

Thematic Analysis of Solomon Hailemariam's Novel entitled 'The Young Crusader'

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Abstract

This study focused on thematic analysis of Solomon Hailemariam's novel "The Young Crusader" which was published in 2011. This research was conducted in 2014's second edition of the novel. The main objective of the study is to analyze the major and minor themes of the novel. To achieve this objective, the researchers used the textual analysis approach and relied on the framework of the formalistic approach. Using the above methodology and framework, the researchers identified five major themes and two minor themes of the novel. The major themes include romantic love for success, the sympathy of love feeling, passion for justice, a friendship of young people as well as a couple, vice and virtue of life, and minor themes the concept of religion and honesty of young boy. These themes are reflected through the elements of fiction like plot, characters, setting, etc. Finally, the researchers concluded the themes of the novel indirectly related to the title of the novel "The Young Crusader" which is about fighting corruption in the country. The novel is allegorically focusing on fighting corruption by representing different issues.

Keywords: The young crusader, young, novel, major, minor, themes, literature, love, passion

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1. Introduction

1.1. Background of the Study

The literature explains life in the real world. Without the existence of literature, life is meaningless. Literature is the texture and meaning of human experience in a complex way and it leads to the reflection of the nature of human experience concerning human lives. Through literature, people can reflect on the aspect of their society's culture, language, history, religion politics, customs, attitudes, and beliefs. According to Moyela (1993), literature communicates "facts and ideas through which people use to present their deeds and world views from one generation to another. Therefore, people can preserve and transfer their history from generation to generation through literature: either orally or in a written form.

Written literature can be categorized into fiction, poetry, and drama. The novel is one category of fiction and it can be written in different languages. Prose fiction in general, the novel, in particular, is a recent phenomenon when we compare it with poetry and drama. According to Kriszner and Mandell (2011:45), the romance of middle age played a great role in the emergence of the novel. The English writer Daniel Defoe is commonly given credit for writing the first novel in 1719. His 'Robinson Crusoe' is an episodic narrative similar to picaresque but unified by a single setting as well as by a central character. By the 19th c, a novel reached a high point in its development replacing other kinds of extended narratives. Because of its ability to present a wide range character in a realistic setting and to develop them in depth, the novel appealed to members of rising middle classes, who seemed to have an insatiable desire to see them portrayed. Writers such as George Eliot, Charles Dickens, William Thackeray and Charlotte, and Emily Bronte appealed to this desire by creating a large fictional world populated by many different characters who reflected the complexity and at times the melodrama of Victorian society. From these roots, the novel as a literary form continued to develop throughout the 20th century.

When we come to Africa, early works of literature in western Africa and also other parts of Africa include a Liberian novel, 'Love in Ebony'. A West African romance published in 1932 by Charles Cooper as well as such works of Ghanaian pulp literature as J. Banibengor Belay's 'Emelids Promise and Fulfillment' (1944). According to Harrow (1994), the written works of literature, novel, plays, and poems in the 1950s and 60s have been described as a literature of testimony. Novels such as Ngũgĩ wa Thiong'o's 'A Grain of Wheat', Wole Soyinka's 'The Interpreter', Chinua Achebe's 'Things Fall Apart', and Flora Nwapa's 'Efuru' are a few of the novels that might be described as literature of testimony. These works, in part attempt to respond to derogatory representations and myths about, African culture. Frequently, written in the first person, the literature of testimony are concerned with representing African reality and valorizing African culture.

The following generation of African authors produced literature in European languages that have been described as a literature of revolt. As Harrow (1994:84) explains "... Instead of a past, a family and a cultural background being reconstructed in positive terms, exemplary of African culture the past is often viewed negatively as something from which the protagonist has to escape."

The final generation into which one can organize African authors is posted revolt writers. They often focus on oppressive Africa reasons and employ an ironic style.

In Ethiopia, the early 1900s saw the serious beginning of Amharic writing, however, and also one of the first translations of European work into Amharic, Bunyan's *Pilgrim's Progress*. Initially, Amharic had to compete with Ge'ez Beer (1977:100). As Beer presents "In 1964 there was a translation of the first English version novel in Amharic, Afawarq Gabreyesus's fictitious story called "Tobbya" was printed (102).

According to Beer, English language began to be used as a literary language in Ethiopia in the early 1960s (101). As he mentioned in his research during this period up to recent different novel were written in English in Ethiopia which includes Sahlesellase Berhanemariam's novels, Dagnachew Worku's novel, Abbie Gubegna's novel, Wolde Haile's novel and also other Ethiopian Diaspora's novels were written in English which includes short stories, plays, and dramas. Solomon Hailemariam is a recent Ethiopia novelist. He has also worked on translation. One of his novels "The Young Crusader" is the recent novel in Ethiopia's first edition in 2011.

Different researches have been conducted on thematic analysis of novels and other elements of the novel. For example, Mahari Negash conducted research on thematic analysis of "The Old Man and the Sea" in Addis Ababa University in 2014. It is a novella written by Ernest Hemingway in 1952. The themes of that novella include victory, maturity, Dignity, achievement, acceptance, and Santiago as a prophet. Also, Bereket Lemma conducted research on thematic analysis of Chinua Achebe's novel "Arrow of God" at Jimma University in 2014. The novel was written in 1974 by Chinua Achebe. The themes of the 'Arrow of God' include natives' tradition and influence of Christian missionary, colonial oppression, competition and disagreement revenge, Social structure and racism. The researchers are conducting research on thematic analysis of Solomon Hailemariam's 'The Young Crusader' which was written in 2011. The similarity of these researches is that all of them are concerned with themes of fictions. The difference is that the previous researches focused on the fictions of external countries whereas the research of this study was focused on Ethiopian novel.

1.2. Statement of the Problem

The existence of critical interpretations and evaluations contribute towards the development of literature in general and the critical enterprise in particular. This research was conducted on Solomon Hailemariam's novel 'The Young Crusader' focused on thematic analysis of his particular novel. As stated previously, different researchers conducted the research on themes of different novels. But no research has been conducted on thematic analysis of Solomon Hailemariam's novel 'The young Crusader'. Due to this, there is a gap that must be filled; so, the researchers are initiated to study this novel.

Therefore, this study attempts to answer the following questions:

- What are the major themes of the novel 'The young Crusader'?
- How are the other elements of the novel used to develop, reinforce and demonstrate the theme?
- What are the minor themes portrayed in the novel?

1.3. Objectives of the Study

The general objective of this study is to analyze the major and minor theme of Solomon Hailemariam's 'The Young Crusader'.

The specific objectives of this study are:-

- To analyze the major themes of the novel
- To indicate how the various elements of novel reveal the theme of the novel
- To analyze the minor themes that were portrayed in the novel

2. Review of Related Literature

2.1. Definitions of Theme

Different scholars define theme differently, but overall it can be defined as a central idea of a literary work or story. According to Melakneh (2006:63) defines theme as the central idea and the unifying concept of the story. Based on this definition theme is the point which carries the meaning of the story. It means the main idea that the readers understand after read the story as a whole.

As Anderson et al (1989:196) define theme as the truth about human life the events in the story reveal to us. From this definition, the readers understand or point out that there is something that concerns human life in the story.

Besides, according to George (2006) the theme "is the subject of a piece of writing that can be implied or obvious and can be inferred by the reader." According to this definition, themes can be explicitly stated in the

story by author or it can be inferred from the action of characters and their conversation and the readers can conclude the implied meaning from the action of the characters and their conversation.

According to Gray (1998:28) theme is "the abstract subject of the works, its central idea which may not explicit or obvious, ". . . a text may contain several themes or thematic interests." This definition implies that there is a core or central idea of any literary work by which the author can state the theme or the reader can understand from the story. They also point out that themes may be stated explicitly or implicitly.

2.2. Theme and Other Elements of Novel

2.2.1. Theme and Setting

Melakneh (2003:44) explains the setting as the environment, the physical time and the place in which the story takes place. "Setting also includes the background, atmosphere or environment in which we live and move and usually physical characteristics of the surrounding. According to this definition, Setting includes the time, location and physical features that are relevant to the story.

Gray (1992:262) provide suggestions to the relationships between setting and theme as follows "In novel and short stories the setting, the time and place in which characters are created may also be crucially significant, not indicated because writers use it to convey information about the mood or atmosphere of the characters themselves either symbolically or by adopting the characters points of view towards it". From this suggestion, the authors can use the setting to show the characters' mood, atmosphere, idea, and meaning of the story. Understanding these issues can help the reader to identify the theme of the story.

2.2.2. Theme and Character

Characters may exist to illustrate the theme. According to Kirsznner and Mandell (2011:109), characters are the fictional representation of a person – usually (but not necessarily) a psychologically realistic depiction". According to this definition, character includes any person, animal or thing that does any activities in the novel or story. The themes of the literary work can be revealed through their activities or any action. According to Melakneh (2008:205) characters are the person who is responsible for the thoughts and the actions with the story, poem or other literature. This definition explains any person mentioned in any literary work that is responsible for any action or thought are characters because themes can be presented through their conversation and actions.

As Melakneh (2006:50) explains the relationship between themes and characters as two considerations may be involved as ideological and structural. These considerations cannot be separated in the discussion of the theme. As both ideological and structural considerations in varying degrees play an important role in the theme of the narrative.

2.2.3. Theme and Plot

According to Griffith, (2011:50) plot as events is things that happen in narrative actions, statements, thoughts, and feelings. In general, it means events of the narratives. According to these definitions, the plot includes the whole events of the story and the themes of the story can be depicted through the events of narratives.

According to Anderson et al (1989:3), the plot is serious of related events connected to next like a link in a chain. From this definition, we can understand the plot link the events of the story together.

Kirsznner and Mandell (2011:73) explain the plot as how a story's events are arranged; it is shaped by causal connections historical, social and personal by the interaction between characters and by the juxtapositions. From this definition, we can understand the plot is a sequence of events that are related together in a causal relationship to composing the story.

According to Gordon and Kuchner (1999:2) explain plot is the proper arrangements of incidents in a story. It is the organizing principle that controls the order of events. According to this from the proper organization of the event and actions, the reader can identify the dominant idea of the story.

2.2.4. Theme and Conflict

According to Melakneh (2006:206), the "conflict is the struggle between the opposing forces on which the action in a work of literature depends." According to this definition, any clash between characters in the work of literature internally or externally is called conflict. It has its contribution to identifying the theme that means when characters conflict they can do something or speak something and the reader can understand the theme from the action of the conflict.

2.2.5. Theme and Style

According to Berhanu (1999:25) style as the medium of all literature, which is fictional poetry and drama in a language style refers to the characteristics of how a particular writer uses the resources of the language. That means the most writers can address their central idea or meaning of their work by using a literary style like symbolism, irony, etc.

According to Kirsznner and Mandell (2011:247) "style is how a writer selects and arranges words to what he or she wants to say." According to this definition, the writers can use their style of writing to reveal what they want to say or their central idea or theme. The reader can read and understand the style of the writer. It can be written in allegorical form. So the reader can identify the literal and surface meaning in allegorical stories.

2.2.6. Theme and Point of View

According to Griffith (2011; 45) "point of view is the narrators' relationship to the world of the work. It indicates the location (points) from which the narrator sees (views) everything in the narrative." According to Abrams (1991: p.142) point of view signifies the way a story gets told to the mode or perspective established by an author employing which the reader is presented with the characters' actions setting and events which constitute the narrative in a work of fiction." From this definition, we can understand that characters, actions, events can be related to the point of view or vantage point to develop the story and overall the reader can identify the theme of the story.

GLENCOE (2002) defines the "point of view as the vantage point from which the story is told the person is telling the story in the narrator." This definitional indicates that point of view is the angle from which the story is told.

2.3 Ways of Identifying Theme

According to Anderson et. al. (1989:167) themes can be identified by asking the following questions when reading the story.

Does the title signify something special about the story, and does it point to the truth, it reveals about life? When a reader finishes the story, he or she should think about the title, to see if it can add new meaning to the story (of course not all titles do this).

Does the main character change in the course of the story? Does the main character realize something he or she hadn't known before?

Are any important statements about life or people made in the story, either by the narrator or by the character in the story?

Does the statement apply to the whole story, not to the part of it?

Gordon and Kuchner (1996) also describe the way of identifying themes as follows: How do you discover the theme of the short story/ novel? One approach is focusing on the elements of the story. Examine these elements closely reading as needed from factual detailed of plot especially conflict, character, and setting. Thus to the author is debatable opinion will emerge as reading patterns and symbols also lead the reader to the theme. The other important question to be raised could be what allusions are made through the story?

By focusing on the above mentioned methods a reader can necessarily expect to distinguish the meaning or theme of the story.

2.4 Analytical Framework

There are several approaches to textual analysis. One of these approaches is new criticism. According to this theory, the meaning is contained solely within the literary text apart from the effect of the work on the reader or the authors' intention. These are considered as external elements and are disregarded when analyzing the work. The readers' role is to discover the correct meaning by close reading and analysis of formal elements of the text such as rhyme, meter, imagery, and theme. The other one is structuralism. Like new criticism, it emphasizes total objectivity in examining the literary text and denies the role of readers' response in analyzing literature. It depends on the readers' knowledge of structure and theme to place the work into a meaningful hierarchical system. Formalism is another literary framework that is textual in its approach. According to this approach, "All the elements necessary for understanding the work are contained within the work itself

According to Kennedy and Gioia (1995), the formalist approach regards literature as "a unique form of human knowledge that needs to be examined on its terms." All the elements necessary for understanding the work are contained within the work itself; of particular interest to the formalist critic are the elements of form-style, structure, tone, etc ... that are found within the text. A primary goal for formalist critics is to determine how such elements work together with the text's content to shape its effects upon readers.

There are many approaches by which any literary works are analyzed. The researcher used the formalistic approach by focusing on the text. The researcher used this approach because the researcher depends on the information gained from the novel or the actual text of the novel 'The Young Crusader'. As the novel mainly concerned with love and related issues and the researcher depends on the novel and analyzed it.

3. Methodology

The researchers used a qualitative and descriptive research design. After the critical reading of the novel, the researchers took the main points. To analyze the novel, the researchers categorized the themes of the novel into topics and subtopics. The formalistic approach called a new criticism approach was employed to analyze the novel since it entirely focuses on the text.

4. Result and Discussion

About the Author of the novel

Solomon Hailemariam is a president and founder of the Ethiopian pen center. He is an Ethiopian novelist, translator and academic. He is currently working as a country director of panos, Ethiopia. In his spare time, he is lecturing in Addis Ababa University and new Generation University College. He is the winner of the 2011 Burt Award for African literature.

4.1. Synopsis of the Novel

Solomon's novel 'The Young Crusader' describes the imaginative life of youth. It presents the life of Admasu, Sofia and their parents as well as their relatives.

At the beginning of the story, Admasu starts looking for a girl whom he saw in the school playground and he always looks for her. As the feeling of love is going over, he shared his idea with his best friend Tewolde. They are looking for the girl and then he wants to tell the situation to his mother. As his mother has wisdom, she advised him very well and encouraged him. Throughout the story, Admasu starts looking at the girl then falls in love. Due to love affection, he becomes emotional and different people shared his feeling. The same thing happens to Sofia in the story. Finally, at the end of the novel, he found the girl for whom he is looking and also Sofia found the boy for whom she is looking for.

In addition to this, Admasu's love with someone the daughter of commander Guta falls in love with Admasu when he was awarded due to his good works. That means he reported the wrongdoers. He saw and reported them to the police station. Commander Guta gave the award to Admasu and commander Guta was talking about Admasu and his daughter heard about Admasu and starts to think about Admasu. She raised different questions, but finally, she found Admasu.

In the novel, the life of Seyum and Nafkot was started in Eriteria and Seyum becomes a guard in a certain NGO. He becomes a mental disorder, but after Nafkot does not want to be separated from him. After sometimes, they were sent from Eritiria to Addis Ababa and the mental disorder was increasing. Finally, she was advised to take him abroad by one doctor to India. She sold their house and Seyum was treated in India and came back to Ethiopia.

4.2. Major Themes of the Novel

4.2.1. Theme of Love

As we understood from the synopsis given in the above section, Solomon's novel presents an imaginative account of the romantic love of the youth. To show the meaning of the novel, the narrator uses several themes. In the novel, the narrator begins with the love of the young Admasu. The narrator presents the following about Admasu:

Stupefied Admasu stared at the girl for some time. She was standing in the school playground amongst her friends. He tried to look away, but could not stop his eyes from staring back at her. He has never gazed at anyone for such a long time (Solomon, 2014:1).

The narrator of the novel describes that Admasu has never experienced looking for such a long time for anyone before. He was attracted by the movement she made when she is talking. This shows that Admasu loves the girl and looked at her for a long time. He always goes to the school playground to look for the girl.

In this context, we can understand that Admasu fell in love with a certain girl. In addition to this, we can look at the following extract:

Although smitten by the young girl and exhausted for lack of sleep, Admasu went to school full of vigour in the morning. He looked for her entire day, but to no avail. He returned home thinking about her. She is pretty, clever, and charming, he concluded. What should he do now? He did not have an answer for the question whenever, he faced challenges in his life however, he usually sought advice from his mother (Solomon, 2014:5-6).

This extract describes that Admasu is looking for a girl when he goes to school. Once he goes and searches but he did not found and when he came back to home, his mother reads from his face. Admasu promised to tell her the situation to his mother the next day. The extract says "Although smitten by the young girl and exhausted for lack of sleep". From this, we can deduce that he is thinking about the young girl. In this extract, the narrator told the influence of love on Admasu and the description of that girl and it can be inferred that Admasu was in love with that beautiful girl.

In addition to Admasu, Sofia falls in love with someone to be her boyfriend in the future.

.... She called her best friend, kismet, and told her what she was experiencing. Kismet laughed and said "Sofia I think you are falling in love with your imaginary boyfriend" (Solomon, 2014:48).

From the above extract, one can conclude that Sofia is a daughter of commander Guta and once up on a time she had fallen in love with Admasu:

*“Sofia has been thinking about Admasu for A quite some time
(Solomon 2014:44)*

In this extract, the narrator forced to describe as Sofia is thinking about Admasu. After a time she gives good qualities for Admasu and said, he is my hero. She once came to Kismet and told the situation in which she is and as Kismet is a reader she knows the symptoms of love. Therefore, she said you are in love with someone. To support the above extract the narrator describes Kismet as:

Kismet is a voracious reader. She reads all sorts of stuff. Her nickname is the “walking encyclopedia.” She knows many things. She mostly read fictions. She has many romantic stories in different books, so she could easily guess that Sofia is in love (Solomon, 2014:49).

This extract describes that Kismet knows the romantic stories, from the stories experience she knows that Sofia is in love with someone. She felt helpless because she does not experience such kind of feeling before. Thus, from the above extract it can be deduced that Sofia is in love with Admasu.

In the novel, the love relationship occurred between different persons. As we see from the previous extract, the love is described in the life of young people. As well as love is also described or occurred in the life of the couple. For instance:

Nafkot broke the silence and said “I had to do it, Seyum. I wanted to do it. You know I love you. You are my real love. You have given me Admasu. What else do I need! Besides you are my husband. I am here to live with you during the good and bad times. “Sayum hugged her again. He kissed her for head, check, neck and lips.” ... (Solomon, 2014:176).

The above extract describes the love between the Admasu’s father Seyum. And from the beginning, he has mental illness. Nafkot is a nurse; when they are in Eriterian hospital there is no one who want to look after Seyum from the nurses. Nafkot love Seyum and want to look after him. They are forced to come from Eriteria to Ethiopia. They come to Addis Ababa; her parents do not want her looks after Seyum. He sometimes becomes normal and sometimes becomes sick. Once Nafkot thinks about her mother’s situation when she wants to take Seyum abroad. She took him to India and when he becomes normal person, he is crying when he thinks what was done by Nafkot. Because of this, when he was crying she also cries because she thinks what makes him to cry. He thinks the love of Nafkot for him. In the above extract, she told him that she loves him very much and also she wants only with him during good and bad times.

The narrator presents the following paragraph to show their very well.

*“The couple was talking as if they were new young lovers who had their whole lives head of them”
(Solomon 2014:177).*

From the above quotation, we can understand that they are engaging in warm conversation with each other as a new couple and they are kissing each other as it is presented previously.

4.2.2. Theme of Sympathy

Another major theme of the novel is sympathy. Throughout the story when one falls in love with another he or she can share his or her feeling to their friends or parents. This can be understood from the following extract:

What is up Admasu? You look like a hen brooding over eggs. Is everything all right? (Solomon 2014:2).

This small extract describes, as it is presented in the theme of love, Admasu is looking at a girl for long time; he is confused and not looks like as usual. One of his friends greeted and asked him the above extracted questions. The friends saw a new experience on Admasu and want to share what makes Admasu as unusual. From this, it can be understood that one of Admasu’s friends was sharing Admasu’s feeling.

Similar thing is presented in the following extract:

Wofu, what happened to you? His mother asked him at last. You seem disturbed (Ibid, 2014:5).

From this extract, the narrator describes that when Admasu comes home his mother reads from his face and wants to share what happened to Admasu. She asked the question “what happened to you?”

As Admasu is in love, the feeling of love is increasing from time to time. He told his mother about the situation. Moreover, the sympathy is explained in the following dialogue between Admasu and his mother, but his mother always called him by his nickname Wofu:

Wofu when do you want to meet this girl? I do not really know! Just watching her gives me a wired feeling, a good one. Tell me about wired feeling? Mammy, I have never felt like this before. It is a new experience. I just want to be with her. You know I just want to be friend with her, good friends. Okay, okay, I have you got now you want to be her friend; right? Yes I want to be close to her. I want to appreciate her, I want to be with her all the time and I have such a wired feeling that ... (Solomon, 2014:11).

Admasu’s mother has the above dialogue with Admasu in order to share what is in his mind. He did not sleep because he is thinking about the girl and his mother asks him to know whom the girl is and also advise him on how to approach her. From the above extracted dialogue, it described Admasu as he is in wired feeling and he has no such experience before. This dialogue presents Admasu’s mother is sharing the Admasu’s wired feeling.

In addition to Admasu, Sofia, the daughter of commander Guta falls in love with someone with whom she wants to be boyfriend in the future as it is discussed under the theme of love. Sometimes she becomes emotional about the situation. She was thinking about Admasu; he will become her future boyfriend. She asks herself different questions like:

*What if Admasu has got a girl fiend! What if he does not like me?
What if I do not get a chance to meet him?* (Solomon, 2014:46).

Based on these questions, she entered in to a feeling and once her parents are waiting for her to come to dinner, but she was not in a good condition. Her mother knocked her bedroom's door and shared her feeling as follows:

Sofia, are you in there? Oh! Mam, come in, I am in here; Sofia was responded in a voice that lacked confidence. The door is locked Sofia, are you all right? I am all right, mam I am coming (Ibid).

From this, we can understand that Sofia has a feeling, and she is in a bad mood. In her speech, her voice loses quality and confidence; it tells that she is in a feeling of love. Therefore, the feeling is presented in the questions raised by Sofia about Admasu. Thus, we can understand that Sofia's mother is sharing Sofia's feeling by saying, 'Are you all right?'

In the novel, sympathy is also described not only in the lives of the youth but also in the lives of their parents. When Nafkot took Seyum to Indian, his mind was not normal. After taking medication, Seyum becomes normal. When they are coming to Indian airport, Seyum is in a feeling. We can read from the following extract:

*At last, they packed and left India for good. Even though, the medical expense it had coasts her entire fortune, she did not regret it. She could not believe that her husband was talking again like a normal person. At the airport in India her husband, suddenly started crying. Nafkot was confused and said 'what happened?' are you all right Sayum?
I am all right, Nafkot I am crying because I have been thinking about the suffering you went through because of me ...* (Solomon, 2014:175-76).

In the above extract, the narrator describes that after coming to airport in India, Seyum thinks about him and becomes emotional because he is in a normal condition and Nafkot is also thinking about him. Seyum is crying about the suffering for him, but Nafkot confused and immediately wanted to share what is in his mind. Hence, the theme of sympathy is also reflected in the novel in different situations between different people.

4.2.3. Theme of Passion for Justice

Another major thematic concern of Solomon Hailemariam's novel is the passion for justice. As the novel focused on romantic situation, it also concerns with ardent love or affection. In the novel ,different people have a passion; in order to support this, let us look the following extract:

... Admasu had a feeling that something was missing from his life. All the adventures could not make him forget the mysterious girl. He confided in Tewolde. His friend was equally excited about the mysterious teenage. He asked Admasu many questions about the girl and Admasu's answers were bewildering (Solomon, 2014:27).

This extract concerns Admasu's ardent love when we are saying ardent love, it is a love that cannot be forgotten. As presented above, Admasu falls in love with the young girl when he saw her in the school playground. Once, when he is coming from school, he saw wrong doers and reports them to the police. Because of this, as presented in the above extract, Admasu got many extraordinary achievement as well as appreciation from different people. However, these all do not make him to forget about the mysterious girl that he loves once. He is in the feeling that he is missing something in his life. Therefore, we can conclude it as he is in passion.

As Admasu is in love, on the other hand, Sofia is in the same situation. She is in love with Admasu and the narrator presents the following about Sofia:

Sofia has been thinking about Admasu quite sometime. She often dreamed about him. She imagined walking beside him as everyone whispered, who is the guy with Sofia? She kept walking with pride ... (Solomon 2014:44).

In the context of novel, Admasu is thinking about Sofia and Sofia is thinking about Admasu. Sofia, as described in the above extract, is in love with Admasu and she always dreamed about him and imagined walking beside him. As we understand from the above extract, Sofia is in passion because she is thinking and dreaming about Admasu.

Sofia many times becomes emotional and starts thinking about Admasu. Let us look the following extract:

She suddenly stopped looking at her body in the mirror and become immersed in other thought. She asked ... (Solomon, 2014:46).

In this context, the narrator described that Sofia is combing her hair in front of mirror. She looked like elegant. In this situation, her idea is immediately changed and she became immersed and fall in another thought. That means when we continue reading the story she is thinking about Admasu and she asked her self-different question. Because of this one can say Sofia is in a deep love emotion.

Admasu is also sensitive. When the name young girl or your girl is raised, he becomes emotional and changes his mind. We can understand from the following extract:

... But in turn of events, his friend brought him good news when he heard the word 'your girl' he felt received of the depressing mood. He was instantly energized and eager to hear the good news (Ibid, 2014:58).

From the above extract, we simply understand that when Admasu heard the name of the girl he loves or the word your girl he felt in passion; he does not resist the name. This can also describe the passion because his mood is immediately changed when the name of the girl he loves is raised. He is eager to hear about the name.

As Sofia is the daughter of commander Guta, he also becomes nervous when he hears the name commander Guta. It is described as follows:

Admasu flushed and was nervous when he hears the name [commander Guta] (Solomon, 2014:126).

The extract above under the theme of passion for justice presents us that Admasu and Sofia become passionate many times in their life. Due to this, the researchers said this is one of the major themes of the novel.

4.2.4. Theme of Friendship

The novel also contains the theme of friendship for those who are in love and for couples. Since the novel is focused on romantic issues, it also contains friendship.

Friendship is something that follows love, sympathy and passion. When one thinks about love that means he or she thinks about friendship. Love and passion are the first steps to enter to friendship. In the novel it can be described as follows:

Calm dawn, Wafu! Do not forget that she might have a boyfriend. She may not like you. She may not be interested in your friendship. She is just like you ... (Solomon 2014:12).

The above extract describes that Admasu fell in love with one girl whom he does not know the girl. He is in a bad mood; he never experienced such kind of feeling before. Admasu's mother understood that Admasu wants to be friend with that girl. Admasu's mother encouraging him in above extract. The narrator described Admasu wants to be friend or want to create friendship with that girl he saw. Thus, the idea of friendship is reflected in Admasu's discussion with his mother; his mother is advising him about the friendship in the mind of Admasu.

A similar thing is happening in the mind of Sofia who is thinking about Admasu. It can be presented in the following extract:

No instead she would say, he is my boyfriend or my hero ... (Solomon, 1014:44).

This is the idea that Sofia imagined walking with Admasu, and her friend are asking she next day and she answered the above extract. Friendship is occurred between Admasu and Sofia as presented above.

The friendship of Admasu and Sofia ends happy time with each other. At the last, they meet each other. It is presented in the following extract:

... Finally, he met his dream girl Sofia! She also met her dream boy she was so open that she told him everything she had had to go through to meet him... (Solomon, 2014: 187).

The extract talks about the happy day for both of them, first they are dreaming about each other about their friendship, but now they are in their real friendship. On that day, both of them have their relatives around them and they are happy. So we can understand that they are real friends or in real friendship.

4.2.5. Vice and Virtue

Besides the above major themes, Solomon's novel also focuses on vice and virtue. As could be expected from the romantic novel, several issues were love and related ones. Vice can be concerned with the bad behavior explained in the novel and virtue concerned with good behaviors explained in the novel. They can be described or occurred one after the other. The following extract presents the vice and virtue described in one:

Admasu wondered why the works were mixing the brick dust with another powder. He suspected the red powder to be red chili powder... though convinced that the workers know the difference between the powders of red bricks and red pepper, Admasu had no clue why they were doing that (Solomon, 2014:23).

In this extract, we can understand that Admasu saw the people who are doing wrong activity. They are mixing powders and the powder can harm the people after buying it. In this extract, the vice was described as the activity of wrong doers is not good. After this, as it is explained on the next page, Admasu's heartbeat increased. He automatically runs to the nearby police station and report what he saw and heard.

Admasu told the duty-officer commander Guta what he had seen and heard. Commander Guta thanked him and Admasu given a ride to his house (Solomon, 2014:27).

In the above extract, virtue was described because Admasu saw a people who are mixing the powders; this creates a feeling in Admasu's mind, and he wants to go and inform the one who are doing this activity. After the report that Admasu made for the police station, the police station investigated the situation and it turned out to be true. Due to the good work Admasu did, the commander Guta appreciated him and also he has given a many rewards from the police station. From the above two extracts, one can easily identify the mixing of the powder is a vice because it can harm the people after buying it, and Admasu's report can be taken as the virtue because by

reporting them the police investigated the situation and many people's life which is going to death was saved. So this theme was described in the above extracts.

In addition the vice and virtue can also be presented in the following extract:

The boy was so angry he countered by saying father why did not have many children when you couldn't properly look after them even the ones you already had (Solomon, 2014:93).

This extract describes that there is a vice because the child of Nigatu doesn't respect his father, but he simply saying 'why did you have many children' ... The context of this idea is Admasu's uncle bought a shoes for Admasu and one of his child said the above idea. This creates a pain in Nigatu's mind. His father wants to kill him and lastly told him that children are the gift of God. From this extract, we understand that the vice is reflected because Nigatu's child did not respect him and talked to him badly. The idea of the child is good about the effect of the number of children but making him angry is vice. On the other side Admasu present a good idea in the same context.

Admasu intervened and said 'uncle, do not worry. I have a spare pair of shoes. I will give them to him. We are taking the same size.' He then called his cousin and give him his shoes and the confrontation ended (Solomon, 2014:94).

From the above extract, Admasu did a good thing here again. As his uncle and uncle's child are in conflict, Admasu intervened and settled the conflict. Admasu plays a great role by his spare pair of shoes. Therefore, from the above two extracts, one can simply take the Nigatu's child mistake as a vice and Admasu's giving shoes as virtue.

Generally, the novel might have indirectly reflected contemporary realities and social challenges facing during adolescence in Ethiopia. The novel thematically reflects the stamina/endurance demonstrated by Admasu, 12 grader hero of the book, to fight against and resist the corruption he faces in school, the locality and workplaces. As the fiction reflected reality, their conformity to such an approach appeals to appreciations and achievements. From the following extract, we can understand fighting corruption:

He made up his mind and run to the nearby police station ... (Solomon, 2014:24). Sir we are concerned about the growing number of students in each class. According to the school rules, a class size shouldn't exceed 40, but in our class alone it is 54. As you know very well... (Ibid, 31).

As an extract above shows, we find the character in the book representative of corruption which manifests itself in a given society in a wide array of forms, instead of character representing a single individual. As far as the flow of the story is concerned, it rather than narrating crude facts within the characters, starts with culminated on romance belonging to adolescence are attracted more importantly.

On his way to school, as Admasu observes dust blowing in the air in a compound, finds out that people sell out red pepper mixed with ground clay and reports this act to the police. Turning famous among his friend follow his disclose faces the illegal act of the school principal, whom of being of course bribed.

Students in the classroom, beyond the accommodation, affect the very quality of education in the school. He courageously faces the illegal act of school principal, in the case which he even of school principal, in the case which he even goal far in causing the dismissal of such school principal via the parents' committee.

'The Young Crusader' novel's title is needed here to show or indicated as Admasu was fighting against corruption and it needs powerful strength to be victorious.

4.3. Minor Themes of the Novel

At the very beginning, the major theme of the novel focuses on love and related issues. The novel also includes minor issues that were not very emphasized in the novel but has their own message. The researcher figured out the followings.

4.3.1. Concept of Religion

The religious practice was reflected in the novel. In the novel, we can read it from the following extract the religious practice:

His father even more agitated, in the name of the father, the son and the holy sprit, amen! My son let God forgive you for what you have said right now. I do not want to talk to you any more (Solomon, 2010:94).

Nigatu thinks his child's idea and wants to kill him by sword or by arrow. But he understood that the day is St. Mary's day, that day so, the only way is forgiving the child. This is also described in the novel.

4.3.2. Honesty

From the novel, Admasu is characterized as an honest person especially when he starts work in an internet cafe. It is described in the following extract:

One afternoon a customer forgot wallet behind in the internet café. The wallet contained a substantial amount of money but no ID card or any clue about the owner, Admasu waited for the owner to come and collect the wallet. He waited for a week and informed to one of his

colleagues about the wallet. (Solomon, 2014:116)

From the above extract, we can easily understand that Admasu is an honest person and he keeps the wallet he got in his work place for a week, and continue waiting until the owner comes and collects it.

We can also read that Admasu returned the wallet to the customer in the following extract:

... *On collecting the wallet the man thanked the owner (Admasu) for his honest* (Ibid pp 121).

From this, the customer once came and used the internet. After paying the price, he asked that he lost a wallet. They told him that they got. But they ask him different questions and lastly gave him his wallet. honesty is displayed in this part of the novel.

5. Conclusion

As it is already described in the previous parts, this study focused on thematic analysis of Solomon Hailemariam's novel entitled 'The Young Crusader.' The novel is a recent of its kind in Ethiopian history of literature; in a sense that it reflects the issue of love and can be said romantic novel. It addresses the love of youth and related issues like sympathy, friendship as they follow love. By taking the fictional characters, the author attempted to reconstruct imaginative story of young people who fall in love with their soul mates.

The critical analysis was conducted by focusing on the major themes and minor themes that are depicted in the narrative story of the novel. The researchers attempted to analyze by following formalistic approach by focusing on the meaning of the novel.

As mentioned in the aforementioned discussion, the analysis conducted leads to identification and discussion of five major themes and two minor themes portrayed in the novel. They can be followed as follows in short.

Love- different people fall in love with one other throughout the novel. At the beginning of the novel Admasu falls in love with the girl he saw in the school playground. At another time, Sofia, the daughter of commander Guta, falls in love with Admasu. These ideas are presented throughout the author's story.

Sympathy- this is also one category of the major theme because when someone falls in love he or she becomes confused and one can share their feeling. So we can take as the theme as it is the result of love.

Passion for justice – As it is discussed, passions indicates ardent love or love affection in which one can lose his/her mind for a short time. Once Admasu is in such situation and he is dreaming and deeply thinking about the girl and the something happened to Sofia throughout the story.

Friendship – In the novel, friendship is also depicted as the youth are in love even when they saw each other at first time. As described in the novel Nafkot has a boyfriend before marrying Seyum at the end of the novel, Admasu and Sofia became friends.

The theme of vice and virtue- is the one of the major theme depicted in the novel. Some group of people are doing bad action or mixing power with red pepper, but on the other hand ,Admasu saw and reported them. In Admasu's uncle house once his child over speak, but Admasu intervened and negotiation was made by Admasu. Yet the novel is indirectly concerned with figuring corruption by taking crusader in order to show fighting.

The minor themes displayed in the novel include religious practice and honesty. Honesty is based on what Admasu did in the internet café.

In short, the novel presents the love between Nafkot and Seyum, Admasu and Sofia and all other themes are related with these issues. These youth are fighting with different love issues as well as fight against corruption indirectly in the country. In nutshell, the researchers conclude the young crusader is allegorically depicting the fight of corruption in the country as the young crusaders for love.

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