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Children's Books as a Source of Influence on Gender Role Development: Analysis of Female Characters Using Jung's Four Archetypes

Shirley J. Mills, Anita Pankake and Janine Schall

The purpose of the study was to answer this question: *Do children when choosing a book to read for pleasure receive a stereotypical impression of the female role as opposed to the male role as defined by the literature?* A qualitative study reviewed main female characters of the Children's Choice books of 2008 with Jung's archetypes (Great Good Mother, Wise Old Man, Hero, and Trickster). Content analysis was conducted using Hershey-Freeman's critique. Hero archetype was most common with Great Good Mother as second. Female characters analyzed appear to epitomize traits of a new generation of leaders "modeling the way".

Sources of learning gender roles are numerous. Certainly, children find their first role models in their families—mothers, fathers, aunts, uncles, grandparents, siblings, and cousins, to name a few. Additionally, movies, television, advertisement and other visual and print media offer a variety of perspectives on what it means to be female or male. Some of these sources reflect reality; others put forth perspectives immersed in stereotypes.

Many researchers have identified characteristics that were associated with feminine and masculine roles (Harriman, 1996; Hines, 1992). Banks (1995 cited in Jossey-Bass, 2000) offered that, "Norms and values are products of socialization, and part of [that] process of role socialization that begins in infancy and continues through adulthood" (p. 221). Blackburn and Hutchinson (2006) noted that in general, "females are stereotypically nurturing, passive, sensitive, compassionate, family-centered, and responsible for the education of the children" (p. 2). Particularly relevant to this paper is Bank's statement, "The presence of sex-role stereotypes in our society has been extensively researched and well documented (Fernberger, 1948; Komarovsky, 1973). . . . Many women internalize societal sex-role stereotypes and attitudes" (p. 225). This type of stereotyping creates different expectations for females than males and creates a difficult

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situation for females trying to function in a male-dominated work environment.

The purpose of this study was to address the question: *Do children, when choosing a book to read for pleasure, receive a stereotypical impression of the female role as opposed to the male role as defined by the literature?* Four Jungian archetypes: Great Good Mother, Wise Old Man, Hero, and Trickster, were used as a template for looking at the gender definition of female characters in children's literature. We present a brief description of Jung's work in this area and the four archetypes. Additionally, we share literature from a perspective of women in leadership.

We framed much of the analysis and findings within the perspective of women's leadership styles. Citations follow on gender roles and children's literature. Next, a presentation of the methods used to generate information on the female characters in children's literature follows with the findings based on this information. Finally, we offer a brief discussion of the possible meaning of these findings with additional questions raised.

Jungian Archetypes

Carl Jung, a Swiss psychiatrist who rose to prominence in the early to mid-1900s, theorized that humanity's collective experiences exist in a collective unconsciousness, organized into archetypes (Enns, 1994). These archetypes predispose humanity to organize personal experience unconsciously in ways that align with the archetype. Jung proffered that these archetypes are unconscious patterns representing universal ways of perceiving and understanding the world (n.d. www.answers.com/topic/carl-jung). Using dream therapy, he found that people dreamed of images that were very unfamiliar. As Jung studied dreams, he subsequently identified, among others, the four archetypes that this paper emphasizes.

Great Good Mother

The Great Good Mother was a characteristic that aroused feeling of support and encouragement. Jung described her as having a strong protective nature with sympathetic characteristics. She provided sustenance to others

and many considered her wise. The Great Good Mother created feelings of awe and inspiration from those who encountered her. Her unconditional love aroused devotion by those who encountered her (Hershey-Freeman, 2008).

Wise Old Man

The Wise Old Man's role was that of elder, sage, or guardian. These roles described the Wise Old Man in many ways, some of which were king, magician, or lawgiver. The Wise Old Man brought help, order, authority, and counsel to those around him. The Wise Old Man's love, however, was conditional upon those who performed according to his wishes (Hershey-Freeman, 2008).

Hero

The Hero was courageous in actions as he or she went about his or her quest or adventure. The Hero had to endure ordeals and was required to pass a test in some way. The Hero did endure ordeals but eventually gained rewards. The Hero was steadfast in his or her actions as they completed their quest (Hershey-Freeman, 2008).

Trickster

The description of the Trickster was that of being stupid and clumsy, as he or she lived life with an experimental attitude. The Trickster caused suffering to self and others because of his or her unpredictable behavior. Usually the Trickster grew out of his or her questionable behavior and learned a lesson about life (Hershey-Freeman, 2008).

Female Leadership

Females can exhibit different styles of leadership from males. McCrea and Ehrich (2000) found that kindness, nurturance, and collaboration viewed as feminine qualities were valued in the leadership roles. They identified broad principles that embraced sensitive leadership, supportive collaboration, and collective decision-making. Loden (1987) agreed that feminine leadership styles stressed cooperation over competition, group structures, and interpersonal competence and participative decision-making. Additionally, Loden (1985) suggested that a typical male framework was hierarchical, competitive and based on positional power, while a typical female framework included teamwork, cooperation, and personal power. Blair (2007) listed "pearls" of wisdom that female leaders demonstrated such as understanding self and followers, providing good role models, recognizing and crediting followers, communicating directly and clearly, adjusting leadership styles, solving conflict effectively and honestly. Haslett, Geis, and Carter (1992) found that females were perceived as less intellectual and rational than males and it was not appropriate for women to display self-interest.

Females may exhibit frustration with leadership position expectations because of their different leadership styles. Miller, Washington and Fiene (2006) noted that women are caught in a conundrum. If female leaders expressed the qualities that were associated with male leadership, they are considered undesirable as leaders because those qualities are too masculine for a female. The less forceful leadership traits such as collaboration and skills associated with people and process are considered desirable for females, but less desirable for leaders to display.

In the past, males held most of the leadership positions in education. Given the current make-up of the position, Gupton and Slick (1996) suggested that males actually belong in educational leadership positions rather than females. "Although women constitute 75% of the educational workforce and are awarded over half of advanced administrative degrees (Shakeshaft, 1989), less than 10% of superintendents are female" (Skrla, Scott & Benestante, 2001, p. 117). Men continue to hold the vast majority of superintendent positions; on the brighter side, females are gaining ground in securing the principalship (Glass, Björk & Brunner, 2000). Women are most likely to begin their careers as elementary teachers and then move up the ranks to assume the position of elementary assistant principal, the elementary principalship, and from an elementary principalship to central office administrator (Blount, 1998; Brunner, 2000; Grogan, 1996; Shakeshaft, 1989). Women have been promoted to central office positions, in significant numbers, without a problem (Grogan, 1996; Shakeshaft, 1989; Gardiner, Enomoto & Grogan, 2000). As a consequence, it is common to find women administrators directing a district's curriculum and instruction department or personnel department, but women infrequently secure the position of superintendent of schools (Grogan & Brunner, 2005).

Children's Literature and Gender

Children are socialized into the culture of their families and communities through exposure to the values and cultural norms of their families and communities. Children's books provide one avenue for children to learn about the cultural and social norms of the world they live in (Oskamp, Kaufman & Wolterbeck, 1996). These cultural and social norms include expectations and beliefs about gender roles. If stereotyped or limited gender roles are present in the literature that children read, then children are learning that these are the expected gender behaviors (Hamilton, Anderson, Broadus, & Young, 2006).

Over the years, many researchers have examined children's literature to see the representation of gender. Both Czaplinski (1972) and Weitzman, Eifler, Hokada, and Ross, (1972) examined picture books that won the prestigious Caldecott Award. While they approached the question in different ways, both studies concluded that an underrepresentation of female characters exists. In 1999, Davis and McDaniel examined re-

cent Caldecott winners in a study based on Czaplinski's original work. They concluded that there had been little improvement in the level of representation of female characters. However, several studies have concluded that while representations are not yet equal, there has been a significant decrease in sexism (Kortenhaus & Demarest 1993; Oskamp, Kaufman & Wolterbeck 1996).

While a number of researchers have examined children's literature in terms of gender bias and representation, little work has focused on the area of leadership, particularly leadership characteristics of female characters. Boulais (2002) examined Caldecott Medal and Honor books for leadership themes. He used the Kouzes and Posner (1995) framework for leadership concepts as the basis for a content analysis. Boulais concluded that 70.3% of the books he examined in his study did contain metaphors and images representing leadership practices within the Kouzes and Posner framework and suggested that children's literature could be used to teach leadership qualities. However, he did not specifically look at leadership as related to gender.

Brozo and Schmelzer (1997) suggested that having adolescent boys read literature with positive male archetypes may increase their motivation to read and increase the affiliation of literacy with maleness. Our curiosity led us to wonder if a similar situation might be true for females and the archetypes, which represent them in children's literature.

Methods

We selected books from the "Children's Choices for 2008" list with females as primary or major characters for the study (See Appendix A). "Children's Choices" is a project of the International Reading Association and The Children's Book Council. According to *The Reading Teacher* (2008), the Children's Choices list is determined by the votes of 12,500 schoolchildren from different regions of the United States. The 2008 list was the 34th in the series that first appeared in 1975. Five review teams located in California, Illinois, Nebraska, Delaware, and North Carolina representing the United States were given 500 books chosen by the publishers in 2007. The teams consisted of one children's literature specialist plus one or more classroom teachers, who in turn worked with teachers and librarians and approximately 2000 children to familiarize the children with the works. The books are shared with children throughout the year with the actual vote being tabulated in March with the 94 titles chosen announced at the annual International Reading Association Convention in May.

The reason for selecting this particular list from among the various lists of quality children's literature available is that children chose these books themselves. Since this is what children say they are reading, it seemed reasonable that the gender roles presented in them would be more influential than books selected by adults, but not necessarily read by children.

Of the 94 titles on the 2008 list, only works of fiction with females as either lead or major characters were selected. Twenty-three (23) of the 94 fit these two criteria. Two of us read each book. After reading the work, each reader completed a Book Reviewing Critique form (see Appendix B) for the book's major or lead characters. This form was based on the work of Hershey-Freeman (2008). Hershey-Freeman developed a review form for a qualitative content analysis study examining stereotyped roles of principals and teachers in major motion pictures to determine if these roles fit with the primordial archetypes of the collective human unconsciousness. Hershey-Freeman's review form was modified to align the character and setting information with children's books; criteria of primary and secondary characters remained the same. These criteria were gleaned from the literature on Jung's four archetypes (Jung 1959a, 1959b, & 1959c). The reviewers checked off each archetypal criterion that aligned with the character under review. Once the books were reviewed, the data were placed into an Excel file; frequencies for each book and the total for all 23 books were calculated.

Findings

Of the four categories the two most common were the Great Good Mother and Hero archetypes with the Hero receiving 223 indications and the Great Good Mother receiving 211 indications out of 615 totals. The Trickster archetype received the lowest number of indications with 68.

The additional characteristics listed outside of the archetypes indicated that "likeable" received 56 indications. Generally, book publishers do not publish books for children unless the important characters are considered likeable.

Out of the 34 traits studied, "leader" was the 13th most common trait, falling a third of the way down the list of common traits. This trait is associated with the Wise Old Man archetype and is the first time this trait appears on the list (See Appendix C).

TABLE 1
Total Frequency Chart of Archetype Indications.

Archetype	Indications	Percentage
Great Good Mother	211	34.31%
Wise Old Man	113	18.37%
Hero	233	36.26%
Trickster	68	11.06%
Total	615	100%

Discussion

The books that children voted the best of 2008 include twenty-three fiction books with female main or major characters. In general, these characters tended to be positive role models whose likeable characteristics readers can identify with.

However, the depictions of the book characters support the research done in the field of leadership. Children chose books where the female main characters were overwhelmingly nurturing and collaborative whether they were in leadership or subordinate roles. It appears children are choosing books where female characters align to traditional gender characteristics.

While the Hero archetype was most common, the character traits associated with the Hero—courageous, active, enduring ordeals—were depicted in stereotypically female ways. The characters did not live out the “Hero” role individually, rushing in to save the day by themselves. Instead, they often led a team or a group that worked together throughout the events of the book to create a heroic ending. These “Heroes” had adventures and were tested, but were also nurturing and collaborative.

It was interesting to note that in the books reviewed, the female characters were decentralized heroes. These female characters organized others for the benefit of many, while the male heroes organized others around themselves as a central figure. This image brought to mind Helgesen's web of inclusion in which the organization builds in orbs with leadership radiating out from the center, rather than the traditional hierarchical structure with top-down leadership (Helgesen, 1995). Helgesen noted that “women tended to put themselves at the centers of their organizations rather than at the top, thus emphasizing both accessibility and equality, and that they labored constantly to include people in their decision making” (p. 10). The following statement by Helgesen (1995) alludes to the characteristics of the Great Good Mother, “The leader in a web-like structure must manifest strength by yielding, and secure his or her position by continually augmenting the influence of others” (p. 13).

The second most numerous traits indicated were those of the Great Good Mother. While Jung did not intend these archetypes to be associated with gender, many of the traits associated with this archetype are traditionally viewed as female characteristics, such as “protective,” “sympathetic,” “providing sustenance,” and “offering unconditional love.” It appears that given a choice, children will choose books where the main female character supports the characteristics of the Great Good Mother as well as being likeable.

The Wise Old Man was the third most popular archetype in these books as defined by the study. The Wise Old Man provides help, order, authority, and counsel to those around him. His archetype is much like the Great Good Mother with one exception. This archetype requires that all who receive his benefits must perform according to his wishes. It appeared that the characters

of the books read for this study, used only the characteristics of help, order, and counsel to get others to work together to solve the problems of the stories. They did not use the top down authoritative directives that the Wise Old Man required. Rather, they provided the unconditional love, which was a characteristic of the Great Good Mother. They took the positive actions of the Wise Old Man but eliminated the *quid pro quo* conditions.

Finally, the Trickster archetype had few redeeming qualities and was not popular. The three characteristics for the Trickster archetype most often identified included “causes suffering, experimental, and learns a lesson.” These archetype traits were not embedded in the characters that we studied but occurred because of specific situations in which the characters became involved. Children may in fact be choosing books that avoid major characters that are the Trickster archetype.

All children, both boys and girls, should be encouraged to read these books. The leadership literature (e.g. Bennis, 1989; Helgesen, 1995; Kouzes & Posner, 2002) is advocating a different type of leadership in organizations, leadership that emphasizes a team rather than a maverick style. The female characters in the books epitomize this newer leadership style combining a courageous, adventurous attitude with a focus on others as important in solving problems and achieving goals. Since the Children’s Choice books read were only those with females as the lead characters, we cannot be sure that male lead characters display this “new leadership style” as well. However, we can assert that if we desire a new generation of leaders, the female characters in these books “model the way” (Kouzes & Posner, 2002).

Appendix A

Children’s Books Examined (Children’s Choices for 2008)

Title	Author	Summary
<i>Babymouse: Camp Babymouse</i>	Jennifer L. Holm	Spirited Babymouse is back and, this time she goes to camp. As she tries to help her cabin mates win the coveted camp award, things do not go as planned.
<i>Babymouse: Heartbreaker</i>	Jennifer L. Holm	Babymouse dreams about her date for the Valentine’s Day dance. When she cannot get a date, she goes alone. She is bored and about to go home when Georgie (a giraffe) asks her to dance. The evening ends happily.
<i>Big Bug Surprise</i>	Julia Gran	Prunella’s unending knowledge of insects saves her class from disaster. As her class celebrates, Prunella presents her show-and-tell surprise, much to the delight of her classmates.

(continued)

Children's Books Examined (Children's Choices for 2008) (*continued*)

Title	Author	Summary
<i>Bone #6: Old Man's Cave</i>	Jeff Smith	The action continues as the Bone cousins and Thorn seek to outwit the rat creatures and the Lord of the Locusts. Dreams haunt Thorn, who begins to mistrust her grandmother and so leaves her. The ominous ending forecasts terror.
<i>Clarice Bean, Don't Look Now</i>	Lauren Child	The Ruby Redfort Survival Handbook is Clarice's guide for living and knowing what to do in situations those only young adolescent girls can imagine. Clarice worries about everything, especially the worst worry she did not even know she had.
<i>Five Little Monkeys Go Shopping</i>	Eileen Christelow	Back-to-school shopping leads to 4, 3, 7, 3, 14, and finally 5 (no, 6!) little monkeys. In thinking bubbles, see the equations mom uses to add and subtract her monkeys as they wander off and come back again.
<i>Feathers</i>	Jacqueline Woodson	Hope is the thing with feathers—a line from an Emily Dickinson poem—is the sentiment that sets the stage for this story. Frannie learns to look beneath the surface and discover who people really are, always hoping that there is good in everyone.
<i>Girl Wonders</i>	Karen Salmnsohn	<i>Girl Wonders</i> contain a series of wonderings by Alexandra, who is not sure what being a teen is all about. Readers will laugh outloud at her bizarre family and friends and will identify with her as she experiences her first crush.
<i>How to Be a Baby by Me the Big Sister</i>	Sally Lloyd-Jones	Big sister explains things you CANNOT do as a baby and things you CAN do as an older child. The humorous story and illustrations help older children appreciate their accomplishments while gaining a better understanding of younger siblings.
<i>Middle School Is Worse than Meatloaf</i>	Jennifer L. Holm	Follow the clues left in this mixed diary/scrapbook as it traces a girl's journey through seventh grade and the stresses of middle school. During this time, she also has to deal with the major adjustment of a new stepfather after losing her father years ago.

(continued)

Children's Books Examined (Children's Choices for 2008) (*continued*)

Title	Author	Summary
<i>Millie Waits for the Mail</i>	Alexander Steffensmeier	Millie the Cow loves to scare the mail carrier every day. When Millie's tricks leave the mail carrier in a mess, she learns to love something new.
<i>Monday with a Mad Genius</i>	Mary Pope Osbourn	In this educational fiction book, Jack and Annie magically travel back in time to meet Leonardo da Vinci through whom they also meet Mona Lisa.
<i>Nancy Drew Graphic Novels, Girl Detective #9: Ghost in the Machinery</i>	Stefan Petrucha	Nancy and her friends are looking for a lost engine that gets 200 miles to the gallon. Students like Nancy Drew in graphic format. The bright colors and quick pace of the book keep readers engrossed.
<i>The Phantom Isles</i>	Stephen Alter	Readers engage in this strange ghost tale told through experiences viewed from different perspectives. This is a creative, entertaining, and informative novel for students who love exploring spirits from the dead.
<i>Polar Slumber</i>	Dennis Rockhill	A girl builds a snow bear, dreaming it comes to life. The book introduces arctic animals, including polar bears.
<i>The Companions Quartet, Book One: Secret of the Sirens</i>	Julia Golding	This is the engaging and original story of Connie, a young woman able to communicate with animals and mythical creatures.
<i>Summerhouse Time</i>	Eileen Spinelli	This collection of poems tells a story. Sophie shares all her summertime rituals and the adventures of one summer at the beach with her cat, Orange, and cousin Colleen.
<i>There Was an Old Lady Who Swallowed a Fly</i>	GuyTedd Arnold	Here is a creative spin on the classic tale of the old woman who swallowed a fly.
<i>The Three Little Fish and the Big Bad Shark</i>	Ken GeistIn	In this take on The Three Little Pigs, Jim builds a house of seaweed, Tim builds a sand house, and Kim's wooden ship house saves them all.

(continued)

Children's Books Examined (Children's Choices for 2008) (*continued*)

Title	Author	Summary
<i>Twelve</i>	Lauren Myracle	Follow Winnie month by month during the year she turns 12. This year brings many changes: breasts, menstruation, pierced ears, the trauma of losing a best friend, and the experience of making new ones.
<i>Way Down Deep</i>	Ruth White	A young girl finds herself discovering who her real family is and how she came to be in a place called Way Down Deep, West Virginia.
<i>Wildwood Dancing</i>	Juliet Marillier	The cover of this fantasy explains it all . . . enchanted forests, bewitched frogs, lovely young girls, and a handsome prince. Five sisters from Transylvania struggle to save their beloved woods and end up finding true love.
<i>The Worst Name in Third Grade</i>	Debbie Dadey	What could be worse than being named Bridgett Butt? Nothing—until her favorite teacher moves, her best friend chooses someone else, and Bridgett's beloved dog becomes ill (but only temporarily). Although things look bleak, all is well in the end.

Appendix B

Book Reviewing Critique

Reviewer: _____

1. Book Title: _____
2. Book Author: _____
3. Book Illustrator: _____
4. Book Publisher: _____
5. Abstract of the Story (50–100 words)

6. Setting for the Story

City Country Woods Space Another World
 House Apartment Barn Doghouse Yard
 Other (please describe)

7. Characters (Youth—Indicate the number)

Male Female Humans Animals Machines
 Plants Fish Aliens Alphabet Numerals
 Other (please describe)

8. Characters (Adults—Indicate the number)

Male Female Humans Animals Machines
 Plants Fish Aliens Alphabet Numerals
 Other (please describe)

9. Traits of Primary Character (#1)

Name of the Character _____

Gender _____ Age _____

Job or primary activity in the story _____

Brothers Sisters Parents

Child Teen Adult

Unique description: _____

Is this character part of a family? Yes No

Family Position:

Only Child Oldest Youngest Middle Child

10. Criteria of the Primary Character (#1) (Check all that apply)

protective sympathetic stupid
 provides sustenance to others courageous
 wise authoritative has a quest or adventure
 awe-inspiring helps others grow
 causes suffering to self or others offers unconditional love
 brings order arouses devotion
 gains eventual reward active
 viewed as an elder or sage heroic
 serves as leader is a prankster experimental attitude
 likeable must endure ordeals
 unlikeable hostile serves as a guardian
 dispenses laws or rules steadfast
 skills & wisdom are highly respected
 clumsy his or her love must be earned
 frightening unkind unpredictable
 is tested in some way passive
 learns a lesson grows out of his or her behavior
 aggressive evil bureaucratic
 cynical isolated from peers

- | | | |
|--|---|---|
| <input type="checkbox"/> idealistic | <input type="checkbox"/> rebellious | <input type="checkbox"/> a nerd or geek |
| <input type="checkbox"/> bully | <input type="checkbox"/> ridiculous | <input type="checkbox"/> socially inept |
| <input type="checkbox"/> sexy | <input type="checkbox"/> cruel | <input type="checkbox"/> apathetic |
| <input type="checkbox"/> dedicated | <input type="checkbox"/> professionally inept | |
| <input type="checkbox"/> powerless | <input type="checkbox"/> gentle | <input type="checkbox"/> conservatively dressed |
| <input type="checkbox"/> involved in church or civic affairs | <input type="checkbox"/> paternalistic | |
| <input type="checkbox"/> represents high ideals in society | <input type="checkbox"/> gambles | |
| <input type="checkbox"/> smokes tobacco | <input type="checkbox"/> drinks liquor | <input type="checkbox"/> dresses casually |
| <input type="checkbox"/> liberal | <input type="checkbox"/> conservative | <input type="checkbox"/> maternal |

11. Traits of Primary Character (#2)

Name of the Character _____

Gender _____ Age _____

Job or primary activity in the story _____

Brothers Sisters Parents

Child Teen Adult

Unique description: _____

Is this character part of a family? Yes No

Family Position:

Only Child Oldest Youngest Middle Child

12. Criteria of the Primary Character (#2) (Check all that apply)

- | | | |
|---|---|---|
| <input type="checkbox"/> protective | <input type="checkbox"/> sympathetic | <input type="checkbox"/> stupid |
| <input type="checkbox"/> provides sustenance to others | <input type="checkbox"/> courageous | |
| <input type="checkbox"/> wise | <input type="checkbox"/> authoritative | <input type="checkbox"/> has a quest or adventure |
| <input type="checkbox"/> awe-inspiring | <input type="checkbox"/> helps others grow | |
| <input type="checkbox"/> causes suffering to self or others | <input type="checkbox"/> offers unconditional love | |
| <input type="checkbox"/> brings order | <input type="checkbox"/> arouses devotion | |
| <input type="checkbox"/> gains eventual reward | <input type="checkbox"/> active | |
| <input type="checkbox"/> viewed as an elder or sage | <input type="checkbox"/> heroic | |
| <input type="checkbox"/> serves as leader | <input type="checkbox"/> is a prankster | <input type="checkbox"/> experimental attitude |
| <input type="checkbox"/> likeable | <input type="checkbox"/> must endure ordeals | |
| <input type="checkbox"/> unlikeable | <input type="checkbox"/> hostile | <input type="checkbox"/> serves as a guardian |
| <input type="checkbox"/> dispenses laws or rules | <input type="checkbox"/> steadfast | |
| <input type="checkbox"/> skills & wisdom are highly respected | | |
| <input type="checkbox"/> clumsy | <input type="checkbox"/> his or her love must be earned | |
| <input type="checkbox"/> frightening | <input type="checkbox"/> unkind | <input type="checkbox"/> unpredictable |
| <input type="checkbox"/> is tested in some way | <input type="checkbox"/> passive | |
| <input type="checkbox"/> learns a lesson | <input type="checkbox"/> grows out of his or her behavior | |
| <input type="checkbox"/> aggressive | <input type="checkbox"/> evil | <input type="checkbox"/> bureaucratic |
| <input type="checkbox"/> cynical | <input type="checkbox"/> isolated from peers | |

- | | | |
|--|---|---|
| <input type="checkbox"/> idealistic | <input type="checkbox"/> rebellious | <input type="checkbox"/> a nerd or geek |
| <input type="checkbox"/> bully | <input type="checkbox"/> ridiculous | <input type="checkbox"/> socially inept |
| <input type="checkbox"/> sexy | <input type="checkbox"/> cruel | <input type="checkbox"/> apathetic |
| <input type="checkbox"/> dedicated | <input type="checkbox"/> professionally inept | |
| <input type="checkbox"/> powerless | <input type="checkbox"/> gentle | <input type="checkbox"/> conservatively dressed |
| <input type="checkbox"/> involved in church or civic affairs | <input type="checkbox"/> paternalistic | |
| <input type="checkbox"/> represents high ideals in society | <input type="checkbox"/> gambles | |
| <input type="checkbox"/> smokes tobacco | <input type="checkbox"/> drinks liquor | <input type="checkbox"/> dresses casually |
| <input type="checkbox"/> liberal | <input type="checkbox"/> conservative | <input type="checkbox"/> maternal |

13. Traits of Secondary Character (#1)

Name of the Character _____

Gender _____ Age _____

Job or primary activity in the story _____

 Brothers Sisters Parents Child Teen Adult Unique description: _____Is this character part of a family? Yes No

Family Position:

 Only Child Oldest Youngest Middle Child

14. Criteria of the Secondary Character (#1) (Check all that apply)

- | | | |
|---|---|---|
| <input type="checkbox"/> protective | <input type="checkbox"/> sympathetic | <input type="checkbox"/> stupid |
| <input type="checkbox"/> provides sustenance to others | <input type="checkbox"/> courageous | |
| <input type="checkbox"/> wise | <input type="checkbox"/> authoritative | <input type="checkbox"/> has a quest or adventure |
| <input type="checkbox"/> awe-inspiring | <input type="checkbox"/> helps others grow | |
| <input type="checkbox"/> causes suffering to self or others | <input type="checkbox"/> offers unconditional love | |
| <input type="checkbox"/> brings order | <input type="checkbox"/> arouses devotion | |
| <input type="checkbox"/> gains eventual reward | <input type="checkbox"/> active | |
| <input type="checkbox"/> viewed as an elder or sage | <input type="checkbox"/> heroic | |
| <input type="checkbox"/> serves as leader | <input type="checkbox"/> is a prankster | <input type="checkbox"/> experimental attitude |
| <input type="checkbox"/> likeable | <input type="checkbox"/> must endure ordeals | |
| <input type="checkbox"/> unlikeable | <input type="checkbox"/> hostile | <input type="checkbox"/> serves as a guardian |
| <input type="checkbox"/> dispenses laws or rules | <input type="checkbox"/> steadfast | |
| <input type="checkbox"/> skills & wisdom are highly respected | | |
| <input type="checkbox"/> clumsy | <input type="checkbox"/> his or her love must be earned | |
| <input type="checkbox"/> frightening | <input type="checkbox"/> unkind | <input type="checkbox"/> unpredictable |
| <input type="checkbox"/> is tested in some way | <input type="checkbox"/> passive | |
| <input type="checkbox"/> learns a lesson | <input type="checkbox"/> grows out of his or her behavior | |
| <input type="checkbox"/> aggressive | <input type="checkbox"/> evil | <input type="checkbox"/> bureaucratic |
| <input type="checkbox"/> cynical | <input type="checkbox"/> isolated from peers | |

- | | | |
|--|---|---|
| <input type="checkbox"/> idealistic | <input type="checkbox"/> rebellious | <input type="checkbox"/> a nerd or geek |
| <input type="checkbox"/> bully | <input type="checkbox"/> ridiculous | <input type="checkbox"/> socially inept |
| <input type="checkbox"/> sexy | <input type="checkbox"/> cruel | <input type="checkbox"/> apathetic |
| <input type="checkbox"/> dedicated | <input type="checkbox"/> professionally inept | |
| <input type="checkbox"/> powerless | <input type="checkbox"/> gentle | <input type="checkbox"/> conservatively dressed |
| <input type="checkbox"/> involved in church or civic affairs | <input type="checkbox"/> paternalistic | |
| <input type="checkbox"/> represents high ideals in society | <input type="checkbox"/> gambles | |
| <input type="checkbox"/> smokes tobacco | <input type="checkbox"/> drinks liquor | <input type="checkbox"/> dresses casually |
| <input type="checkbox"/> liberal | <input type="checkbox"/> conservative | <input type="checkbox"/> maternal |

15. Traits of Secondary Character (#2)

Name of the Character _____

Gender _____ Age _____

Job or primary activity in the story _____

Brothers Sisters Parents

Child Teen Adult

Unique description: _____

Is this character part of a family? Yes No

Family Position:

Only Child Oldest Youngest Middle Child

16. Criteria of the Secondary Character (#2) (Check all that apply)

- | | | |
|---|---|---|
| <input type="checkbox"/> protective | <input type="checkbox"/> sympathetic | <input type="checkbox"/> stupid |
| <input type="checkbox"/> provides sustenance to others | <input type="checkbox"/> courageous | |
| <input type="checkbox"/> wise | <input type="checkbox"/> authoritative | <input type="checkbox"/> has a quest or adventure |
| <input type="checkbox"/> awe-inspiring | <input type="checkbox"/> helps others grow | |
| <input type="checkbox"/> causes suffering to self or others | <input type="checkbox"/> offers unconditional love | |
| <input type="checkbox"/> brings order | <input type="checkbox"/> arouses devotion | |
| <input type="checkbox"/> gains eventual reward | <input type="checkbox"/> active | |
| <input type="checkbox"/> viewed as an elder or sage | <input type="checkbox"/> heroic | |
| <input type="checkbox"/> serves as leader | <input type="checkbox"/> is a prankster | <input type="checkbox"/> experimental attitude |
| <input type="checkbox"/> likeable | <input type="checkbox"/> must endure ordeals | |
| <input type="checkbox"/> unlikeable | <input type="checkbox"/> hostile | <input type="checkbox"/> serves as a guardian |
| <input type="checkbox"/> dispenses laws or rules | <input type="checkbox"/> steadfast | |
| <input type="checkbox"/> skills & wisdom are highly respected | | |
| <input type="checkbox"/> clumsy | <input type="checkbox"/> his or her love must be earned | |
| <input type="checkbox"/> frightening | <input type="checkbox"/> unkind | <input type="checkbox"/> unpredictable |
| <input type="checkbox"/> is tested in some way | <input type="checkbox"/> passive | |
| <input type="checkbox"/> learns a lesson | <input type="checkbox"/> grows out of his or her behavior | |
| <input type="checkbox"/> aggressive | <input type="checkbox"/> evil | <input type="checkbox"/> bureaucratic |
| <input type="checkbox"/> cynical | <input type="checkbox"/> isolated from peers | |

<input type="checkbox"/> idealistic	<input type="checkbox"/> rebellious	<input type="checkbox"/> a nerd or geek
<input type="checkbox"/> bully	<input type="checkbox"/> ridiculous	<input type="checkbox"/> socially inept
<input type="checkbox"/> sexy	<input type="checkbox"/> cruel	<input type="checkbox"/> apathetic
<input type="checkbox"/> dedicated	<input type="checkbox"/> professionally inept	
<input type="checkbox"/> powerless	<input type="checkbox"/> gentle	<input type="checkbox"/> conservatively dressed
<input type="checkbox"/> involved in church or civic affairs	<input type="checkbox"/> paternalistic	
<input type="checkbox"/> represents high ideals in society	<input type="checkbox"/> gambles	
<input type="checkbox"/> smokes tobacco	<input type="checkbox"/> drinks liquor	<input type="checkbox"/> dresses casually
<input type="checkbox"/> liberal	<input type="checkbox"/> conservative	<input type="checkbox"/> maternal

Notes/Comments:

Appendix C

Frequency of Archetype Indications

Trait	Indications	Archetype
Protective	38	Great Good Mother
Sympathetic	38	Great Good Mother
Active	37	Hero
Endures Ordeal	35	Hero
Courageous	32	Hero
Wise	32	Great Good Mother
Tested	29	Hero
Arouses Devotion	28	Great Good Mother
Quest for Adventure	27	Hero
Sustenance	25	Great Good Mother
Eventual Reward	25	Hero
Steadfast	23	Hero
Leader	23	Wise Old Man
Unconditional Love	22	Great Good Mother
Brings Order	22	Wise Old Man
Authoritative	19	Wise Old Man
Learns a Lesson	17	Trickster
Experimental	16	Trickster
Helps Others Grow	15	Great Good Mother
Heroic	15	Hero
Skill, Wisdom Respected	14	Wise Old Man
Laws or Rules	13	Wise Old Man
Causes Suffering	12	Trickster
Maternal	10	Great Good Mother
Guardian	9	Wise Old Man
Elder/Sage	7	Wise Old Man
Love Must be Earned	6	Wise Old Man

(continued)

Frequency of Archetype Indications (*continued*)

Trait	Indications	Archetype
Grows Out of Behavior	6	Trickster
Ridiculous	5	Trickster
Clumsy	4	Trickster
Prankster	4	Trickster
Awe Inspiring	3	Great Good Mother
Unpredictable	2	Trickster
Stupid	2	Trickster

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