking to his ex-girlfriend. Daniel runs through a field and comes to a fence. He tries to climb the fence but is pulled down by one of the “Cobra Kai”. As he is pulled down there are multiple laughs.

Cobra Kai 1: *You big wimp!* (As he delivers a knee to Daniel’s mid section)

Johnny: *You couldn’t leave good enough alone. Could ya...you little twerp. No you had to push it. Well now you’re going to pay.*

Punches Daniel in the stomach then karate kicks him in the face. Daniel falls to the ground, as two Cobra Kai hold him up.

Cobra Kai 1: *Where you going sweetheart?* (Johnny kicks him in the face)

Cobra Kai 2: *How bout’ a front kick Johnny?*

Johnny delivers a double kick to the chest then the head. Daniel turns and falls to the ground.

²⁹ Ibid.

- Johnny:** *Get him up!*
- Cobra Kai 3 (Bobby):** *Leave him alone man. He's had enough.*
- Cobra Kai 2:** *Shut up Bobby!*
- Cobra Kai 3 (Bobby):** *Look at him man. He can't even stand up.*
- Cobra Kai 4:** *So what!*
- Cobra Kai 2:** *That don't mean squat.*
- Cobra Kai 3 (Bobby):** *Johnny leave him alone man. He's had enough!*
- Johnny:** *I'll decide when he's had enough man!*
- Cobra Kai 3 (Bobby):** *What is wrong with you Johnny?*
- Johnny:** *The enemy deserves no mercy.*
- Cobra Kai 2:** *Right!*
- Johnny:** *Right!*
- Multiple Cobra Kai:** *Right!*
- Cobra Kai 3 (Bobby):** *You're crazy man!³⁰*

Once again, being new, and not fitting in with the popular crowd, draws the attention of the bully. At one time in the plot, Daniel's mom tells him it is all a part of growing up and things will eventually get better. Daniel's only option is to learn how to fight, beat up the bully, and finally be accepted by his peers. This popular movie used the tried true movie formula of getting bullied, planning an assault, and getting even.

Utilizing the characteristics of the bully and the bullied, as defined by Coloroso,

³⁰ J. Weintraub and J. Avildsen, *The Karate Kid* (United States: Columbia Pictures, 1984).

the following chart will be used to identify the explicit characteristics (denoted by an asterisk *) of the bully and the bullied from *The Karate Kid*.

Bullied Characteristics

Year:	1984
Movie:	Karate Kid
Character:	Daniel

1. *New kid on the block.
2. *The youngest in the school: smaller, sometimes scared, maybe insecure.
3. Hurt by prior trauma, extremely sensitive, avoids peers to avoid further pain.
4. Submissive, anxious, lacking in self-confidence, does things to please others.
5. Has behaviors others find annoying.
6. Unwilling to fight – who prefers to resolve conflicts without aggression.
7. Shy, reserved, quiet or unassuming, timid, sensitive.
8. *Poor or rich.
9. Race or ethnicity is viewed by the bully as inferior.
10. Gender/sexual orientation is viewed by the bully as inferior.
11. Religion is viewed by the bully as inferior.
12. Bright, talented, or gifted – targeted because she stands out.
13. *Independent and unconcerned about social status, doesn't conform to the norm.
14. Expresses emotions readily.
15. Fat or thin, short or tall.
16. Wears braces or glasses.
17. Has acne or any skin condition.
18. Has superficial physical attributes that are different from those of the majority.
19. Physical and/or mental disabilities.
20. In the wrong place at the wrong time.

Bully Characteristics

Year:	1984
Movie:	Karate Kid
Character:	Johnny

1. *Dominates others.
2. Uses others to get what they want.
3. *Doesn't see a situation from the other person's vantage point.
4. *Concerned only with their own wants and pleasures.
5. *Tend to hurt other kids when adults are not around.

6. *View weaker siblings or peers as prey.
7. Use blame, criticism, and false allegations to project their own inadequacies on target.
8. Refuse to accept responsibility for their actions.
9. *Lack foresight.
10. *Crave attention.

Type of Bully

1. *Confident Bully
2. Social Bully
3. Fully Armored Bully
4. Hyperactive Bully
5. Bullied Bully
6. Bunch of Bullies
7. Gang of Bullies

Bully Characteristics

Year:	1984
Movie:	Karate Kid
Character:	Cobra Kai #1 - #3

1. *Dominates others.
2. Uses others to get what they want.
3. *Doesn't see a situation from the other person's vantage point.
4. *Concerned only with their own wants and pleasures.
5. *Tend to hurt other kids when adults are not around.
6. *View weaker siblings or peers as prey.
7. Use blame, criticism, and false allegations to project their own inadequacies on target.
8. Refuse to accept responsibility for their actions.
9. *Lack foresight.
10. *Crave attention.

Type of Bully

1. Confident Bully
2. Social Bully
3. Fully Armored Bully
4. Hyperactive Bully
5. Bullied Bully

6. *Bunch of Bullies
7. Gang of Bullies

On July 3, 1985, *Back to the Future* was released by Universal Pictures. It is the story of Marty McFly enduring the relationship between his nerdy father and his lonely mother, who in turn suffers the bullying of middle-aged jerk Biff, who happens to be Marty's dad's supervisor.³¹ Accidentally zapped back into the 1950s, Marty inadvertently interferes with the budding romance of his now teenage parents. Marty must now reunite his parents to be or he won't exist in the 1980s. This proves to be a difficult task, especially with Biff, the bully, now also a teenager, complicating matters.

Biff, a well-known bully and big mouth, walks into a diner with three of his buddies. His loud entrance gains everyone's attention

Biff: *Hey McFly. I thought I told you to never come in here! Well it's going to cost you. How much money you got on you?*

Biff struts over to George McFly. As he approaches George he pushes an innocent bystander out of the way.

George: *How much do you want Biff?*³²

Biff is portrayed as the muscular, confident male that preys on those that are weaker than him.³³ In another diner scene, Biff, the town bully, walks in with

³¹ The Internet Movie Database, "Back to the Future," <http://www.imdb.com/title/tt0088763/> (accessed February 5, 2011).

³² N. Canton and R. Zemeckis, *Back to the Future* (United States: Universal Pictures, 1985).

³³ Ibid.

three of his buddies. George McFly is sitting at the counter next to his back from the future son Marty McFly.

Biff: *Hey McFly! What do you think you're doing? Hey I'm talking to you McFly! You Irish bug.*

George: *Hey Biff. Hi guys. How are you doing?*

Biff: *You got my homework finished McFly?*

George: *Ah, Well actually I figured since it wasn't due until Monday....*

Biff Grabs George and puts him in a head lock and starts knocking on his head

Biff: *Hello...Hello...Anybody home? (Biff grabs George's face with both hands) Hey! Think McFly! Think! (George smiles and shakes his head)*

Biff: *I gotta have time to recopy it. You realize what would happen if I hand in my homework in your handwriting? I'll get kicked out of school. You wouldn't want that to happen would ya?*

Confused and nervous, George looks around with his mouth open.

Biff: (Strongly grabs the jacket of George) *Would ya?*

George: *Well now of course not Biff. I wouldn't want that to happen.*

Biff: *No...No.*

Marty Mcfly is staring in astonishment realizing that he is back in time witnessing his father as a teenager in the 1950's. Biff glares at Marty.

Biff: *So what are you looking at Butt-Head?*

One of Biff's buddies is wearing leather cut-off gloves. He grabs the back of Marty's vest and pulls.

- Buddy 1:** *Get a load of this guy's life preserver. Dork thinks he's going to drown. (As he punches his own fist in front of Marty's face)*
- Biff:** *How 'bout my homework McFly?*
- George:** *Ahh... o.k. Biff, Well I'll finish it on up tonight and I'll will bring it Over first thing tomorrow morning.*
- Biff:** *Not too early, I sleep in Sunday's. Hey look Mcfly. Your shoes untied. (As George looks down, Biff slaps him in the face.) Don't be so gullible Mcfly. I don't want to see you in here again.*
- George:** *O.K. All right. Bye-Bye.*³⁴

The bully in this film keeps tormenting others into adulthood. The message of standing up to the bully with violence (fighting) is clear throughout the film. We are teaching our youth to “strike” the bully so the behavior will stop.

Utilizing the characteristics of the bully and the bullied, as defined by Coloroso, the following chart will be used to identify the explicit characteristics (denoted by an asterisk *) of the bully and the bullied from *Back to the Future*.

Bullied Characteristics

Year:	1985
Movie:	Back To The Future
Character:	George McFly

1. New kid on the block.
2. The youngest in the school: smaller, sometimes scared, maybe insecure.
3. Hurt by prior trauma, extremely sensitive, avoids peers to avoid further pain.
4. *Submissive, anxious, lacking in self-confidence, does things to please others.

³⁴ Ibid.

5. *Has behaviors others find annoying.
6. *Unwilling to fight – who prefers to resolve conflicts without aggression.
7. *Shy, reserved, quiet or unassuming, timid, sensitive.
8. Poor or rich.
9. Race or ethnicity is viewed by the bully as inferior.
10. Gender/sexual orientation is viewed by the bully as inferior.
11. Religion is viewed by the bully as inferior.
12. Bright, talented, or gifted – targeted because she stands out.
13. *Independent and unconcerned about social status, doesn't conform to the norm.
14. Expresses emotions readily.
15. Fat or thin, short or tall.
16. *Wears braces or glasses.
17. Has acne or any skin condition.
18. Has superficial physical attributes that are different from those of the majority.
19. Physical and/or mental disabilities.
20. In the wrong place at the wrong time.

Bully Characteristics

Year:	1985
Movie:	Back To The Future
Character:	Biff

1. *Dominates others.
2. *Uses others to get what they want.
3. *Doesn't see a situation from the other person's vantage point.
4. *Concerned only with their own wants and pleasures.
5. *Tend to hurt other kids when adults are not around.
6. *View weaker siblings or peers as prey.
7. *Use blame, criticism, and false allegations to project their own inadequacies on target.
8. *Refuse to accept responsibility for their actions.
9. *Lack foresight.
10. *Crave attention.

Type of Bully

1. *Confident Bully
2. Social Bully
3. Fully Armored Bully
4. Hyperactive Bully

5. Bullied Bully
6. Bunch of Bullies
7. Gang of Bullies

On August 8, 1986, *Stand by Me* was released by Act III Communications. This is a story about Gordie and his three friends that go on an adventure to find a dead body. It is about growing up in 1959 and dealing with the issues pre-teens are faced with.³⁵ Ace Merrill is a small town hooligan and big time bully. He destroys mailboxes with a baseball bat and picks on Gordie and his friends, which includes pulling a knife on them and holding a lit cigarette to their face. As portrayed in this scene, two twelve year old friends (Gordie and Chris) are walking down the sidewalk when they pass two eighteen year-old bullies (Eyeball and Ace). Eyeball happens to be Chris's older brother. Recently, Gordie's older brother died in an accident. As they reach each other they stop.

Eyeball: *Hey girls, where ya going?*

(Ace grabs the baseball cap off Gordie's head)

Gordie: *Hey! My brother gave me that!*

Ace: *Well now you're giving it to me.*

Chris: *You're a real asshole, you know that.*

Ace: *Your brother's not very polite Eyeball.*

Eyeball: *Now Christopher, I know you didn't mean to insult my friend.*

Ace: *I know he didn't mean to insult me. That's why I'm going to give him a chance to take it back.*

³⁵ The Internet Movie Database, "Stand by Me," <http://www.imdb.com/title/tt0092005/> (accessed February 5, 2011).

(Ace takes Chris and throws him to the ground belly first. He pins him to the ground and holds a lit cigarette to his face.)

Ace: *Take it back kid!*

Chris: *You bastard! Let go man! Shit!*

Gordie: *Stop it man! You're hurting him!*

Chris: *Filthy bastard! Okay....I take it back! I take it back!*

Ace: *Now, I feel a whole lot better about this. How 'bout you? (Ace grins at Chris and slaps him on the cheek) Good.*

Eyeball: *See ya later girls.*³⁶

At the end of the movie, Gordie pulls a gun on Ace to threaten him and warn him to leave the twelve year olds alone. It is tagged as the last real taste of innocence, and the first real taste of life. But for everyone, it's the time that memories are made of.³⁷ It strongly suggests to the viewers to stand up to the bully with violence in order to make the bullying stop. It is a movie about growing up and part of growing up is dealing with bullies. Is that what we are teaching our kids?

Utilizing the characteristics of the bully and the bullied, as defined by Coloroso, the following chart will be used to identify the explicit characteristics (denoted by an asterisk *) of the bully and the bullied from *Stand by Me*.

³⁶ B. Evans and R. Reiner, *Stand By Me* (United States: Act III Communications, 1986).

³⁷ Ibid.

Bullied Characteristics

Year:	1986
Movie:	Stand By Me
Character:	Gordie

1. New kid on the block.
2. The youngest in the school: smaller, sometimes scared, maybe insecure.
3. *Hurt by prior trauma, extremely sensitive, avoids peers to avoid further pain.
4. Submissive, anxious, lacking in self-confidence, does things to please others.
5. Has behaviors others find annoying.
6. *Unwilling to fight – who prefers to resolve conflicts without aggression.
7. *Shy, reserved, quiet or unassuming, timid, sensitive.
8. Poor or rich.
9. Race or ethnicity is viewed by the bully as inferior.
10. Gender/sexual orientation is viewed by the bully as inferior.
11. Religion is viewed by the bully as inferior.
12. Bright, talented, or gifted – targeted because she stands out.
13. *Independent and unconcerned about social status, doesn't conform to the norm.
14. Expresses emotions readily.
15. Fat or thin, short or tall.
16. Wears braces or glasses.
17. Has acne or any skin condition.
18. Has superficial physical attributes that are different from those of the majority.
19. Physical and/or mental disabilities.
20. *In the wrong place at the wrong time.

Bullied Characteristics

Year:	1986
Movie:	Stand By Me
Character:	Chris

1. New kid on the block.
2. The youngest in the school: smaller, sometimes scared, maybe insecure.
3. Hurt by prior trauma, extremely sensitive, avoids peers to avoid further pain.
4. Submissive, anxious, lacking in self-confidence, does things to please others.
5. Has behaviors others find annoying.
6. Unwilling to fight – who prefers to resolve conflicts without aggression.
7. Shy, reserved, quiet or unassuming, timid, sensitive.
8. Poor or rich.
9. Race or ethnicity is viewed by the bully as inferior.

10. Gender/sexual orientation is viewed by the bully as inferior.
11. Religion is viewed by the bully as inferior.
12. Bright, talented, or gifted – targeted because she stands out.
13. *Independent and unconcerned about social status, doesn't conform to the norm.
14. Expresses emotions readily.
15. Fat or thin, short or tall.
16. Wears braces or glasses.
17. Has acne or any skin condition.
18. Has superficial physical attributes that are different from those of the majority.
19. Physical and/or mental disabilities.
20. *In the wrong place at the wrong time.

Bully Characteristics

Year:	1986
Movie:	Stand By Me
Character:	Ace

1. *Dominates others.
2. *Uses others to get what they want.
3. *Doesn't see a situation from the other person's vantage point.
4. *Concerned only with their own wants and pleasures.
5. *Tend to hurt other kids when adults are not around.
6. *View weaker siblings or peers as prey.
7. Use blame, criticism, and false allegations to project their own inadequacies on target.
8. Refuse to accept responsibility for their actions.
9. *Lack foresight.
10. Crave attention.

Type of Bully

1. *Confident Bully
2. Social Bully
3. Fully Armored Bully
4. Hyperactive Bully
5. Bullied Bully
6. Bunch of Bullies
7. Gang of Bullies

On March 28, 1986, *Lucas* was released by Twentieth Century Fox. This is a movie about Lucas, an intelligent, nerdy teenager that has a crush on a cheerleader. They spend some time together over the summer, but things change when the school year begins.³⁸ Lucas, who finds himself a frequent victim of bullying and teasing but finds a protector in one of the football players. Cappie is a fellow student and popular football player; he was once one of Lucas' tormentors, until he was sick and Lucas brought him his homework every day. To fit in with the popular crowd, Lucas decides to go out for the football team.³⁹ In a segment of the movie, the coach makes it clear that Lucas doesn't fit the norm to be on the team.

Lucas: *This equipment just don't fit.*

Coach: *It's you that doesn't fit!*⁴⁰

The theme of not fitting in with the popular crowd and being bullied for being different is strong in this film. Lucas is willing to do whatever it takes to gain acceptance with the popular clique.

Utilizing the characteristics of the bully and the bullied, as defined by Coloroso, the following chart will be used to identify the explicit characteristics (denoted by an asterisk *) of the bully and the bullied from *Lucas*.

³⁸ The Internet Movie Database, "Lucas," <http://www.imdb.com/title/tt0091445/> (accessed February 5, 2011).

³⁹ Ibid.

⁴⁰ D. Nicksay and D. Seltzer, *Lucas* (United States: Twentieth Century Fox, 1986).

Bullied Characteristics

Year:	1986
Movie:	Lucas
Character:	Lucas

1. *New kid on the block.
2. *The youngest in the school: smaller, sometimes scared, maybe insecure.
3. Hurt by prior trauma, extremely sensitive, avoids peers to avoid further pain.
4. *Submissive, anxious, lacking in self-confidence, does things to please others.
5. *Has behaviors others find annoying.
6. Unwilling to fight – who prefers to resolve conflicts without aggression.
7. *Shy, reserved, quiet or unassuming, timid, sensitive.
8. *Poor or rich.
9. Race or ethnicity is viewed by the bully as inferior.
10. Gender/sexual orientation is viewed by the bully as inferior.
11. Religion is viewed by the bully as inferior.
12. *Bright, talented, or gifted – targeted because she stands out.
13. Independent and unconcerned about social status, doesn't conform to the norm.
14. Expresses emotions readily.
15. Fat or thin, short or tall.
16. *Wears braces or glasses.
17. Has acne or any skin condition.
18. Has superficial physical attributes that are different from those of the majority.
19. Physical and/or mental disabilities.
20. In the wrong place at the wrong time.

In 1993, *Dazed and Confused* is released with the theme set to the last day of school in 1976. Fred O'Bannon and Darla Marks do their fair share of bullying. O'Bannon revels in the paddling of unfortunate incoming freshman while Darla prefers to verbally abuse and publicly humiliate her victims.⁴¹

In an opening scene, three High School seniors (Fred, Bennie, and Randall) are driving in a pick-up truck with homemade paddles in hand. They are driving to the junior

⁴¹ The Internet Movie Database, "Dazed and Confused," <http://www.imdb.com/title/tt0106677/> (accessed February 5, 2011).

high to address the eighth graders. They couldn't wait until their senior year for this rite of passage.

Bennie: *Check it out boys. I've been waiting for this for tree long years. Those Jr. High kids are dead meat I can promise ya. I'm gonna beat 'em!*

The truck pulls up in front of the school. All three teenagers get out of the truck. Two go in the back lean over the roof, while Bennie grabs the microphone to the intercom on the truck.

Bennie: *O.K. all you freshman fucks – listen up! (All eighth graders sit up at attention and look with fear outside)It's your lucky day. Usually you'd be spending your freshman summer getting your asses busted and running for your worthless little lives. But this year because we feel so sorry for you, we're going to take it easy on you. (Teacher at desk grins from ear to ear)And save us all a lot of time. So if you meet here, right here, after school today, you only get one lick from each of us. But you run like cowards, well...it's open season all summer long boys. Oh yea...Mitch Kramer! Mitchie, Mitchie, Mitchie (All three high school bullies laugh) We're lookin' for you pal. Your ass will be purple before the day is over. Have a nice afternoon (as he kisses the mike)⁴²*

⁴² R. Linklater, *Dazed and Confused* (United States: Alphaville Films, 1993).

In another scene, Marks yells “Air Raid” and forces incoming freshman to drop to the ground, putting baby pacifiers in their mouths, and covering them with various condiments before sending them through a car wash.⁴³ All are part of their hazing efforts before beginning high school. One of the scenes has an incoming freshman say that “the community knows this is happening and they won’t do anything about it.”⁴⁴ This movie brings to life the bullying and hazing that took place in the seventies. Teenagers were willing to do whatever it took to be accepted into the popular crowd. Seniors were looking forward to their rite of passage to paddle the incoming freshman. They were able to do this because that is what happened to them when they were incoming freshman. All of the players are involved in this movie: The Bully, the bullied, and the bystander.

Utilizing the characteristics of the bully and the bullied, as defined by Coloroso, the following chart will be used to identify the explicit characteristics (denoted by an asterisk *) of the bully and the bullied from *Dazed and Confused*.

Bullied Characteristics

Year:	1993
Movie:	Dazed and Confused
Character:	Mitch Kramer

1. *New kid on the block.
2. *The youngest in the school: smaller, sometimes scared, maybe insecure.
3. Hurt by prior trauma, extremely sensitive, avoids peers to avoid further pain.
4. Submissive, anxious, lacking in self-confidence, does things to please others.
5. Has behaviors others find annoying.
6. Unwilling to fight – who prefers to resolve conflicts without aggression.
7. Shy, reserved, quiet or unassuming, timid, sensitive.

⁴³ Ibid.

⁴⁴ Ibid.

8. Poor or rich.
9. Race or ethnicity is viewed by the bully as inferior.
10. Gender/sexual orientation is viewed by the bully as inferior.
11. Religion is viewed by the bully as inferior.
12. Bright, talented, or gifted – targeted because she stands out.
13. Independent and unconcerned about social status, doesn't conform to the norm.
14. Expresses emotions readily.
15. Fat or thin, short or tall.
16. Wears braces or glasses.
17. Has acne or any skin condition.
18. Has superficial physical attributes that are different from those of the majority.
19. Physical and/or mental disabilities.
20. *In the wrong place at the wrong time.

Bully Characteristics

Year:	1991
Movie:	Dazed and Confused
Character:	Fred, Bennie, and Randall

1. *Dominates others.
2. Uses others to get what they want.
3. *Doesn't see a situation from the other person's vantage point.
4. *Concerned only with their own wants and pleasures.
5. *Tend to hurt other kids when adults are not around.
6. *View weaker siblings or peers as prey.
7. Use blame, criticism, and false allegations to project their own inadequacies on target.
8. Refuse to accept responsibility for their actions.
9. *Lack foresight.
10. Crave attention.

Type of Bully

1. Confident Bully
2. Social Bully
3. Fully Armored Bully
4. Hyperactive Bully
5. Bullied Bully
6. *Bunch of Bullies
7. Gang of Bullies

On November 19, 1994, *Forrest Gump* opened in theaters nation-wide. Some remember this movie as the “life is like a box of chocolates” tearjerker that won the Oscar for Best Picture.⁴⁵ *Forrest Gump* is a little “slow” (his IQ is 75, 5 below the state’s definition of normal), his mental impairment doesn’t bother him, or his best friend Jenny. Forrest is looked upon as different because of his IQ as well as his physical disability.⁴⁶ Forrest wore braces on his legs to help him walk. On the first day of school, no one wanted Forrest to sit next to them on the bus, except Jenny. Others were mean and bullied Forrest because he was different. In a beginning scene, a young Jenny and Forrest are talking on a trail. Three boys ride up on their bicycles. One boy throws a rock and hits Forrest in the head.

Boy #1: *Hey Dummy!* (Forrest turns and gets hit by another rock in the face)

Boy #2: *Are you blind or just plain stupid?*

Boy #3: *Look, I’m Forrest Gimp.* (All three boys start throwing rocks at Forrest)

Jenny: *Just run away! Hurry run away! Run Forrest run!*

The three boys chase Forrest on their bikes. This continues through high school except they chase him in a truck instead.⁴⁷ This is an example how the bully works with a group as well as tormenting someone because they are different than the norm.

⁴⁵ Peter Travers, *1,000 Best Movies on DVD* (New York: Wenner Books, 2006).

⁴⁶ James Berardinelli, *Reel Views* (Boston: Justin Charles & Co., 2003).

⁴⁷ W. Finerman and R. Zemeckis, *Forrest Gump* (United States: Paramount Pictures, 1994).

Utilizing the characteristics of the bully and the bullied, as defined by Coloroso, the following chart will be used to identify the explicit characteristics (denoted by an asterisk *) of the bully and the bullied from *Forrest Gump*.

Bullied Characteristics

Year:	1994
Movie:	Forrest Gump
Character:	Forrest Gump

1. New kid on the block.
2. The youngest in the school: smaller, sometimes scared, maybe insecure.
3. Hurt by prior trauma, extremely sensitive, avoids peers to avoid further pain.
4. *Submissive, anxious, lacking in self-confidence, does things to please others.
5. *Has behaviors others find annoying.
6. Unwilling to fight – who prefers to resolve conflicts without aggression.
7. *Shy, reserved, quiet or unassuming, timid, sensitive.
8. Poor or rich.
9. Race or ethnicity is viewed by the bully as inferior.
10. Gender/sexual orientation is viewed by the bully as inferior.
11. Religion is viewed by the bully as inferior.
12. Bright, talented, or gifted – targeted because she stands out.
13. *Independent and unconcerned about social status, doesn't conform to the norm.
14. Expresses emotions readily.
15. Fat or thin, short or tall.
16. Wears braces or glasses.
17. Has acne or any skin condition.
18. *Has superficial physical attributes that are different from those of the majority.
19. *Physical and/or mental disabilities.
20. In the wrong place at the wrong time.

Bully Characteristics

Year:	1994
Movie:	Forrest Gump
Character:	Boy #1, #2, & #3

1. *Dominates others.
2. Uses others to get what they want.
3. *Doesn't see a situation from the other person's vantage point.

4. *Concerned only with their own wants and pleasures.
5. *Tend to hurt other kids when adults are not around.
6. *View weaker siblings or peers as prey.
7. Use blame, criticism, and false allegations to project their own inadequacies on target.
8. Refuse to accept responsibility for their actions.
9. *Lack foresight.
10. Crave attention.

Type of Bully

1. Confident Bully
2. Social Bully
3. Fully Armored Bully
4. Hyperactive Bully
5. Bullied Bully
6. *Bunch of Bullies
7. Gang of Bullies

On January 26, 1996, *Big Bully* opened in theaters across America. It is a comedy about a boy (David) being bullied by Rosco, the school tough guy, in elementary school. The day he finds out his family is moving, he gets even with the bully.⁴⁸ Now twenty years later, David gets a job to teach in his home town. Everything is great until Rosco, who is still in town, recognizes him. Now suddenly someone is playing mean practical jokes on him. Isn't David a little too old to be running to the Principal saying "Rosco's picking on me?"⁴⁹ In a key scene, Roscoe is surprised that David would turn his back on him and reveals that his bullying in the past brought him joy.

Roscoe: *You were my friend and you betrayed me!*

David: *You thought we were friends? You beat me up. You humiliated me.*

⁴⁸ The Internet Movie Database, "Big Bully," <http://www.imdb.com/title/tt0115676/> (accessed February 5, 2011).

⁴⁹ Ibid.

I'm 35 years old and I still have nightmares about the fourth grade! That's not what friends do for each other. A friend is supposed to make you feel good about yourself!

Roscoe: *Really?...Then you're the best friend I ever had!*⁵⁰

Slated as a comedy, this film uses bullying as a form of entertainment and proves that being different will bring bullies and the only way to battle the bully is with violence and revenge.

Utilizing the characteristics of the bully and the bullied, as defined by Coloroso, the following chart will be used to identify the explicit characteristics (denoted by an asterisk *) of the bully and the bullied from *Big Bully*.

Bullied Characteristics

Year:	1996
Movie:	Big Bully
Character:	David

1. *New kid on the block.
2. *The youngest in the school: smaller, sometimes scared, maybe insecure.
3. Hurt by prior trauma, extremely sensitive, avoids peers to avoid further pain.
4. *Submissive, anxious, lacking in self-confidence, does things to please others.
5. Has behaviors others find annoying.
6. Unwilling to fight – who prefers to resolve conflicts without aggression.
7. Shy, reserved, quiet or unassuming, timid, sensitive.
8. Poor or rich.
9. Race or ethnicity is viewed by the bully as inferior.
10. Gender/sexual orientation is viewed by the bully as inferior.
11. Religion is viewed by the bully as inferior.
12. Bright, talented, or gifted – targeted because she stands out.
13. Independent and unconcerned about social status, doesn't conform to the norm.
14. Expresses emotions readily.

⁵⁰ G. Foster and S. Miner, *Big Bully* (United States: Morgan Creek Productions, 1996).

15. Fat or thin, short or tall.
16. Wears braces or glasses.
17. Has acne or any skin condition.
18. Has superficial physical attributes that are different from those of the majority.
19. Physical and/or mental disabilities.
20. In the wrong place at the wrong time.

Bully Characteristics

Year:	1996
Movie:	Big Bully
Character:	Roscoe

1. *Dominates others.
2. *Uses others to get what they want.
3. *Doesn't see a situation from the other person's vantage point.
4. *Concerned only with their own wants and pleasures.
5. *Tend to hurt other kids when adults are not around.
6. *View weaker siblings or peers as prey.
7. Use blame, criticism, and false allegations to project their own inadequacies on target.
8. Refuse to accept responsibility for their actions.
9. *Lack foresight.
10. Crave attention.

Type of Bully

1. Confident Bully
2. Social Bully
3. Fully Armored Bully
4. *Hyperactive Bully
5. Bullied Bully
6. Bunch of Bullies
7. Gang of Bullies

Manifestation in Schools

Jodee Blanco, author of *Please Stop Laughing at Me*, describes her story of growing up dealing with bullies in the Southwest Suburbs of Illinois in the 80's. In grade school she was verbally and physically abused by other students. Yearning for a new

beginning, Jodee looks forward to her fresh start at high school. She candidly describes her first day as a freshman dealing with the torment and agony of being bullied. Below is her description of the first day in the 80's getting on the bus.

Every school bus has a hierarchy, a caste system. The cool crowd – the kids who smoke, come to class with hickies, and get into just enough trouble to be the secret envy of the honor roll students – occupies the back rows. The cheerleaders and star athletes take the middle seats. The serious students sit near the front. The nerds and the outcasts never know where they'll end up. If your lucky, they can find an empty seat to the right of the driver.⁵¹

Unfortunately the bus is crowded and the only seat available is the one across from the driver. Jodee bristles at the idea of sitting in the “loser's seat” on her first day of school.⁵² As the bus ride starts Jodee is pummeled with spitballs. She thinks, “At least they're not whipping rocks at me like in junior high.”⁵³ The bus driver, Mrs. Sullivan says to her, “Honey, don't let them get you down”. “They're just being teenagers”.⁵⁴

A new girl starting her first day of school, hoping to get a fresh start is dealing with bullies. The theme of being a “part of growing up” or “kids will be kids” is present from the bus driver. This story holds true in many of the public schools in the 80's.

On April 20, 1999, at 11:19, Eric Klebold and Dylan Harris – armed with a duffle bag of sawed-off shotguns, a semiautomatic rifle, a semiautomatic pistol, and pipe bombs – walked into Columbine High School in Littleton (Colorado) where they killed 13

⁵¹ Blanco, 8.

⁵² Ibid., 9.

⁵³ Ibid.

⁵⁴ Ibid.

people (12 students, 1 teacher) and wounded 23 more before shooting themselves to death.⁵⁵ Most observers from Columbine high school felt that Dylan Klebold and Eric Harris were teased and ridiculed to the point that they could not take it anymore. Here is an account of one incident they faced: “People surrounded them [Eric and Dylan] in the commons and squirted ketchup packets all over them, laughing at them, calling them faggots. That happened while the teachers watched. They couldn’t fight back. They wore ketchup all day and went home covered with it.”⁵⁶ Eric and Dylan are a perfect example of victims of bullying, harassed by others, who became the ultimate bullies themselves.

As described below by Brooks Brown, Columbine graduate and grade school friends with Dylan Klebold and Eric Harris. The bullying environment at the high school was at epic levels beginning freshman year.

Sometimes kids would just ignore us. But often, we were targets. We were freshmen, and computer-geek freshman at that. At lunchtime the jocks would kick out our chairs, or push us down onto the floor, trip us, or throw food as we were walking by. When we sat down, they would pelt us with candy from another table. In the hallways, they would push kids into lockers and call them names while their friends stood by and laughed at the show. In gym class, they would beat kids up in the locker room because the teachers weren’t around.⁵⁷

⁵⁵ Dave Cullen, *Columbine* (New York: Twelve, 2009), 45.

⁵⁶ Joanne Scaglione and Arrica R Scaglione, *Bully-Proofing Children: A Practical Hands-On Guide to Stop Bullying* (Lanham: Rowman & Littlefield Education, 2006), 24.

⁵⁷ Brown and Merritt, 50.

The frustration was that the “adults” knew this was going on, but they did nothing in response to the mistreatment of students. The students who “played school nice” received all of the benefits. Those who didn’t quit fit in felt like outcasts in their school.

The problem was that the bullies were popular with the administration. Meanwhile, we were the “trouble kids,” because we didn’t seem to fit in with the grand order of things. Kids who played football were doing what you’re supposed to do in high school. Kids like us, who dressed a little differently and were into different things, made teachers nervous. They weren’t interested in reaching out to us at arm’s length, and if they had the chance to take us down, they would.⁵⁸

To ensure they wouldn’t get picked on more often than usual, the bullied ignored the bullying and torment. Early on, the bullied learned that it’s all about power and self esteem. If they react to the bully, the bully wins.

One thing we learned early on was that if we responded at all to what the bullies did, they’d do it more. Bullies want power. They want to boosts to their self esteem, and they think that if they can make you fear them, they’ve won something. That’s the mentality that bullied kids have to deal with on a daily basis. We knew that there was nothing we could do to stop them, but at least they wouldn’t get anything out of it if we just ignored them.⁵⁹

The Columbine tragedy stimulated wide scale speculation about reasons for the teenagers’ rampage and how such events can be prevented in the future. Many schools throughout the nation discussed anti-bullying policies on the premise that the pair of killers in the Columbine case has been goaded into their brutal act by years of taunting by schoolmates.⁶⁰

⁵⁸ Ibid., 50.

⁵⁹ Ibid., 51.

⁶⁰ R.M. Thomas, *Violence in America's Schools: Understanding, Prevention, and Responses* (Westport: Praeger, 2006), 4.

Utilizing the characteristics of the bully and the bullied, as defined by Coloroso, the following chart will be used to identify the explicit characteristics (denoted by an asterisk *) of the bully and the bullied in schools from 1970 to 1999.

Bullied Characteristics

Year:	2003
Title:	<i>Please Stop Laughing At Me</i>
Source:	Avon: Adams Media

1. *New kid on the block.
2. *The youngest in the school: smaller, sometimes scared, maybe insecure.
3. *Hurt by prior trauma, extremely sensitive, avoids peers to avoid further pain.
4. *Submissive, anxious, lacking in self-confidence, does things to please others.
5. Has behaviors others find annoying.
6. Unwilling to fight – who prefers to resolve conflicts without aggression.
7. *Shy, reserved, quiet or unassuming, timid, sensitive.
8. Poor or rich.
9. Race or ethnicity is viewed by the bully as inferior.
10. Gender/sexual orientation is viewed by the bully as inferior.
11. Religion is viewed by the bully as inferior.
12. *Bright, talented, or gifted – targeted because she stands out.
13. Independent and unconcerned about social status, doesn't conform to the norm.
14. Expresses emotions readily.
15. Fat or thin, short or tall.
16. *Wears braces or glasses.
17. Has acne or any skin condition.
18. *Has superficial physical attributes that are different from those of the majority.
19. Physical and/or mental disabilities.
20. In the wrong place at the wrong time.

Bully Characteristics

Year:	2003
Title:	<i>Please Stop Laughing At Me</i>
Source:	Avon: Adams Media

1. *Dominates others.
2. Uses others to get what they want.
3. *Doesn't see a situation from the other person's vantage point.

4. *Concerned only with their own wants and pleasures.
5. Tend to hurt other kids when adults are not around.
6. *View weaker siblings or peers as prey.
7. Use blame, criticism, and false allegations to project their own inadequacies on target.
8. *Refuse to accept responsibility for their actions.
9. *Lack foresight.
10. Crave attention.

Type of Bully

1. Confident Bully
2. Social Bully
3. Fully Armored Bully
4. Hyperactive Bully
5. Bullied Bully
6. *Bunch of Bullies
7. Gang of Bullies

Bullied Characteristics

Year:	2002
Title:	<i>No Easy Answers: The Truth Behind Death at Columbine</i>
Source:	Westport: Praeger

1. New kid on the block.
2. The youngest in the school: smaller, sometimes scared, maybe insecure.
3. *Hurt by prior trauma, extremely sensitive, avoids peers to avoid further pain.
4. Submissive, anxious, lacking in self-confidence, does things to please others.
5. *Has behaviors others find annoying.
6. Unwilling to fight – who prefers to resolve conflicts without aggression.
7. *Shy, reserved, quiet or unassuming, timid, sensitive.
8. Poor or rich.
9. Race or ethnicity is viewed by the bully as inferior.
10. Gender/sexual orientation is viewed by the bully as inferior.
11. Religion is viewed by the bully as inferior.
12. *Bright, talented, or gifted – targeted because she stands out.
13. Independent and unconcerned about social status, doesn't conform to the norm.
14. Expresses emotions readily.
15. Fat or thin, short or tall.
16. Wears braces or glasses.
17. Has acne or any skin condition.

18. Has superficial physical attributes that are different from those of the majority.
19. Physical and/or mental disabilities.
20. In the wrong place at the wrong time.

Bully Characteristics

Year:	2002
Title:	<i>No Easy Answers: The Truth Behind Death at Columbine</i>
Source:	Westport: Praeger

1. *Dominates others.
2. Uses others to get what they want.
3. *Doesn't see a situation from the other person's vantage point.
4. *Concerned only with their own wants and pleasures.
5. Tend to hurt other kids when adults are not around.
6. View weaker siblings or peers as prey.
7. Use blame, criticism, and false allegations to project their own inadequacies on target.
8. Refuse to accept responsibility for their actions.
9. *Lack foresight.
10. Crave attention.

Type of Bully

1. Confident Bully
2. Social Bully
3. Fully Armored Bully
4. Hyperactive Bully
5. Bullied Bully
6. *Bunch of Bullies
7. Gang of Bullies

<u>BULLIED CHARACTERISTICS</u>	All In The Family	Happy Days	The Jeffersons	Carrie	Animal House	My Body Guard	Karate Kid	Back to The Future	Stand By Me	Lucas	Dazed and Confused	Forrest Gump	Big Bully	Jodee Blanco	Columbine	TOTALS
1. New on the block.				X	X	X	X			X	X		X	X		8
2. The youngest in the school; smaller, sometimes scared, maybe insecure.				X	X		X		X	X	X		X	X		8
3. Hurt by a prior trauma, extremely sensitive, avoids peers to avoid further pain.				X										X	X	3
4. Submissive, anxious, lacking in self-confidence, does things to please others.		3		X	X			X	X		X	X		X		10
5. Has behaviors others find annoying.	X	2		X				X	X	X					X	8
6. Unwilling to fight – who prefers to resolve conflicts without aggression.	X	3		X				X	X							7
7. Shy, reserved, quiet or unassuming, timid, sensitive.		3		X				X	X	X		X		X	X	10
8. Poor or rich.			X			X	X			X						4
9. Race or ethnicity is viewed by the bully as inferior																0
10. Gender/sexual orientation is viewed by the bully as inferior																0
11. Religion is viewed by the bully as inferior				X												1
12. Bright, talented, or gifted – targeted because she “stands out”	X	2	X							X				X	X	7
13. Independent and unconcerned about social status, doesn't conform to the norm.	X		X	X		X	X	X	2			X				9
14. Expresses emotions readily.	X	2														3
15. Fat or thin, short or tall.										X						1
16. Wears braces or glasses.								X		X				X		3
17. Has acne or any other skin condition.																0
18. Has superficial physical attributes that are different from those of the majority.												X		X		2
19. Physical and/or mental disabilities												X				1
20. In the wrong place at the wrong time						X			2	X						4

Summary

In comparing the bully characteristics of popular culture and what was being manifested in schools from 1970 through 1999, there is still a strong theme of domination. The two highest characteristics are: (1) Dominates others and (4) Concerned only with their own wants and pleasures. These are the same top characteristics from the previous chapter from 1950 to 1969. The next highest characteristics are: (3) Doesn't see a situation from the other person's vantage point, (9) Lacks foresight, and (6) View weaker siblings or peers as prey. The type of bully portrayed in popular culture at the time was categorized as a *Confident Bully* – a lot of ego and an inflated sense of self. This bully portrayed by popular culture feels good only to the degree that they feel a sense of superiority over others. In contrast, the most dominant in schools was the *Bunch of Bullies*. Once again, in schools the theme of safety in numbers. These students aren't necessarily "bad" kids when they are alone, but in groups they portray behaviors that they know are wrong but hurtful. By the chart, Popular Culture portrayed the characteristics of a *Confident Bully*, while it seemed the behaviors in schools were more from a *Bunch of Bullies*.

The Bullied Characteristics between popular culture and schools shows a submissive, anxious, and lacking in self confidence trait that is shared between the two. This was prevalent in the previous chapter from 1950 through 1969 as well. The next characteristic was a shy, reserved, quiet, unassuming, sensitive person. By the chart, the data shows that an individual that has these traits was prone to being picked on in the time from 1970 to 1989. By the chart, Popular culture had individuals that were bullied

characterized as Independent and unconcerned about their social status. These individuals didn't conform to the norm so they were bullied. The characteristics that were explicit in schools were shy, reserved, timid, and sensitive. Also in schools were the traits of the bright, talented, or gifted student. These students were targets for the bullies because they stood out from the rest.

Policies and Practices

In the 70's schools had policies in their handbook on civil disobedience, weapons, and fighting. The theme of safety was a concern in regards to following rules and codes of conduct. Below is the civil disobedience policy as addressed in the 1970-71 District 210 Parent-Student Handbook.

Any student conduct either individually or in a pressure group that is detrimental to the normal operation of the school shall result in suspension. Student participants may be referred to the Board of Education for formal action. This policy specifically refers to the following: formation, participation in, or solicitation of members in any secret organization, or an organization whose methods advocate disruption of school procedures or destruction of property.⁶¹

It was important that students obey certain rules and demands of the school to produce an environment conducive to learning, but bullying was not a part of the student code. In this decade, bullying is still not officially addressed by school law. Each school in the Chicago Metropolitan area dealt with bullying in their own way. There was no requirement for specific language to define or discuss bullying.

In 1996, a law was passed to address hazing in the state of Illinois. Below is an excerpt from that law:

⁶¹ Lincoln-Way Community High School, "Parent-Student Handbook," 1970.

720 ILCS 120/5:(1996) defines hazing as a person who knowingly requires the performance of an act by a student or other person in a school, college, university or other educational institution, for purpose of induction or admission into any group, organization or society associated with or connected with that institution, if the act is not sanctioned or authorized by the institution and the act results in bodily harm.⁶² Formal verbiage on hazing in schools is introduced, but it is not officially under the definition of bullying.

With the aftermath of Columbine at the end of this decade, serious discussions evolved in regards to bullying and the proactive approach to bullying. In the past, students teasing and harassing schoolmates was usually considered a harmless, natural part of growing up, but at the end of this decade bullying has been taken far more seriously.⁶³ Efforts to address bullying have particularly been stimulated by the recognition that students' ridiculing and mocking schoolmates can contribute to such violent acts as the deadly shootings at Columbine High School.⁶⁴

⁶² "Olweus Bullying Prevention Program," http://www.olweus.org/public/laws_illinois.page (accessed February 5, 2011).

⁶³ Thomas, 135.

⁶⁴ Ibid.

CHAPTER IV

2000-2010

The start of the new millennium had fears of Y2K where all technology was rumored to shut down at the beginning of 2000. The world changed forever on September 11, 2001 when terrorists ran airplanes into the World Trade Center. The tragedy of Columbine shook the nation as two students went on a shooting spree through a Colorado high school.

The millennium celebrations marking the start of the 21st century were quickly tempered by the divisive and contested 2000 U.S. presidential election (followed by an equally heated but uncontested re-election campaign in 2004) and then by the world-changing events of Sept. 11, 2001, when terrorists took over the skies, destroyed New York's World Trade Center and damaged the Pentagon, killing about 3,000 people. Not only were there social and psychological ramifications, but business and advertising took a big hit, both in the short term, as news reports dominated the airwaves and advertising was viewed as unseemly, and in the long term, as the economic impact of the attack became clear. U.S. military involvement in Afghanistan and Iraq added to a period of uncertainty, made worse by the loss of hundreds of thousands of lives in late 2004's Asian tsunami. Scandals at corporations from Enron to Tyco reduced consumers' trust. Comfort and cocooning became buzzwords of the 2000s, building on a trend that had started in the 1990s. Retailers were in the economic doldrums and facing industry consolidation, and turned to new marketing techniques-notably gift cards-to attract shoppers.

Entertainment and consumer products targeted the increasingly high-profile Christian market. The success of Mel Gibson's "The Passion of the Christ," driven by pre-release marketing in churches, showed marketers that religious products could succeed in the mainstream. There were franchise-based blockbusters like the Spider-Man, Lord of the Rings and Harry Potter series-while reality programming became a dominant TV genre, from "Queer Eye for the Straight Guy" to "Fear Factor," from "The

Apprentice" to "American Idol." In music, R&B and rap stayed strong, while established acts-such as Prince, Santana and U2-drove consumers to digital downloading sites and arenas. Sports suffered several black eyes, from the backlash against Major League Baseball's tie-in with Fox to put Spider-Man's image on bases and the Balco steroid scandal, to the NBA's Pistons/Pacers brawl and the cancellation of the NHL season.¹

Popular Culture

On December 17, 1989, *The Simpsons* debuted on Fox Television (1989-current).

The Simpsons is the longest-running American sitcom, the longest-running American animated program, and in 2009 it surpassed *Gunsmoke* as the longest running American primetime entertainment series.² The series is a satirical parody of a working-class American family in Springfield, which consists of Homer, Marge, Bart, Lisa, and Maggie. A popular character in this series is Nelson Muntz. Nelson is best known for being the school bully. Nelson laughs at the one in misfortune. Often, he makes his victim inflict self-punishment while yelling remarks like "Stop hitting yourself".³ Usually, it is Millhouse and Martin who are subjected to this type of cruelty because of their weak persona. In a 2001 popular episode, "Bye Bye Nerdie," Lisa becomes the target of a female bully. Lisa hires Nelson Muntz and his group of bullies to protect her

¹ "2000s: Madison & Vine and ROI," *Advertising Age* 76, no. 13 (March 2005): 62. OmniFile Full Text Select, WilsonWeb (accessed April 4, 2011).

² The Internet Movie Database, "The Simpsons," <http://www.imdb.com/title/tt0096697/> (accessed February 5, 2001).

³ Ibid.

but that fails because girls fight dirtier than boys. Lisa investigates why she is getting beaten up by the school bully.⁴

While on recess, Lisa walks under the stadium bleachers where four bullies (Nelson, Dolph, Jimbo, and Kearney) have a student (Ralph) tied upside down while throwing tomatoes at him.

Lisa: *Knock-Knock.*

Nelson: *What do you want?*

Lisa: *Would you bullies be interested in some bodyguard work?*

Nelson: *This is so funny. We were just talking about moving into protection!*

Dolph: *We're offering a recess and lunch package that's very affordable.*

Lisa: *Well I'm going to need full coverage. My bully is highly aggressive. Check out these Indian burns.*

Lisa holds out her arm to show multiple red burns on her arms.

Jimbo: *Triple twist! Nice work!*

Kearney: *Are you sure this was done by hand?*

Lisa: *Yeah – she is a real purist.*

Nelson: *She? Sorry, we don't do girls. They bite and kick and scratch.*

Dolph: *And sometimes we fall in love.*

Lisa: *Wow! There is so much I don't understand about bullying.*

Nelson: *Yeah – there's a lot of history there. Did you know it predates*

⁴ Ibid.

agriculture? Let's walk.

Nelson and Lisa start to walk away. Nelson stops and turns to his fellow bullies and tells them to finish the job. Jimbo, Kearney, and Dolph continue to throw tomatoes at Ralph. Lisa and Nelson observe the girl bully tripping two boys with glasses, but she doesn't attempt to trip the third (Bart).

Lisa: *I just don't understand Francine's motivation. Why does she only go after the smart ones?*

Nelson: *That's like asking the square root of a million. No one will ever know.*

Lisa: *Someone will. I'm going to crack the bully code!⁵*

It is another example of being different and not fitting in with the popular group makes you a target for bullies. This show is a comedy and uses humor to get across the theme of bullying. Teenagers watching this program are sold on the concept that bullying is a part of growing up. *The Simpsons* uses bullying in almost every episode and has topped The Nielsen Ratings on multiple occasions.

Utilizing the characteristics of the bully and the bullied, as defined by Coloroso, the following chart will be used to identify the explicit characteristics (denoted by an asterisk *) of the bully and the bullied from *The Simpsons*.

⁵ The Simpsons, "Bye Bye Nerdie," episode 264, March 11, 2001.

Bullied Characteristics

Year:	2001
Television Show:	The Simpsons
Character:	Milhouse

1. New kid on the block.
2. *The youngest in the school: smaller, sometimes scared, maybe insecure.
3. Hurt by prior trauma, extremely sensitive, avoids peers to avoid further pain.
4. *Submissive, anxious, lacking in self-confidence, does things to please others.
5. *Has behaviors others find annoying.
6. *Unwilling to fight – who prefers to resolve conflicts without aggression.
7. *Shy, reserved, quiet or unassuming, timid, sensitive.
8. Poor or rich.
9. Race or ethnicity is viewed by the bully as inferior.
10. Gender/sexual orientation is viewed by the bully as inferior.
11. Religion is viewed by the bully as inferior.
12. *Bright, talented, or gifted – targeted because she stands out.
13. Independent and unconcerned about social status, doesn't conform to the norm.
14. *Expresses emotions readily.
15. Fat or thin, short or tall.
16. *Wears braces or glasses.
17. Has acne or any skin condition.
18. Has superficial physical attributes that are different from those of the majority.
19. Physical and/or mental disabilities.
20. In the wrong place at the wrong time.

Bully Characteristics

Year:	2001
Television Show:	The Simpsons
Character:	Kearney, Jimbo, Nelson

1. *Dominates others.
2. *Uses others to get what they want.
3. *Doesn't see a situation from the other person's vantage point.
4. *Concerned only with their own wants and pleasures.
5. *Tend to hurt other kids when adults are not around.
6. *View weaker siblings or peers as prey.
7. *Use blame, criticism, and false allegations to project their own inadequacies on target.
8. *Refuse to accept responsibility for their actions.

9. *Lack foresight.
10. Crave attention.

Type of Bully

1. Confident Bully
2. Social Bully
3. Fully Armored Bully
4. Hyperactive Bully
5. Bullied Bully
6. Bunch of Bullies
7. *Gang of Bullies

On November 4, 2004, *The Incredibles* was released by Walt Disney Pictures and Pixar Animation Studios. This film grossed an estimated \$70,467,623 on its opening weekend.⁶ *The Incredibles* is a story of super heroes saving the world. Bob Parr (Mr. Incredible) and his wife Helen (Elastigirl) are super heroes who fight evil. They are forced to live “normal” lives after times have changed and the people they have saved claim frivolous lawsuits against them. They restart their lives in a suburban community and have a family with super powers. Wanting the fame back and helping others, Bob goes undercover to help others with his super powers. He soon discovers that it will take the efforts of his entire family to rescue the city from an evil power, syndrome, and his robot.

In a sub plot of the movie, Buddy Pine adores Mr. Incredible and wants to work with him. Mr. Incredible doesn't give Buddy the respect and attention he is looking for and pushes him away and makes him feel unwanted. In a way, it is a case of how being

⁶ The Internet Movie Database, “The Incredibles,” <http://www.imdb.com/title/tt0317705/> (accessed March 10, 2012).

neglected by someone you look up to can have a negative effect on who you are. Buddy unknowingly becomes the bullied bully by acting inappropriately to get the attention and power that he always wanted as a child growing up.

In a segment of the film, Mr. Incredible recognizes him as a young fan, Buddy Pine, who wanted to be his side kick but just got in the way. Buddy has created himself as “Syndrome” a new super hero that will get the attention he has always wanted by creating a robot that will attack the city. Buddy (Syndrome) has a master plan of defeating the robot in a staged battle to save the city and get the attention he has always wanted.

Syndrome: *Sure it was difficult, but you are worth it. I mean after all, I am.....your biggest fan.*

Mr. Incredible: *Buddy?*

Syndrome: *My name is not Buddy! And it's not Incrediboy either! That ship has sailed. All I wanted was to help you. I only wanted to help and what did you say to me?*

In a flash back, a portion of a scene from the beginning of the movie shows Mr. Incredible pushing Buddy away and saying:

Mr. Incredible: *Fly home Buddy. I work alone.*

Buddy's face shows hurt and devastation. The scene goes back to present day.

Syndrome: *It tore me apart. But I learned an important lesson. You can't count on anyone....especially your heroes.*

Mr. Incredible: *I was wrong to treat you that way. I'm sorry.*

Syndrome: *See, now you respect me because I'm a threat. That's the way it works. It turns out there a lot of people... whole countries who want respect and they will pay through the nose to get it.*⁷

Buddy, who is now Syndrome, uses his anger and frustration to be a bully. He ended up being a target and a bully. Syndrome is striking out at those who hurt him and is bullying to get some relief from his own feelings of powerlessness and self loathing.⁸

Utilizing the characteristics of the bully and the bullied, as defined by Coloroso, the following chart will be used to identify the explicit characteristics (denoted by an asterisk *) of the bully from *The Incredibles*.

Bully Characteristics

Year:	2004
Movie:	The Incredibles
Character:	Buddy/"Syndrome"

1. *Dominates others.
2. *Uses others to get what they want.
3. *Doesn't see a situation from the other person's vantage point.
4. *Concerned only with their own wants and pleasures.
5. Tend to hurt other kids when adults are not around.
6. View weaker siblings or peers as prey.
7. Use blame, criticism, and false allegations to project their own inadequacies on target.
8. *Refuse to accept responsibility for their actions.
9. *Lack foresight.
10. *Crave attention.

⁷ J. Lasseter and B. Bird, *The Incredibles* (United States: Walt Disney Pictures & Pixar Animation Studios, 2004).

⁸ Ibid.

Type of Bully

1. Confident Bully
2. Social Bully
3. Fully Armored Bully
4. Hyperactive Bully
5. *Bullied Bully
6. Bunch of Bullies
7. Gang of Bullies

On May 2, 2004, Paramount Pictures released *Mean Girls* and grossed \$24,432,195 on opening weekend.⁹ The *Mean Girls* plot has a home-schooled 16 year-old moving to the public high school. The new girl is exposed to public education and for the first time encounters psychological warfare and unwritten social rules that teenage girls face today.¹⁰ In order to date the boy she has a crush on, the new girl does whatever it takes to fit in with the popular crowd. The new girl, Cady, does whatever it takes to be accepted by “the plastics” (Regina, Gretchen, and Karen) to get the attention of being with the popular crowd.

Cady (voice over): *The weird thing about hanging out with Regina was that I could hate her, and at the same time, I still wanted her to like me. Same with Gretchen. The meaner Regina was to her, the more Gretchen tried to win Regina back. She knew it was better to be in the plastics, hating life, than not to be in at all. Because being with the plastics was like being*

⁹ The Internet Movie Database, "Mean Girls," <http://www.imdb.com/title/tt0377092/> (accessed February 5, 2011).

¹⁰ Ibid.

famous. People looked at you all the time and everybody just knew stuff about you.

Girl 1: *That new girl moved from Africa.*

Girl 2: *I saw Cady Heron wearing army pants and flip flops, so I bought army pants and flip flops.*

Boy 1: *That Cady girl is hot. She might even be hotter than Regina George.*¹¹

This movie demonstrates how bullying and hazing can be harmful to teenagers and the extent that teens will go to in order to be accepted by their peers. Cady being the new girl wanted to be accepted by her peers as well as being with the “plastics” who were the popular group.

Utilizing the characteristics of the bully and the bullied, as defined by Coloroso, the following chart will be used to identify the explicit characteristics of the bully and the bullied from *Mean Girls*.

Bullied Characteristics

Year:	2004
Movie:	Mean Girls
Character:	Cady

1. *New kid on the block.
2. The youngest in the school: smaller, sometimes scared, maybe insecure.
3. Hurt by prior trauma, extremely sensitive, avoids peers to avoid further pain.
4. *Submissive, anxious, lacking in self-confidence, does things to please others.
5. Has behaviors others find annoying.
6. Unwilling to fight – who prefers to resolve conflicts without aggression.
7. Shy, reserved, quiet or unassuming, timid, sensitive.

¹¹ L. Michaels and M. Waters, *Mean Girls* (United States: Paramount Pictures, 2004).

8. Poor or rich.
9. Race or ethnicity is viewed by the bully as inferior.
10. Gender/sexual orientation is viewed by the bully as inferior.
11. Religion is viewed by the bully as inferior.
12. Bright, talented, or gifted – targeted because she stands out.
13. Independent and unconcerned about social status, doesn't conform to the norm.
14. Expresses emotions readily.
15. Fat or thin, short or tall.
16. Wears braces or glasses.
17. Has acne or any skin condition.
18. Has superficial physical attributes that are different from those of the majority.
19. Physical and/or mental disabilities.
20. In the wrong place at the wrong time.

Bully Characteristics

Year:	2004
Movie:	Mean Girls
Character:	Regina, Gretchen, & Karen

1. *Dominates others.
2. *Uses others to get what they want.
3. *Doesn't see a situation from the other person's vantage point.
4. *Concerned only with their own wants and pleasures.
5. *Tend to hurt other kids when adults are not around.
6. *View weaker siblings or peers as prey.
7. *Use blame, criticism, and false allegations to project their own inadequacies on target.
8. *Refuse to accept responsibility for their actions.
9. *Lack foresight.
10. *Crave attention.

Type of Bully

1. Confident Bully
2. *Social Bully
3. Fully Armored Bully
4. Hyperactive Bully
5. Bullied Bully
6. Bunch of Bullies
7. Gang of Bullies

On November 4, 2005, Disney released *Chicken Little*. He's tiny, he's smart, and he's afraid of a little debris falling on his head. Worse than that, he's the target of school bullies.¹² Chicken Little and his friends are made fun of, picked on, and ridiculed all because they are different. Chicken Little and his band of misfit friends, Abby Mallard (aka Ugly Duckling), Runt of the Litter and Fish out of Water, attempt to save the world without sending the town into a whole new panic.¹³ They are also teased because Chicken Little thinks the sky is going to fall. This doesn't help his case because the whole town makes fun of him which embarrasses his father. Foxy Loxy is a vixen and one of the main bullies.

Coach: *OK everyone, listen up. I don't want to hear any quacks, oinks, winnies, or cockle-doodle-dos when I say.....Dodgeball.*

Cheers from popular group. Fear from unpopular group.

Runt of the Litter: *Oh...man*

Foxy Loxy: *Pump it up...pump it, pump it, pump it up!*

Coach: *Split into two teams. Popular versus Unpopular.*

Runt of the Litter: *Coach?*

Coach: *Yeah unpopular.*

Runt of the Litter: *Shouldn't we review safety guidelines?*

¹² The Internet Movie Database, "Chicken Little," <http://www.imdb.com/title/tt0371606/> (accessed February 5, 2011).

¹³ Ibid.

Coach: *Sure. Hit the pig kids!*¹⁴

Chicken Little is your basic movie about trying to fit in. In true Disney fashion, these popular movies follow a tried-true formula of getting bullied, planning an assault, and getting even. Being a Disney movie, the actual situations are more humorous than lesson learning.

Utilizing the characteristics of the bully and the bullied, as defined by Coloroso, the following chart will be used to identify the explicit characteristics (denoted by an asterisk *) of the bully and the bullied from *Chicken Little*.

Bullied Characteristics

Year:	2005
Movie:	Chicken Little
Character:	Chicken Little

1. New kid on the block.
2. *The youngest in the school: smaller, sometimes scared, maybe insecure.
3. *Hurt by prior trauma, extremely sensitive, avoids peers to avoid further pain.
4. *Submissive, anxious, lacking in self-confidence, does things to please others.
5. *Has behaviors others find annoying.
6. *Unwilling to fight – who prefers to resolve conflicts without aggression.
7. *Shy, reserved, quiet or unassuming, timid, sensitive.
8. Poor or rich.
9. Race or ethnicity is viewed by the bully as inferior.
10. Gender/sexual orientation is viewed by the bully as inferior.
11. Religion is viewed by the bully as inferior.
12. Bright, talented, or gifted – targeted because she stands out.
13. Independent and unconcerned about social status, doesn't conform to the norm.
14. Expresses emotions readily.
15. Fat or thin, short or tall.
16. *Wears braces or glasses.
17. Has acne or any skin condition.
18. Has superficial physical attributes that are different from those of the majority.

¹⁴ R. Fullmer and M. Dindal, *Chicken Little* (United States: Walt Disney Pictures, 2005).

19. Physical and/or mental disabilities.
20. In the wrong place at the wrong time.

Bully Characteristics

Year:	2005
Movie:	Chicken Little
Character:	Foxy Loxy

1. *Dominates others.
2. Uses others to get what they want.
3. *Doesn't see a situation from the other person's vantage point.
4. *Concerned only with their own wants and pleasures.
5. Tend to hurt other kids when adults are not around.
6. *View weaker siblings or peers as prey.
7. Use blame, criticism, and false allegations to project their own inadequacies on target.
8. Refuse to accept responsibility for their actions.
9. *Lack foresight.
10. *Crave attention.

Type of Bully

1. Confident Bully
2. Social Bully
3. Fully Armored Bully
4. *Hyperactive Bully
5. Bullied Bully
6. Bunch of Bullies
7. Gang of Bullies

Manifestation in Schools

A supposedly friendly “powder puff” football game between junior and senior girls of Glenbrook North High School turned into a wild melee in which junior girls were slapped, punched, hit with objects, doused with paint, and smeared with mud and feces.¹⁵

The incident took place off school grounds at a gathering for a game that was never

¹⁵ Thomas, 10.

played. “During the outburst, six junior girls were injured in a high school rite-of-passage gone bad. One victim had 10 stitches in her head. There are possible concussions.”¹⁶ A student’s video tape of the incident drew nation-wide attention when broadcast over network television.

School authorities suspended 31 students who had participated in the event. State prosecutors cited 15 of the students – 12 girls, 3 boys – for misdemeanor battery, punishable by up to 364 days in jail and a \$2,000 fine. Two mothers of students were also indicted for their part in the episode. One was charged with providing alcohol to a minor after she bought three kegs of beer for her son; the son was charged with unlawful possession of alcohol by minors, because one of the kegs had been sent to her home while the remaining two were delivered to the park where the hazing took place.¹⁷

In May of 2003, Kevin House was interviewed by Alan Colmes on CNN. Kevin was a student and witness to the Glenbrook North Hazing incident. House describes the incident as a rite of passage for senior girls who participated in the yearly event.

Colmes: *Kevin, can you tell us what you witnessed? What did you see happen?*

House: *What I witnessed Sunday morning was...basically it was at this park. This forest Grant and Lee. The junior girls came up and basically....just...to the forest got on their knees. There was no football played—that’s a myth that is kinda going around right now.*

Colmes: *Right.*

House: *They got on their knees and the hazing started with just what you*

¹⁶ Jeff Flock, "Two Adults Charged in Violent Hazing Incident," *CNN.com* (May 22, 2003), <http://www.cnn.com/2003/LAW/05/21/hazing.charges/> (accessed January 6, 2012).

¹⁷ Thomas, 10.

would have thought was going to happen. The humiliation, the pouring stuff on girls, the gross stuff and....

Colmes: *When you say hazing – were they looking to join – were they pledging a sorority? Was it.....*

House: *No...No...Basically what this hazing.....ahh you know what it basically symbolizes is that you haze....you get hazed when you're a junior so you can haze when you're a senior. You can't haze someone when you're a senior unless you did it when you were a junior.¹⁸*

This incident in May of 2003 brought national attention to Hazing. A touch football game between Glenbrook North High School girls turned into a brutal hazing event. What had become an annual tradition between junior and senior girls, ended up with junior girls getting beaten, splattered with paint, and having mud and feces thrown in their faces. In previous years, the junior girls described the event as a fun hazing event which acted as an initiation into their senior year.¹⁹ It was an initiation from senior to junior girls. It was a rite of passage for these students. It was a tradition that they did year after year. The girls that were being bullied went willingly, knowing what the outcome would be. In order to participate as a senior, students had to deal with the abuse and trauma as a junior. It was a vicious cycle that occurred through the years.

¹⁸ Kevin House, interview by Alan Colms, *Glenbrook North Hazing Report* (May 2003).

¹⁹ Lisa Black and Courtney Flynn, "Glenbrook North, Cops Investigate Brawl at Hazing; 5 Girls are Hurt During 'Initiation'," *Chicago Tribune*, May 7, 2003.

In the 1993 movie, *Dazed and Confused*, incoming female students are hazed by female senior students. This movie was released 10 years prior to the May 2003 hazing incident with Glenbrook South High School, but was remarkably similar to the bullying incident. Was this a case of society copying popular culture?

On June 3, 2009, Iain Steele committed suicide after years of being bullied at school. Iain was described by his parents as happy, gentle, and optimistic until the bullying broke him.²⁰ The bullying began in junior high after having surgery for a displaced hip.

At McClure Junior High, his parents said, Iain was teased and threatened. But after his surgery, the bullying increased. His mother said he was bullied by three or four kids, but one in particular was the worst. She said they called Iain names, knocked books out of his hands and pushed him into a locker. Iain was on crutches for months after surgery, and during this time, he was shoved to the ground by another student.²¹

The father, Willy Steele, met with the principal several times. After the meetings the bullying would stop for a couple of days and then continue. At one particular meeting with the principal and the bullies' mom, the principal stated that the bully had problems at home. "So it was almost as if the bully was being excused when in reality...he (the bully) was killing my kid."²² As many bullied students feel, Iain thought high school would be different – a new school and a brand new start on life.

²⁰ "Breaking Point: Schools Tackle the Issue of Teens Being Bullied Online and Elsewhere," *Chicago Tribune* (May 27, 2010), 7.

²¹ *Ibid.*, 2.

²² *Ibid.*

Iain began his freshman year at Lyons Township in the fall of 2008. From day one, the bullying continued—some were the same students who taunted him at McClure.²³

Willy Steele met with the school counselor as well as the principal. Both stated that they tried to make Iain's experience in high school a positive one. Lyons Township High School has expectations of students respecting each other, but the reality and expectations were not cohesive for Iain. The Steele's believe that the constant bullying led their son to being hospitalized for depression in February of 2009. Iain stopped going to school and attended an outpatient program.

But by last Spring, his family and doctors and counselors believed he was getting better. Iain was looking forward to the future. He talked about forming a band and a trip his family was going to take. His family had no reason to expect what happened on June 3. That day with one day left in the school year, Iain hung himself in his parents' basement.²⁴

The tragedy of Iain Steele made McClure and Lyons Township look at the way they deal with things in regards to bullying.

Utilizing the characteristics of the bully and the bullied, as defined by Coloroso, the following chart will be used to identify the explicit characteristics (denoted by an asterisk *) of the bully and the bullied in schools from 2000 to 2010.

²³ Ibid.

²⁴ Ibid.

Bullied Characteristics

Year:	2003
Title:	"Glenbrook North, cops investigate brawl at hazing; 5 girls are hurt during 'initiation' "
Source:	Chicago Tribune

1. New kid on the block.
2. *The youngest in the school: smaller, sometimes scared, maybe insecure.
3. Hurt by prior trauma, extremely sensitive, avoids peers to avoid further pain.
4. *Submissive, anxious, lacking in self-confidence, does things to please others.
5. Has behaviors others find annoying.
6. Unwilling to fight – who prefers to resolve conflicts without aggression.
7. Shy, reserved, quiet or unassuming, timid, sensitive.
8. Poor or rich.
9. Race or ethnicity is viewed by the bully as inferior.
10. Gender/sexual orientation is viewed by the bully as inferior.
11. Religion is viewed by the bully as inferior.
12. Bright, talented, or gifted – targeted because she stands out.
13. Independent and unconcerned about social status, doesn't conform to the norm.
14. Expresses emotions readily.
15. Fat or thin, short or tall.
16. Wears braces or glasses.
17. Has acne or any skin condition.
18. Has superficial physical attributes that are different from those of the majority.
19. Physical and/or mental disabilities.
20. In the wrong place at the wrong time.

Bully Characteristics

Year:	2003
Title:	"Glenbrook North, cops investigate brawl at hazing; 5 girls are hurt during 'initiation' "
Source:	Chicago Tribune

1. *Dominates others.
2. Uses others to get what they want.
3. *Doesn't see a situation from the other person's vantage point.
4. *Concerned only with their own wants and pleasures.
5. Tend to hurt other kids when adults are not around.
6. *View weaker siblings or peers as prey.

7. Use blame, criticism, and false allegations to project their own inadequacies on target.
8. Refuse to accept responsibility for their actions.
9. *Lack foresight.
10. Crave attention.

Type of Bully

1. Confident Bully
2. Social Bully
3. Fully Armored Bully
4. Hyperactive Bully
5. Bullied Bully
6. *Bunch of Bullies
7. Gang of Bullies

Bullied Characteristics

Year:	2010
Title:	“Breaking Point: Schools Tackle the Issue of Teens Being Bullied Online and Elsewhere”
Source:	Chicago Tribune

1. New kid on the block.
2. *The youngest in the school: smaller, sometimes scared, maybe insecure.
3. *Hurt by prior trauma, extremely sensitive, avoids peers to avoid further pain.
4. *Submissive, anxious, lacking in self-confidence, does things to please others.
5. Has behaviors others find annoying.
6. Unwilling to fight – who prefers to resolve conflicts without aggression.
7. *Shy, reserved, quiet or unassuming, timid, sensitive.
8. Poor or rich.
9. Race or ethnicity is viewed by the bully as inferior.
10. Gender/sexual orientation is viewed by the bully as inferior.
11. Religion is viewed by the bully as inferior.
12. Bright, talented, or gifted – targeted because she stands out.
13. Independent and unconcerned about social status, doesn't conform to the norm.
14. Expresses emotions readily.
15. Fat or thin, short or tall.
16. Wears braces or glasses.
17. Has acne or any skin condition.
18. Has superficial physical attributes that are different from those of the majority.
19. Physical and/or mental disabilities.

20. In the wrong place at the wrong time.

Bully Characteristics

Year:	2010
Title:	“Breaking Point: Schools Tackle the Issue of Teens Being Bullied Online and Elsewhere”
Source:	Chicago Tribune

1. *Dominates others.
2. Uses others to get what they want.
3. *Doesn't see a situation from the other person's vantage point.
4. *Concerned only with their own wants and pleasures.
5. *Tend to hurt other kids when adults are not around.
6. *View weaker siblings or peers as prey.
7. Use blame, criticism, and false allegations to project their own inadequacies on target.
8. Refuse to accept responsibility for their actions.
9. *Lack foresight.
10. Crave attention.

Type of Bully

1. Confident Bully
2. Social Bully
3. Fully Armored Bully
4. Hyperactive Bully
5. Bullied Bully
6. *Bunch of Bullies
7. Gang of Bullies

<u>BULLIED CHARACTERISTICS</u>	The Simpsons	Mean Girls	Chicken Little	Glenbrook North Hazing	Iain Steele	TOTALS
1. New on the block.		X		X		2
2. The youngest in the school; smaller, sometimes scared, maybe insecure.	X		X		X	3
3. Hurt by a prior trauma, extremely sensitive, avoids peers to avoid further pain.			X		X	2
4. Submissive, anxious, lacking in self-confidence, does things to please others.	X	X	X	X	X	5
5. Has behaviors others find annoying.	X		X			2
6. Unwilling to fight – who prefers to resolve conflicts without aggression.	X		X			2
7. Shy, reserved, quiet or unassuming, timid, sensitive.	X		X		X	3
8. Poor or rich.						0
9. Race or ethnicity is viewed by the bully as inferior						0
10. Gender/sexual orientation is viewed by the bully as inferior						0
11. Religion is viewed by the bully as inferior						0
12. Bright, talented, or gifted – targeted because she “stands out”	X					1
13. Independent and unconcerned about social status, doesn't conform to the norm.						0
14. Expresses emotions readily.	X					1
15. Fat or thin, short or tall.						0
16. Wears braces or glasses.	X		X			2
17. Has acne or any other skin condition.						0
18. Has superficial physical attributes that are different from those of the majority.						0
19. Physical and/or mental disabilities						0
20. In the wrong place at the wrong time	X					1

<u>BULLY CHARACTERISTICS</u>	The Simpsons	Mean Girls	The Incredibles	Chicken Little	Glenbrook North Hazing	Iain Steele	Totals
1. Dominates others.	X	X	X	X	X	X	6
2. Use others to get what they want.	X	X	X				3
3. Doesn't see a situation from the other person's vantage point.	X	X	X	X	X	X	6
4. Concerned only with their own wants and pleasures.	X	X	X	X	X	X	6
5. Tend to hurt other kids when adults are not around.	X	X				X	3
6. View weaker siblings or peers as prey	X	X		X	X	X	5
7. Use blame, criticism, and false allegations to project their own inadequacies onto their target.	X	X					2
8. Refuse to accept responsibility for their actions.	X	X	X				3
9. Lack foresight.	X	X	X	X	X	X	6
10. Crave attention.		X	X	X			3
<u>Type of Bully</u>							
1. Confident Bully							0
2. Social Bully		X					1
3. Fully Armored Bully							0
4. Hyperactive Bully				X			1
5. Bullied Bully			X				1
6. Bunch of Bullies					X	X	2
7. Gang of Bullies	X						1

Summary

In comparing the bully characteristics of popular culture and what was being manifested in schools there are four top characteristics are present in both. The four traits that were explicitly exhibited across the board were: (1) Dominates others, (3) Doesn't see a situation from the other person's vantage point, (4) Concerned only with their own wants and pleasures, and (9) Lacks foresight. The type of bully of the time was all over the chart. Each type of bully was represented in popular culture and in schools. The only one that was not exhibited in the select primary sources was the Confident Bully. This type of bully was the number one portrayed in movies in the previous chapter from 1970 to 1999. The number one type of bully in schools was the *Bunch of Bullies*. This was also evident in the last chapter from the time of 1970 to 1999.

The Bullied Characteristics between popular culture and schools shows a submissive, anxious, lacking in self-confidence, does things to please others individual. This trait was explicitly exhibited in both movies and schools. This was the only trait that was present in the select primary sources.

Throughout the three time frames that were studied, one event stands out among the rest. The Glenbrook North Hazing incident in May of 2003 was a close replica of the hazing scene in *Dazed and Confused* that was released in 1993. Approximately ten years after the movie was released, the hazing incident in Glenbrook makes national news. It is a detailed example of how popular culture has influenced our society. The effect that television and film have on society is a powerful and significant form throughout the

decades.²⁵ Movies show a glimpse of our dreams, aspirations, and the way we view our world. In some instances, television and movies advertise what is acceptable by society. Through movies and television, Hollywood is able to create resonant and suggestive images, characters, dialogue, and behavior that both reflects and shapes the audiences consciousness and grants us much insight into American culture.²⁶ There is some degree of consensus about the importance of specific films and their relation to the society of their times.²⁷ The Glenbrook North Incident and the hazing in *Dazed and Confused* represents what previous studies have shown in regards to popular culture having a direct correlation or influence on certain behaviors. It is a pure example of students copying what was shown in a movie.

Policies and Practices

In 2002, legislation was passed that mandated schools to have the appropriate verbiage in their policies that defined bullying and aggressive behavior. At this time, there were no guidelines into the punishment or details of bullying behavior in schools. The law stated that student discipline policies needed to be in place for provisions to address aggressive behaviors including bullying. The law gave schools the latitude to discipline bullying, but there was no consistency to the policies and procedures from district to district. Below is an excerpt from the school code:

105 ILCS 5/10-20.14:14 (2002) requires the school board, with the parent-teacher advisory committee and community based organizations, to

²⁵ Quart and Auster, 2

²⁶ Ibid., 4.

²⁷ Ibid, 7.

include provisions in the student discipline policy to address students who have demonstrated behaviors that put them at risk for aggressive behavior, including without limitation bullying.²⁸

A students' ability to bully at a distance and remain anonymous has been enhanced by the computer, cell phone, digital camera, or all of these components in a small instrument.²⁹

Cyber bullying consists of harassing, humiliating, intimidating, or threatening others on the Internet. Below are a few examples of bullying in the form of cyber bullying.

- Sending cruel, vicious, and sometimes threatening messages.
- Creating Web sites that have stories, cartoons, pictures, and jokes ridiculing others.
- Posting pictures of classmates online and asking students to rate them on derogatory features.
- Engaging someone in instant messaging with threatening or derogatory comments.³⁰

In 2008, laws were created to define "cyber bullying". The teens of this decade were taking bullying to the next level through communicating in the cyber world. In the form of email, Facebook, and Twitter, students were communicating with one another on the web. Bullying and harassment came with it. Below is a summary of the state law passed in 2008.

105 ILCS 135/1-2:(2008) defines harassment through electronic communications. The definition includes "making any obscene comment, request, suggestion or proposal with an intent to offend," and "threatening

²⁸ "Olweus Bullying Prevention Program," http://www.olweus.org/public/laws_illinois.page (accessed February 5, 2011).

²⁹ Thomas, 139.

³⁰ Ibid.

injury to the person or to the property of the person to whom the electronic communication is directed or to any of his family or household members." Violation of the provisions of the statute will result in a class B misdemeanor.³¹

By 2010 bullying in schools has risen to epic proportions. Females are more likely to suffer embarrassment from gossip and/or rumors, while males are more likely to be the victim of physical attacks. Physical torment includes kicking, pushing, tripping, pinching, twisting, and the like.³² Below are a few examples of bullying in schools in the form of physical abuse.

A 10-year-old boy was hit and choked repeatedly by a bully, leaving the boy with severe bruising on his neck. The bully's mother, in response to complaints about her son's behavior, said her son was having problems at home and that the injured boy was to blame for provoking her son.³³

A news reporter interviewed a student who was hospitalized for a concussion. The student was assaulted by classmates even though security guards were in the building.

Interviewer: *"How many girls were there and what were they doing?"*

Student: *"There was five girls kicking me in the head."*

Interviewer: *"So you're down on the floor?"*

Student: *"Yeah and everybody's on top of me. The security guard is on top of me. Children are on top of the security guard. That's how it*

³¹ Ibid.

³² Ibid., 136.

³³ Ibid.

was that I couldn't breathe, couldn't move."³⁴

A teacher calls a student to the front of the class to complete a math problem. As the student walks to the front of the class, a boy sticks his foot out and trips him. The student falls clumsily to the floor as the rest of the class laughs."³⁵

In response to the bullying issues in schools, the state passes the following statute that prohibits bullying of any kind. This school law demands that schools address in their policies and procedures bullying of any kind during the school day or any school sponsored activity.

105 ILCS 5/27-23.7:(2010) prohibits bullying (as defined in the statute) in the school environment and includes in its definition of bullying electronic communications. Bullying is specifically prohibited through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.

Defines bullying and prohibits it in the school environment on the basis of actual or perceived race, color, religion, sex, national origin, ancestry age, marital status, physical or mental disability, military status, sexual orientation, gender-related identity or expression, unfavorable discharge from military service, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic. No student shall be subject to bullying during any school-sponsored education program or activity, while in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the bus, at schools-sponsored or school-sanctioned events or activities, or through the transmission of information from a school computer, school computer network or other similar electronic school equipment. Bullying make take various forms, including without limitation one or more of the following: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying.³⁶

³⁴ Ibid.

³⁵ Ibid.

³⁶ Ibid.

A formal definition of bullying is passed along with the verbiage of the act not being permissible on or during school events. Schools must now bear a legal duty to protect their students. Failure to do so may put school personnel at risk of being sued under civil law. In addition to this state law requiring schools to prohibit bullying, many districts have passed zero tolerance policies.³⁷ With this law, the threat of legal action has become a stimulus for schools to prepare antibullying programs that include training teachers, administrators, and counselors.³⁸

³⁷ Ibid., 146.

³⁸ Ibid.

CHAPTER V

DISCUSSION

In summary, the first portion of each question of my research questioned the characteristics of the bully and the bullied through the decades. In my findings, I feel it is apparent that the Bully and the Bullied through the decades have exhibited the same characteristics through time. The type of bully and the certain traits of the bullied may have changed through select primary resources, but the traits and/or checklist has stayed consistent. In researching the bully and the bullied from 1950 to 2010, Barbara Coloroso distinctly describes the explicit traits exhibited by each of the two: the bully and the bullied. The characteristics through Coloroso's studies have been the consistent force behind defining bullying and the ones being bullied.

Question 1: Through select primary sources, from 1950-1969:

Question 2: Through select primary sources, from 1970 -1999:

Question 3: Through select primary sources, from 2000-2010:

a. What are the characteristics of the "Bully"?

Bullies come in many different shapes and sizes. Through the decades, the makeup of the bully has stayed consistent, but they are not all alike. Bullies can vary in several ways – in their reasons for picking on others, in their bullying techniques, in their

family's socioeconomic condition, and their physical and mental abilities.¹ The characteristics, on the other hand, have been uniform throughout time. Bullying is about power. Studies show that students bully not to intentionally harm one another, but rather to obtain things that we all want in life: power, popularity, and respect from others.²

According to Barbara Coloroso, there are seven kinds of bullies.

The *confident bully* is an individual who has a big ego, powerful personality, and no empathy for his targets. The *social bully* uses rumor and gossip to exclude targets from activities. She is manipulative and acts as if she is caring and compassionate. The *fully armored bully* shows little emotion and looks for an opportunity to bully when no one is around. He is vicious and vindictive toward his target but charming and deceptive in front of others. The *hyperactive bully* struggles in school and has poor social skills. He has trouble making friends and usually has some form of learning disability that prohibits him from processing social cues accurately. The *bullied bully* is both a target and a bully. She bullies others to get relief from her own feelings of powerlessness and self loathing. The *bunch of bullies* is a group of friends who collectively do something they would never do individually. This is bullying done by a group of "nice" kids who know what they did was wrong. And lastly, the *gang of bullies* is a group in pursuit of power, control, and domination.³

Coloroso states that bullying is not about anger, it is about contempt. Contempt is a powerful feeling of dislike toward somebody to be worthless, inferior, or undeserving of respect.⁴ Contempt is packaged with three psychological advantages that allow students to harm one another without feeling empathy, compassion, or shame:

1. **A sense of entitlement** – the privilege and right to control, dominate, subjugate, and otherwise abuse another human being.

¹ Thomas, 140.

² Scaglione and Scaglione, 15.

³ Coloroso, 19.

⁴ Ibid., 20.

2. **An intolerance toward differences** – different equals inferior and thus not worthy of respect.
3. **A liberty to exclude** – to bar, isolate, and segregate a person not worthy of respect or care.⁵

In general terms, “bullying is arrogance in action”.⁶ Bullies feel a sense of entitlement to hurt or abuse someone that they hold in contempt. Coloroso categorizes bullies into seven categories, but also describes the following common traits. Bullies all:

1. like to dominate other people.
2. like to use other people to get what they want.
3. find it hard to see a situation from the other person’s vantage point.
4. are concerned only with their own wants and pleasures and not the needs, rights, and feelings of others.
5. tend to hurt other kids when parents or other adults are not around.
6. view weaker siblings or peers as prey (bullying is also known as: “predatory aggression”)
7. use blame, criticism, and false allegations to project their own inadequacies onto their target.
8. refuse to accept responsibility for their actions.
9. lack foresight – that is the inability to consider the short-term, long-term, and possible unintended consequences of their current behavior.
10. crave attention.⁷

b. What are the characteristics of the “Bullied”?

According to Coloroso the one thing all students have in common who are bullied is that they were targeted by a bully (or by a bunch of bullies). The bullied can be just about anybody:

1. The kid who is new on the block.
2. The kid who is the youngest in the school – and thus usually smaller, sometimes scared, maybe insecure. Bullying escalates when a new class enters middle school or high school.

⁵ Ibid.

⁶ Ibid., 21.

⁷ Ibid., 20.

3. The kid who has been traumatized – who is already hurt by a prior trauma, is extremely sensitive, avoids peers to avoid further pain, and finds it hard to ask for help.
4. The kid who is submissive – who is anxious, lacking in self-confidence, and easily led and who does things to please or placate others.
5. The kid who has behaviors others find annoying.
6. The kid who is unwilling to fight – who prefers to resolve conflicts without aggression.
7. The kid who is shy, reserved, quiet or unassuming, timid, sensitive.
8. The kid who is poor or rich.
9. The kid whose race or ethnicity is viewed by the bully as inferior, deserving of contempt.
10. The kid whose gender/sexual orientation is viewed by the bully as inferior, deserving of contempt.
11. The kid whose religion is viewed by the bully as inferior, deserving of contempt.
12. The kid who is bright, talented, or gifted – targeted because she “stands out” – in other words, is different.
13. The kid who is independent and unconcerned about social status, doesn’t conform to the norm.
14. The kid who expresses emotions readily.
15. The kid who is fat or thin, short or tall.
16. The kid who wears braces or glasses.
17. The kid who has acne or any other skin condition.
18. The kid who has superficial physical attributes that are different from those of the majority.
19. The kid with physical and/or mental disabilities – such children are two to three times more likely to be bullied than other kids because they have an obvious disability and thus a ready excuse for the bully; they are not as well integrated into classes and thus have fewer friends to come to their aid; and they lack the verbal and/or physical skills to adequately defend themselves against aggression.
20. The kid who is in the wrong place at the wrong time – attacked because the bully wanted to aggress on someone right there, right now.⁸

⁸ Ibid., 43.

Question 1: Through select primary sources, from 1950 – 1969:

c. As defined by Coloroso’s characteristics, how did Popular Culture portray the “Bully” and the “Bullied”?

In comparing the bully characteristics of popular culture and what was being manifested in schools there is a theme of domination. The two highest characteristics are: (1) Dominates others and (4) Concerned only with their own wants and pleasures. Following are (2) Use others to get what they want and (6) View weaker siblings or peers as prey. The type of bully of the time was categorized as a *Gang of Bullies* or *Bunch of Bullies*. There was a theme of “safety in numbers.” Bullying behaviors that were prevalent when an individual was in a group was not something they necessarily portrayed when they were alone. These groups of friends were excluding others or using their power in numbers to get what they want. The bully wants to be in charge and is willing to make that happen by using force. By the chart, popular culture portrayed these characteristics in film and it seemed to influence the behaviors of students in schools.

The Bullied Characteristics between popular culture and schools shows a submissive, anxious, and lacking in self confidence trait that is shared between the two. This data shows that an individual that has these traits was prone to being bullied in the 50’s and 60’s. An individual that stands out because they are different from the norm was targeted by these bullies. The movies of the time had characters that portrayed these mannerisms that were bullied and in the schools the students with the same characteristics were targeted.

d. How was the “bullying” being manifested in schools?

On February 18, 1952, three freshmen students at Proviso Township High School were charged with extortion and assault. According to the *Chicago Tribune*, the accused students obtained pocket money by bullying smaller boys in a shop class.⁹ The seven students that were bullied were told that the biggest boys in the shop class would “protect” them and fight their battles for a weekly fee that started at 5 cents and went up to 15 cents.¹⁰

But instead of collecting every week, the victims added, one of the trio would demand money each day, and pupils who did not pay got an arm twisting and punching. Finally, said the victims, the three boys offered the protection for \$1 for the rest of the semester.¹¹

This bullying went on for six weeks until one of the victims complained of a sore arm to his father. The student then explained to his father what was going on at school.

On April 23, 1963, a parent reported that her son has to walk two blocks to school and is not able to make it without a group of bullies confronting him. These bullies would rip up his homework and textbooks. The mother stated that the bullies know the school does nothing about it so they had the nerve to push her off the sidewalk, swear at her, and tell her there isn’t a thing she can do.¹² When the mother met with the principal he stated, “I run a good school and don’t need women coming around to tell me how to

⁹ "3 Proviso High Pupils Seized in Extort Racket: 7 Classmates Bullied to Get Money." *Chicago Daily Tribune*, February 18, 1952, B5.

¹⁰ Ibid.

¹¹ Ibid.

¹² Beck, A2.

do things.”¹³ When asked why her son was being bullied, the mother responded, “Any reason, no matter how trivial – manner of dress, hair style, speech, winning the esteem of the teacher, keeping up grades – seems to be the reason for bullying in the school my boys attend.”¹⁴

e. What policies and procedures in Illinois K – 12 Public School Districts emerged to address bullying?

Prior to the 1970’s there was not much research or data collected until Dr. Daniel Olweus. Dr. Olweus began using the terms “bully/victim” and “whipping boy” in his early studies of the 70’s.¹⁵ The 1950’s and 60’s did not specifically address bullying in schools in regards to policies and practices. The major policies and practices focused on appropriate behavior and being a model student. The majority of schools in the 50’s and 60’s had verbiage in their school board regulations regarding courteous and considerate behavior but not bullying. Below is an excerpt from a 1958 School District 210 Parent/Student Handbook.

In order for any society or organization to function smoothly, it is necessary to set up certain general policies by which all its members must abide. The rules stated in this section are by no means imposed upon the student body as a method of punishment. By becoming familiar with them and using them as a guide for governing behavior, the total operation of the school will be simplified. Any infraction can mean difficulty for all. If they are studied, it can easily be seen that these policies have their root

¹³ Ibid.

¹⁴ Ibid.

¹⁵ Harris and Petrie, 1.

in the simple code of courteous and considerate behavior toward one another.¹⁶

In the rules, there is no mention of bullying and/or fighting. The statement above is more of a vague umbrella that may cover a conglomeration of infractions to the social and administrative expectations.

In 1955, Chicago schools implemented a program by which older boys would supervise younger students during lunch, recess, and passing periods. Below is an incident described by an adult who witnessed the program in action.

“What’s the matter?” the adult said, bending down to touch the small boy on the back. The child revealed a wet, dirt streaked face.

“Go away,” he sobbed.

“Is he hurt?” the adult asked the big boys.

“Naw,” frowned one.

“Just a little squirt trying to be a bully,” said the other.

“Nobody laid a hand on him.” “Won’t play fair,” added the other.

“Beats up the little kids. He yells murder when we take him away, see?”¹⁷

This practice was developed in an effort to cut down on accidents. The idea behind this practice was more supervision in areas during the day where in the past an adult presence had been non-existent. Winn states that “it makes older boys and girls responsible for the safety of the younger ones at lunch, in corridors, on the playground, on the streets – and it already has reduced accidents by half.”¹⁸

In 1962, a Student Service Organization was formed in School District 210.

According to the Parent, Student Handbook:

¹⁶ Lincoln-Way Community High School. "Student Handbook," 1958.

¹⁷ Marcia Winn, “Miracle in Schools: Bully Made Protector,” *Chicago Daily Tribune*, June 21, 1955. A3.

¹⁸ Ibid.

The S.S.O. is an organization dedicated to serve Lincoln-Way Community High School in several different areas. During 1962-63 S.S.O. members will monitor the study halls and cafeteria lines. The main purpose of the organization is to provide opportunities for self-discipline among its hundreds of students. It is an organization controlled by the students for the students, and it is asking the cooperation of all.¹⁹

Parallel with the Chicago schools, the concept of empowering students to supervise areas of the building where an adult presence is needed. Many schools of the time tried creative ways to improve supervision but did not confront the issue of bullying.

Question 2: Through select primary sources from 1970 -1999:

c. As defined by Coloroso's characteristics, how did Popular Culture portray the "Bully" and the "Bullied"?

In comparing the bully characteristics of popular culture and what was being manifested in schools from 1970 through 1999, there is still a strong theme of domination. The two highest characteristics are: (1) Dominates others and (4) Concerned only with their own wants and pleasures. These are the same top characteristics from the previous chapter from 1950 to 1969. The next highest characteristics are: (3) Doesn't see a situation from the other person's vantage point, (9) Lacks foresight, and (6) View weaker siblings or peers as prey. The type of bully portrayed in popular culture at the time was categorized as a *Confident Bully* – a lot of ego and an inflated sense of self. This bully portrayed by popular culture feels good only to the degree that they feel a sense of superiority over others. In contrast, the most dominant in schools was the *Bunch of Bullies*. Once again, in schools the theme of safety in numbers. These students aren't

¹⁹ Lincoln-Way Community High School. "Student Handbook," 1962.

necessarily “bad” kids when they are alone, but in groups they portray behaviors that they know are wrong but hurtful. By the chart, Popular Culture portrayed the characteristics of a *Confident Bully*, while it seemed the behaviors in schools were more from a *Bunch of Bullies*.

The Bullied Characteristics between popular culture and schools shows a submissive, anxious, and lacking in self confidence trait that is shared between the two. This was prevalent in the previous chapter from 1950 through 1969 as well. The next characteristic was a shy, reserved, quiet, unassuming, sensitive person. By the chart, the data shows that an individual that has these traits was prone to being picked on in the time from 1970 to 1989. By the chart, Popular culture had individuals that were bullied characterized as Independent and unconcerned about their social status. These individuals didn't conform to the norm so they were bullied. The characteristics that were explicit in schools were shy, reserved, timid, and sensitive. Also in schools were the traits of the bright, talented, or gifted student. These students were targets for the bullies because they stood out from the rest.

d. How was the “bullying” being manifested in schools?

Jodee Blanco, author of *Please Stop Laughing at Me*, describes her story of growing up dealing with bullies in the Southwest Suburbs of Illinois in the 80's. In grade school she was verbally and physically abused by other students. Yearning for a new beginning, Jodee looks forward to her fresh start at high school. She candidly describes her first day as a freshman dealing with the torment and agony of being bullied. Below is her description of the first day in the 80's getting on the bus.

Every school bus has a hierarchy, a caste system. The cool crowd – the kids who smoke, come to class with hickies, and get into just enough trouble to be the secret envy of the honor roll students – occupies the back rows. The cheerleaders and star athletes take the middle seats. The serious students sit near the front. The nerds and the outcasts never know where they'll end up. If your lucky, they can find an empty seat to the right of the driver.²⁰

Unfortunately the bus is crowded and the only seat available is the one across from the driver. Jodee bristles at the idea of sitting in the “loser’s seat” on her first day of school.²¹ As the bus ride starts Jodee is pummeled with spitballs. She thinks, “At least they’re not whipping rocks at me like in junior high.”²² The bus driver, Mrs. Sullivan says to her, “Honey, don’t let them get you down.” “They’re just being teenagers.”²³

A new girl starting her first day of school, hoping to get a fresh start is dealing with bullies. The theme of being a “part of growing up” or “kids will be kids” is present from the bus driver. This story holds true in many of the public schools in the 80’s.

On April 20, 1999, at 11:19, Eric Klebold and Dylan Harris – armed with a duffle bag of sawed-off shotguns, a semiautomatic rifle, a semiautomatic pistol, and pipe bombs – walked into Columbine High School in Littleton (Colorado) where they killed thirteen people (12 students, 1 teacher) and wounded 23 more before shooting themselves to death.²⁴ Most observers from Columbine high school felt that Dylan Klebold and Eric

²⁰ Blanco, 8.

²¹ Ibid, 9.

²² Ibid.

²³ Ibid.

²⁴ Scaglione and Scaglione, 24.

Harris were teased and ridiculed to the point that they could not take it anymore. Here is an account of one incident they faced: “People surrounded them [Eric and Dylan] in the commons and squirted ketchup packets all over them, laughing at them, calling them faggots. That happened while the teachers watched. They couldn’t fight back. They wore ketchup all day and went home covered with it.”²⁵ Eric and Dylan are a perfect example of victims of bullying, harassed by others, who became the ultimate bullies themselves.

As described below by Brooks Brown, Columbine graduate and grade school friends with Dylan Klebold and Eric Harris. The bullying environment at the high school was at epic levels beginning freshman year.

Sometimes kids would just ignore us. But often, we were targets. We were freshmen, and computer-geek freshman at that. At lunchtime the jocks would kick out our chairs, or push us down onto the floor, trip us, or throw food as we were walking by. When we sat down, they would pelt us with candy from another table. In the hallways, they would push kids into lockers and call them names while their friends stood by and laughed at the show. In gym class, they would beat kids up in the locker room because the teachers weren’t around.²⁶

The frustration was that the “adults” knew this was going on, but they did nothing in response to the mistreatment of students. The students who “played school nice” received all of the benefits. Those who didn’t quit fit in felt like outcasts in their school.

The problem was that the bullies were popular with the administration. Meanwhile, we were the “trouble kids,” because we didn’t seem to fit in with the grand order of things. Kids who played football were doing what you’re supposed to do in high school. Kids like us, who dressed a little

²⁵ Ibid.

²⁶ Brown and Merritt, 50.

differently and were into different things, made teachers nervous. They weren't interested in reaching out to us at arm's length, and if they had the chance to take us down, they would.²⁷

To ensure they wouldn't get picked on more often than usual, the bullied ignored the bullying and torment. Early on, the bullied learned that it's all about power and self esteem. If they react to the bully, the bully wins.

One thing we learned early on was that if we responded at all to what the bullies did, they'd do it more. Bullies want power. They want to boost their self esteem, and they think that if they can make you fear them, they've won something. That's the mentality that bullied kids have to deal with on a daily basis. We knew that there was nothing we could do to stop them, but at least they wouldn't get anything out of it if we just ignored them.²⁸

The Columbine tragedy stimulated wide scale speculation about reasons for the teenagers' rampage and how such events can be prevented in the future. Many schools throughout the nation discussed anti-bullying policies on the premise that the pair of killers in the Columbine case has been goaded into their brutal act by years of taunting by schoolmates.²⁹

e. What policies and procedures in Illinois K-12 Public School Districts emerged to address bullying?

In the 70's schools had policies in their handbook on civil disobedience, weapons, and fighting. The theme of safety was a concern in regards to following rules and codes

²⁷ Ibid.

²⁸ Ibid., 51.

²⁹ Thomas, 4.

of conduct. Below is the civil disobedience policy as addressed in the 1970-71 District

210 Parent-Student Handbook:

Any student conduct either individually or in a pressure group that is detrimental to the normal operation of the school shall result in suspension. Student participants may be referred to the Board of Education for formal action. This policy specifically refers to the following: formation, participation in, or solicitation of members in any secret organization, or an organization whose methods advocate disruption of school procedures or destruction of property.³⁰

It was important that students obey certain rules and demands of the school to produce an environment conducive to learning, but bullying was not a part of the student code. In this decade, bullying is still not officially addressed by school law. Each school in the Chicago Metropolitan area dealt with bullying in their own way. There was no requirement for specific language to define or discuss bullying.

In 1996, a law was passed to address hazing in the state of Illinois. Below is an excerpt from that law.

720 ILCS 120/5:(1996) defines hazing as a person who knowingly requires the performance of an act by a student or other person in a school, college, university or other educational institution, for purpose of induction or admission into any group, organization or society associated with or connected with that institution, if the act is not sanctioned or authorized by the institution and the act results in bodily harm.³¹

Formal verbiage on hazing in schools is introduced, but it is not officially under the definition of bullying.

³⁰ Lincoln-Way Community High School. "Parent-Student Handbook," 1970.

³¹ "Olweus Bullying Prevention Program," http://www.olweus.org/public/laws_illinois.page (accessed February 5, 2011).

With the aftermath of Columbine at the end of this decade, serious discussions evolved in regards to bullying and the proactive approach to bullying. In the past, students teasing and harassing schoolmates was usually considered a harmless, natural part of growing up, but at the end of this decade bullying has been taken far more seriously.³² Efforts to address bullying have particularly been stimulated by the recognition that students' ridiculing and mocking schoolmates can contribute to such violent acts as the deadly shootings at Columbine High School.³³

Question 3. Through select primary sources from 2000-2010:

c. As defined by Coloroso's characteristics, how did Popular Culture portray the "Bully" and the "Bullied"?

In comparing the bully characteristics of popular culture and what was being manifested in schools there are four top characteristics are present in both. The four traits that were explicitly exhibited across the board were: (1) Dominates others, (3) Doesn't see a situation from the other person's vantage point, (4) Concerned only with their own wants and pleasures, and (9) Lacks foresight. The type of bully of the time was all over the chart. Each type of bully was represented in popular culture and in schools. The only one that was not exhibited in the select primary sources was the Confident Bully. This type of bully was the number one portrayed in movies in the previous chapter from 1970 to 1999. The number one type of bully in schools was the *Bunch of Bullies*. This was also evident in the last chapter from the time of 1970 to 1999.

³² Thomas, 135.

³³ Ibid.

The Bullied Characteristics between popular culture and schools shows a submissive, anxious, lacking in self-confidence, does things to please others individual. This trait was explicitly exhibited in both movies and schools. This was the only trait that was present in the select primary sources.

Throughout the three time frames that were studied, one event stands out among the rest. The Glenbrook North Hazing incident in May of 2003 was a close replica of the hazing scene in *Dazed and Confused* that was released in 1993. Approximately ten years after the movie was released, the hazing incident in Glenbrook makes national news. It is a detailed example of how popular culture has influenced our society. The effect that television and film have on society is a powerful and significant form throughout the decades.³⁴ Movies show a glimpse of our dreams, aspirations, and the way we view our world. In some instances, television and movies advertise what is acceptable by society. Through movies and television, Hollywood is able to create resonant and suggestive images, characters, dialogue, and behavior that both reflects and shapes the audiences consciousness and grants us much insight into American culture.³⁵ There is some degree of consensus about the importance of specific films and their relation to the society of their times.³⁶ The Glenbrook North Incident and the hazing in *Dazed and Confused* represents what previous studies have shown in regards to popular culture having a direct

³⁴ Quart and Auster, 2.

³⁵ *Ibid.*, 4.

³⁶ *Ibid.*, 7.

correlation or influence on certain behaviors. It is a pure example of students copying what was shown in a movie.

d. How was the “bullying” being manifested in schools?

A supposedly friendly “powder puff” football game between junior and senior girls of Glenbrook North High School turned into a wild melee in which junior girls were slapped, punched, hit with objects, doused with paint, and smeared with mud and feces.³⁷ The incident took place off school grounds at a gathering for a game that was never played. “During the outburst, six junior girls were injured in a high school rite-of-passage gone bad. One victim had 10 stitches in her head. There are possible concussions.”³⁸ A student’s video tape of the incident drew nation-wide attention when broadcast over network television.

School authorities suspended 31 students who had participated in the event. State prosecutors cited 15 of the students – 12 girls, 3 boys – for misdemeanor battery, punishable by up to 364 days in jail and a \$2,000 fine. Two mothers of students were also indicted for their part in the episode. One was charged with providing alcohol to a minor after she bought three kegs of beer for her son; the son was charged with unlawful possession of alcohol by minors, because one of the kegs had been sent to her home while the remaining two were delivered to the park where the hazing took place.³⁹

In May of 2003, Kevin House was interviewed by Alan Colmes on CNN. Kevin was a student and witness to the Glenbrook North Hazing incident. House describes the incident as a rite of passage for senior girls who participated in the yearly event.

³⁷ Thomas, 10.

³⁸ Jeff Flock, "Two Adults Charged in Violent Hazing Incident," *CNN.com*, May 22, 2003. <http://www.cnn.com/2003/LAW/05/21/hazing.charges/> (accessed January 6, 2012).

³⁹ Thomas, 10.

Colmes: *Kevin, can you tell us what you witnessed? What did you see happen?*

House: *What I witnessed Sunday morning was...basically it was at this park. This forest Grant and Lee. The junior girls came up and basically....just...to the forest got on their knees. There was no football played– that’s a myth that is kinda going around right now.*

Colmes: *Right.*

House: *They got on their knees and the hazing started with just what you would have thought was going to happen. The humiliation, the pouring stuff on girls, the gross stuff and....*

Colmes: *When you say hazing – were they looking to join – were they pledging a sorority? Was it.....*

House: *No...No...Basically what this hazing.....ahh you know what it basically symbolizes is that you haze....you get hazed when you’re a junior so you can haze when you’re a senior. You can’t haze someone when you’re a senior unless you did it when you were a junior.⁴⁰*

This incident in May of 2003 brought national attention to Hazing. A touch football game between Glenbrook North High School girls turned into a brutal hazing event. What had become an annual tradition between junior and senior girls, ended up

⁴⁰ Kevin House, interview by Alan Colms. *Glenbrook North Hazing Report* (May 2003).

with junior girls getting beaten, splattered with paint, and having mud and feces thrown in their faces. In previous years, the junior girls described the event as a fun hazing event which acted as an initiation into their senior year⁴¹ – an initiation from senior to junior girls. It was a rite of passage for these students. It was a tradition that they did year after year. The girls that were being bullied went willingly, knowing what the outcome would be. In order to participate as a senior, students had to deal with the abuse and trauma as a junior. It was a vicious cycle that occurred through the years.

In the 1993 movie, *Dazed and Confused*, incoming female students are hazed by female senior students. This movie was released ten years prior to the May 2003 hazing incident with Glenbrook South High School, but was remarkably similar to the bullying incident. Was this a case of society copying popular culture?

On June 3, 2009, Iain Steele committed suicide after years of being bullied at school. Iain was described by his parents as happy, gentle, and optimistic until the bullying broke him.⁴² The bullying began in junior high after having surgery for a displaced hip.

At McClure Junior High, his parents said, Iain was teased and threatened. But after his surgery, the bullying increased. His mother said he was bullied by three or four kids, but one in particular was the worst. She said they called Iain names, knocked books out of his hands and pushed him into a locker. Iain was on crutches for months after surgery, and during this time, he was shoved to the ground by another student.⁴³

⁴¹ Lisa Black and Courtney Flynn, "Glenbrook North, Cops Investigate Brawl at Hazing; 5 Girls are Hurt during 'Initiation'," *Chicago Tribune*, May 7, 2003.

⁴² "Breaking Point: Schools Tackle the Issue of Teens Being Bullied Online and Elsewhere." *Chicago Tribune*, May 27, 2010, 7.

⁴³ *Ibid*, 2.

The father, Willy Steele, met with the principal several times. After the meetings the bullying would stop for a couple of days and then continue. At one particular meeting with the principal and the bully's mom, the principal stated that the bully had problems at home. "So it was almost as if the bully was being excused when in reality...he (the bully) was killing my kid".⁴⁴ As many bullied students feel, Iain thought high school would be different. A new school and a brand new start on life.

Iain began his freshman year at Lyons Township in the fall of 2008. From day one, the bullying continued—some were the same students who taunted him at McClure.⁴⁵

Willy Steele met with the school counselor as well as the principal. Both stated that they tried to make Iain's experience in high school a positive one. Lyons Township High School has expectations of students respecting each other, but the reality and expectations were not cohesive for Iain. The Steele's believe that the constant bullying led their son to being hospitalized for depression in February of 2009. Iain stopped going to school and attended an outpatient program.

But by last Spring, his family and doctors and counselors believed he was getting better. Iain was looking forward to the future. He talked about forming a band and a trip his family was going to take. His family had no reason to expect what happened on June 3. That day with one day left in the school year, Iain hung himself in his parents' basement.⁴⁶

The tragedy of Iain Steele made McClure and Lyons Township look at the way they deal with things in regards to bullying.

⁴⁴ Ibid.

⁴⁵ Ibid.

⁴⁶ Ibid.

Utilizing the characteristics of the bully and the bullied, as defined by Coloroso, the following chart will be used to identify the explicit characteristics of the bully and the bullied in schools from 2000 to 2010.

e. What policies and procedures in Illinois K-12 Public School Districts emerged to address bullying?

In 2002, legislation was passed that mandated schools to have the appropriate verbiage in their policies that defined bullying and aggressive behavior. At this time, there were no guidelines into the punishment or details of bullying behavior in schools. The law stated that student discipline policies needed to be in place for provisions to address aggressive behaviors including bullying. The law gave schools the latitude to discipline bullying, but there was no consistency to the policies and procedures from district to district. Below is an excerpt from the school code:

105 ILCS 5/10-20.14:14 (2002) requires the school board, with the parent-teacher advisory committee and community based organizations, to include provisions in the student discipline policy to address students who have demonstrated behaviors that put them at risk for aggressive behavior, including without limitation bullying.⁴⁷

A students' ability to bully at a distance and remain anonymous has been enhanced by the computer, cell phone, digital camera, or all of these components in a small instrument.⁴⁸

⁴⁷ "Olweus Bullying Prevention Program," http://www.olweus.org/public/laws_illinois.page (accessed February 5, 2011).

⁴⁸ Thomas, 139.

Cyber bullying consists of harassing, humiliating, intimidating, or threatening others on the Internet. Below are a few examples of bullying in the form of cyber bullying.

- Sending cruel, vicious, and sometimes threatening messages.
- Creating Web sites that have stories, cartoons, pictures, and jokes ridiculing others.
- Posting pictures of classmates online and asking students to rate them on derogatory features.
- Engaging someone in instant messaging with threatening or derogatory comments.⁴⁹

In 2008, laws were created to define “cyber bullying.” The teens of this decade were taking bullying to the next level through communicating in the cyber world. In the form of email, Facebook, and Twitter, students were communicating with one another on the web. Bullying and harassment came with it. Below is a summary of the state law passed in 2008.

105 ILCS 135/1-2:(2008) defines harassment through electronic communications. The definition includes "making any obscene comment, request, suggestion or proposal with an intent to offend," and "threatening injury to the person or to the property of the person to whom the electronic communication is directed or to any of his family or household members." Violation of the provisions of the statute will result in a class B misdemeanor.⁵⁰

By 2010 bullying in schools has risen to epic proportions. Females are more likely to suffer embarrassment from gossip and/or rumors, while males are more likely to be the victim of physical attacks. Physical torment includes kicking, pushing, tripping,

⁴⁹ Ibid.

⁵⁰ Ibid.

pinching, twisting, and the like.⁵¹ Below are a few examples of bullying in schools in the form of physical abuse.

A 10-year-old boy was hit and choked repeatedly by a bully, leaving the boy with severe bruising on his neck. The bully's mother, in response to complaints about her son's behavior, said her son was having problems at home and that the injured boy was to blame for provoking her son.⁵²

A news reporter interviewed a student who was hospitalized for a concussion. The student was assaulted by classmates even though security guards were in the building.

Interviewer: *"How many girls were there and what were they doing?"*

Student: *"There was five girls kicking me in the head."*

Interviewer: *"So you're down on the floor?"*

Student: *"Yeah and everybody's on top of me. The security guard is on top of me. Children are on top of the security guard. That's how it was that I couldn't breathe, couldn't move."*⁵³

A teacher calls a student to the front of the class to complete a math problem. As the student walks to the front of the class, a boy sticks his foot out and trips him. The student falls clumsily to the floor as the rest of the class laughs.⁵⁴

In response to the bullying issues in schools, the state passes the following statute that prohibits bullying of any kind. This school law demands that schools address in their

⁵¹ Thomas, 136.

⁵² Ibid.

⁵³ Ibid.

⁵⁴ Ibid.

policies and procedures bullying of any kind during the school day or any school sponsored activity.

105 ILCS 5/27-23.7: (2010) prohibits bullying (as defined in the statute) in the school environment and includes in its definition of bullying electronic communications. Bullying is specifically prohibited through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.

Defines bullying and prohibits it in the school environment on the basis of actual or perceived race, color, religion, sex, national origin, ancestry age, marital status, physical or mental disability, military status, sexual orientation, gender-related identity or expression, unfavorable discharge from military service, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic. No student shall be subject to bullying during any school-sponsored education program or activity, while in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the bus, at schools-sponsored or school-sanctioned events or activities, or through the transmission of information from a school computer, school computer network or other similar electronic school equipment. Bullying may take various forms, including without limitation one or more of the following: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying.⁵⁵

A formal definition of bullying is passed along with the verbiage of the act not being permissible on or during school events. Schools now bear a legal duty to protect their students. Failure to do so may put school personnel at risk of being sued under civil law. In addition to this state law requiring schools to prohibit bullying, many districts have passed zero tolerance policies.⁵⁶ With this law, the threat of legal action has

⁵⁵ Ibid.

⁵⁶ Ibid., 146.

become a stimulus for schools to prepare anti-bullying programs that include training teachers, administrators, and counselors.⁵⁷

4. What are the implications for educational leadership?

The impact of bullying can have an effect on the overall climate of a school and community. In the 1950's through the 1970's, bullying was viewed as a part of growing up. We were told that "time would heal all wounds" as well as "sticks and stones..." Schools had policies that focused on school environment. There was no mention of bullying in school codes of the time. The 1980's had a slew of popular movies that depicted bullying as a form of entertainment. It was the era of freaks, geeks, and nerds that were bullied and tormented because they were different from the norm. This was entertainment in the popular movies of the time. The movies were money makers, so industry kept producing what the demand of the time was. It is inconclusive if popular culture imitates reality or vice versa. It is clear in some movies that real life is imitated from what is seen on film, but there is not enough pure evidence that can dictate that theory. Studies show that films have an effect on our culture and the way people feel and/or act, but it is not clear to what degree.

The 2012 movie *Bully* is a documentary that follows the lives of several students in the U.S. One of the students is 12 year old Alex Libby who is bullied by his classmates. He states that he likes to learn but has trouble making friends. Alex is pushed, punched, choked, verbally abused, and threatened. This happens to him because he is different from the norm. He isn't a mean spirited person, as a matter of fact, he is a

⁵⁷ Ibid.

kind and gentle young man with a “good heart.” Alex is just different in the way he may act and or look. There are millions of Alex Libby’s in today’s society that are bullied simply because they are “different.” Roger Ebert, film critic from the Chicago Sun-Times describes *Bully* as follows:

The film follows the stories of several children in Mississippi, Oklahoma and Georgia. Two of them committed suicide. Their lives had become unendurable without anyone noticing, or taking their situations seriously enough. I can believe it. The most infuriating people in the film are teachers or administrators who don’t know what’s happening - or don’t want to know, perhaps afraid of bureaucratic difficulties or angry parents.⁵⁸

The 2012 movie *Bully* puts it all in perspective. It brings the bullying epidemic to life with real stories of students, faculty, administration, and families that are affected by bullying. The frustrating part of the movie is all of the bullying that is going on and the teacher’s and administration seem to do nothing about it. In a key portion of the movie, Alex Libby’s parents meet with the assistant principal to discuss what is happening on his bus. Prior to the meeting, we see Alex being punched, choked, and threatened by multiple students on his bus. Alex’s mom states that she doesn’t feel that Alex is safe on that bus. The assistant principal responds by telling her she has been on that bus and those kids are “as good as gold.” The only flaw in the movie is coming up with an answer. It brings to light the issue of bullying in our society, but fails to address a plan or remedy to the situation.

Knowing what we know now in regards to our past, how are we going to change the way we do things in the future? We do not have to be proud of what has been done in

⁵⁸ Roger Ebert, "A Choice of Words: 'Bully' Makes a Powerful Statement but Fails to Offer Actual Solutions." *Chicago Sun-Times*, April 13, 2012, Movies section.

the past, but we can learn from it and make the appropriate changes. The old adage of “sticks and stones” is not true. Names can and do hurt and can affect us tremendously. We know now as adults that life isn’t fourth, seventh, and tenth grade. The problem is you don’t know this as a child growing up. To our kids, life is in the moment. It takes a community to raise a child. Our education community includes administrators, staff, students, parents, and neighbors. We must stop ignoring the issue and stand together to stop bullying.

Bullying is the “hot topic” in education today. Currently, Schools bear a legal duty to protect their students (a duty of care), if they fail to take steps to correct reported cases of bullying and if someone suffers physical or psychological injury as a result of bullying, school personnel risk being sued under civil law for neglecting that duty.⁵⁹ Laws alone do not change the way people think. Educational leaders must be proactive and provide programs for staff, students, and parents that deal with the bully and the bullied. Effective educational leaders need to be aware of the characteristics of the bully and the bullied in their approach to create an environment where bullying is not acceptable.

As bullying has become a major concern in our schools over the past decade, the educational leaders need to adopt and/or implement bullying prevention plans. When creating a bully free environment, school leaders are advised to include effective components for a successful program. Typical features of prevention programs are:

⁵⁹ Thomas, 146.

- A written code of conduct that is displayed in hallways, explained to students in their classes. The code should include examples of bullying acts and explain the penalties to be faced by students engaged in those acts.
- Training sessions for teachers and other school personnel so they recognize bullying and know how to respond to incidents.
- Training sessions for students so they can identify bullying behavior and they can tell why such behavior is unacceptable.
- Emphasis on the need to break the unwritten code that cautions students, “Don’t tattle, don’t tell.” To counteract that code, students should be urged to report to designated school personnel any bullying they suffer or witness.⁶⁰

It starts with educating our staff and students. The researcher recommends that an in-service is implemented on the first day institute with the entire staff. All staff will view the movie *Bully* by Lee Hirsch. The researcher believes that everyone involved in education should watch this movie. After the movie, a discussion and handout will be explained. An example of the handout is in the Appendix. The handout has the characteristics of the bully and the bullied as described by Barbara Coloroso. The same program should be implemented for students on the first day of school. Many students who bully may not know the effect that their behavior has on others. The first phase of viewing the movie *Bully* may be the catalyst we need for change in our educational environment. Once again, laws alone do not change the way people feel or act.

An important part of putting an end to the bullying is creating a culture where bullying is not acceptable. Reporting an incident of possible bullying is imperative with all school personnel. A system that is safe and user friendly will help with the reporting

⁶⁰ Ibid., 143.

of any type of bullying. The researcher recommends that an electronic version of reporting bullying for faculty, students, and community members be available on the school district web site. An example of a bullying reporting form is on page 186. This form will be sent to the appropriate administrator to examine and deal with.

When cases of bullying are reported, educational leaders must examine the bully and the bullied through various ethical lens/perspectives such as: ethic of critique, ethic of care, and deontological views. The ethic of critique looks at whose voice(s) is/are not being heard. The ones being bullied are the obvious individuals in this scenario, but what about the bully? Being proactive towards bullying must also take into consideration implementing programs for students who are bullies and need to break the cycle. The bullied bully is an example of someone who learned to bully through being bullied. It is a learned behavior. Educational leaders need to look at ways that we can provide assistance to those that are in need – those who are being affected by the bullying. Staff members should hold meetings with (a) children who bully, (b) children who are targets of bullying, and (c) parents of children involved in bullying incidents, either as bullies or victims.⁶¹ Activities and/or programs should include school-wide, classroom, and individual interventions.

The deontological/non-consequentialist lens is rule based. It is the fair thing to do. Rules need to be established and understood by all involved. Educational leaders must establish clear guidelines that are posted, explained, and sent to students, staff, and parents.

⁶¹ Ibid., 145.

The ethic of care is an ethical concern for others. What does the “one cared-for” require from us? Care picks up where justice leaves off. The ethic of care cautions educational leaders to look at each individual student/situation before a remedy is recommended. All individuals involved in bullying need to be examined, including the bully.

Recommendations for Further Research

This study was limited to the bully and the bullied. Additional research could include the bystander. Barbara Coloroso includes various studies on the bystander being an important part of the bullying epidemic and how effectively including those individuals can deter the bullying environment. This study was also limited to the physical and/or verbal aspects of bullying. A researcher could study cyber bullying and its effects on a school system. Educational leaders currently seem to focus on the culture in their building while there is an epidemic of bullying on the internet. As the trend of electronics as the vision of the future, more and more cases in regards to bullying and the internet have become apparent. The impact that social websites like Facebook have has become the unsupervised “school yard” for bullies.

APPENDIX A
QUESTIONNAIRES

Bullying is a form of abuse. It involves repeated acts over time attempting to create or enforce one person's (or group's) power over another person (or group), thus an imbalance of power.¹ The imbalance of power may be social power and/or physical power.

BULLY CHARACTERISTICS

1. Dominates others.
2. Uses others to get what they want.
3. Doesn't see a situation from the other person's vantage point.
4. Concerned only with their own wants and pleasures.
5. Tend to hurt other kids when adults are not around.
6. View weaker siblings or peers as prey.
7. Use blame, criticism, and false allegations to project their own inadequacies on target.
8. Refuse to accept responsibility for their actions.
9. Lack foresight.
10. Crave attention.

Bullied individuals come in all shapes and sizes. Some are big, some are small: some attractive and some not so attractive; some popular and some disliked.² The one thing all students have in common who are bullied is that they were targeted by a bully (or by a bunch of bullies). Targets can be just about anybody:

BULLIED CHARACTERISTICS

1. New kid on the block.
2. The youngest in the school: smaller, sometimes scared, maybe insecure.
3. Hurt by prior trauma, extremely sensitive, avoids peers to avoid further pain.
4. Submissive, anxious, lacking in self-confidence, does things to please others.
5. Has behaviors others find annoying.
6. Unwilling to fight – who prefers to resolve conflicts without aggression.
7. Shy, reserved, quiet or unassuming, timid, sensitive.
8. Poor or rich.
9. Race or ethnicity is viewed by the bully as inferior.
10. Gender/sexual orientation is viewed by the bully as inferior.
11. Religion is viewed by the bully as inferior.
12. Bright, talented, or gifted – targeted because she stands out.
13. Independent and unconcerned about social status, doesn't conform to the norm.

¹ Harris and Petrie, 1-3.

² Coloroso, 41.

14. Expresses emotions readily.
15. Fat or thin, short or tall.
16. Wears braces or glasses.
17. Has acne or any skin condition.
18. Has superficial physical attributes that are different from those of the majority.
19. Physical and/or mental disabilities.
20. In the wrong place at the wrong time.

Bullying Reporting Form

*Please note: All fields marked with a * must be filled in and be valid in order to submit.*

Name of person allegedly being bullied*:

Name of alleged bully:

Your name: (optional):

I am a*:

- Student
- School employee
- Parent/Guardian
- Person being bullied
- Community member
- Other

Type of bullying (select all that apply)*:

- Physical** – hitting, kicking, physical aggression
- Verbal** – Teasing, Name Calling, put downs
- Emotional** – starting rumors, being excluded
- Cyber Bullying** – Using an electronic medium to engage in bullying

Please describe the events (Be specific, include date, time, location)*:

Did you witness the event?*

- Yes
- No

List any other witnesses to the event:

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VITA

The candidate, Steven Arthur Provis was born in Oak Lawn, Illinois on January 22, 1968, to parents Arthur and Sharon (Bieniek) Provis. He is married to Jennifer Provis and they have three children, Dan, Stephanie, and Jake. Steve grew up in New Lenox where he attended grade school and Lincoln-Way High School where he graduated in 1986.

Steve received his Bachelor of Science in Education from Northern Illinois University in 1990. In 2005, he received a Master of Arts from Governors State University in University Park, Illinois. At that time he also earned an Illinois Type 75 Administrative Certificate in Educational Administration. Steve was accepted into the doctoral program in Educational Leadership and Policy Studies at Loyola University Chicago in 2006.

Following college, Steve was employed by Braun Educational Center in Oak Forest working with students with behavior disorders and also coached football at Lincoln-Way. In 1993, Steve was hired by District 100 in Berwyn where he served as athletic director and department chair for the following eight years. In 2001, Steve returned to Lincoln-Way District 210. He is currently the Principal at Lincoln-Way Central High School where he attended as a student back in the 80's. Prior to this position, he had served the district in various administrative capacities that included

Department Chair, Assistant Principal for Student Services, and Assistant Principal for Operations for the past ten school years.

DISSERTATION COMMITTEE

The Dissertation submitted by Steven Arthur Provis has been read and approved by the following committee:

Janis Fine, Ph.D., Director
Associate Professor, School of Education
Loyola University Chicago

Marla Israel, Ed.D.
Associate Professor, School of Education
Loyola University Chicago

Nicholas Polyak, Ed.D.
Superintendent
Illinois Valley Central USD #321