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## A Content Analysis of the Portrayal of the Emotionally Disturbed in Books Popular with Adolescents

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## A Content Analysis of the Portrayal of the Emotionally Disturbed in Books Popular with Adolescents

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### Abstract

The major purposes of this research were to analyze the portrayal of emotionally disturbed characters in books which adolescents are reading and to attempt to determine if this portrayal was realistic and balanced in terms of the entire group of books. A panel of experts was used to obtain a sample of ten books. The portrayals of twelve characters from these ten books were analyzed using an inventory of twelve elements which were derived from traditional stereotypes of the emotionally disturbed. The results of this analysis suggested that, for the most part, a realistic and generally balanced portrayal of emotionally disturbed characters exists in these books. Some definite patterns emerged, however, in the areas of family position of the character, socio-economic class of the character's family, and ethnic group of the character. The patterns suggested that a stereotyped presentation may exist in these three areas but further analysis of these elements in other books would be necessary to determine if the patterns are significant.

A CONTENT ANALYSIS  
OF THE PORTRAYAL OF THE EMOTIONALLY DISTURBED  
IN BOOKS POPULAR WITH ADOLESCENTS

A Research Paper  
Presented to the  
Faculty of the Library Science Department

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Arts

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Judith A. Heusinkveld

July 9, 1979

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July 9, 1979

## ABSTRACT

The major purposes of this research were to analyze the portrayal of emotionally disturbed characters in books which adolescents are reading and to attempt to determine if this portrayal was realistic and balanced in terms of the entire group of books. A panel of experts was used to obtain a sample of ten books. The portrayals of twelve characters from these ten books were analyzed using an inventory of twelve elements which were derived from traditional stereotypes of the emotionally disturbed. The results of this analysis suggested that, for the most part, a realistic and generally balanced portrayal of emotionally disturbed characters exists in these books. Some definite patterns emerged, however, in the areas of family position of the character, socio-economic class of the character's family, and ethnic group of the character. The patterns suggested that a stereotyped presentation may exist in these three areas but further analysis of these elements in other books would be necessary to determine if the patterns are significant.

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## Chapter 1

### INTRODUCTION

Concern about the incidence of emotional disturbance\* in our country has been growing in the past two decades. More and more people are reading the popular books on psychology for the layman. The fields of psychiatry and psychology have greatly expanded and the scheduled "visit to the psychiatrist" has become a common practice for many. According to tabulations reported in 1976, nearly half of all hospital beds are occupied by mental patients and an estimated seventeen million people in the United States suffer from some form of psychological disturbance.<sup>1</sup> Though one tends to apply these statistics to the adult population, they include children and adolescents as well. In 1965, one-fourth of all persons served by psychiatric outpatient clinics in the United States were in the ten to nineteen age bracket. In addition, adolescents made up thirty to forty percent of all patients seen in the psychiatric units of general hospitals in the eastern United States.<sup>2</sup>

A number of other studies on the incidence of emotional

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\*The terms "emotional disturbance" and "mental illness," while generally indicating a continuum of the phenomenon, will be interchangeable for the purpose of this study.

<sup>1</sup>Joan Hinkenmeyer, "Popular Psychology and the Young Adult," Californian Librarian, 37 (October, 1976), 59.

<sup>2</sup>Joan Lipsitz, Growing Up Forgotten: A Review of Research and Programs Concerning Early Adolescence (Lexington, Mass.: D. C. Heath, 1977), p. 134.

disturbance in children and adolescents have been done since that time. In 1972, the U.S. Office of Education estimated that two percent of the school aged population was emotionally disturbed.<sup>3</sup> A later study conducted by Thomas J. Kelly, Lyndal M. Bullock, and M. Kay Dykes (1977) stated that twenty percent of the students in kindergarten through twelfth grade were identified by teachers as having some type of emotional disturbance.<sup>4</sup> Recently, Frank H. Wood and Robert H. Zabel compared these statistics with those of other studies. They concluded that twenty to thirty percent of all students are viewed by teachers as problems at any one time but only one and a half to three percent continue to arouse concern because of their behavior throughout their years in school.<sup>5</sup> With such a high incidence of both transitory problems and lasting emotional disturbances, the public has legitimate reason to be concerned about the status of mental health in our country.

Educators and school administrators are becoming particularly aware of the need to establish some form of mental health program in the schools. In an attempt to respond to the emotional and psychological needs of students, most school districts employ a psychologist to help individuals deal with their problems. For those with more severe disturbances,

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<sup>3</sup>Frank H. Wood and Robert H. Zabel, "Making Sense of Reports on the Incidence of Behavior Disorders/Emotional Disturbance in School Aged Populations," Psychology in the Schools, 15 (January, 1978), 44.

<sup>4</sup>Ibid., p. 48.

<sup>5</sup>Ibid., p. 50.



programs for the emotionally disturbed with specially trained teachers are being established. Most of these programs, however, are in a tentative or initial state of development. There has also been a growing recognition of the need for mental health education to aid students through the transitory emotional stresses of maturing and inform them about the myths and realities surrounding emotional disturbances. In the process of searching for an identity, many students are confronted with fears about their own mental stability. They need to know that the emotional turbulence which they experience is normal. They must have a sense of self-confidence in order to cope with the challenges of impending adult life.

This trend in education has recently received additional impetus through the passage of Public Law 94-142 for the education of all handicapped students. The focus of the law has been on providing appropriate education for the physically and mentally handicapped, but it applies to the emotionally handicapped as well. Besides requiring a re-evaluation of existing education programs, the law has forced some educators to reassess their own attitudes and conceptions of the handicapped and to overcome the barriers between them and the non-handicapped.

The emotionally disturbed have generally carried a strong negative stigma. They are perceived less favorably and treated more harshly than almost any other group.<sup>6</sup> In an article on

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<sup>6</sup>Amerigo Farina and others, "Some Interpersonal Consequences of Being Mentally Ill or Mentally Retarded," American Journal of Mental Deficiency, 80 (January, 1976), 415.

the use of adolescent fiction for exploring contemporary values, Sheila Schwartz states that,

We have always regarded the mentally ill with distaste, with disgust, with blame. Because they disturb the desired homogeneity of our society, we have burned or hanged them as witches, swept them under the rug, or shut them away so they could not destroy the Norman Rockwell super-WASP symmetry.<sup>7</sup>

Because of this stigma, emotionally disturbed students often have difficulty establishing satisfactory peer relationships. This can result in further emotional problems. According to Noel G. Markwell in a study on the teenager's conception of mental illness, it is an important function of mental health education to help remove stereotypes that are still attached to mental and nervous disorders. It is necessary to increase the public's awareness of milder forms of mental illness--not just gross psychosis.<sup>8</sup>

One traditional approach to educating students in terms of values and attitudes has been through literature. Various forms of mental illness have been depicted in literature for centuries. Ancient Greek drama presented its interpretations of mental illness. Shakespeare also created several characters who succumb to insanity. The most memorable of these is Macbeth who meets death because of his insane hallucinations. As one can see, the depictions of the emotionally disturbed in literature have usually dealt with the more severe and extreme

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<sup>7</sup> Sheila Schwartz, "Adolescent Literature and the Pursuit of Values," Media and Methods, 12 (March, 1976), 21.

<sup>8</sup> Noel Gene Markwell, The Teenager's Conception of Mental Illness, U.S. Office of Education, Cooperative Research Project No. 613, Purdue University, August 1959, p. 5.

cases. According to W. Tasker Witham, it was not until the 1940's that writers began to treat emotional disturbance with increasing complexity and understanding. By the 1950's, they were exploring all types of psychological difficulties, "sometimes seeking for true understanding, but sometimes merely exploiting the morbid curiosity which people feel about the functioning of a distorted mind."<sup>9</sup>

With the advent and development of adolescent literature, authors began writing specifically about the concerns of adolescents, including their questions and fears about mental illness. Recently, several adolescent books such as John Neufeld's Lisa, Bright and Dark and Sylvia Plath's The Bell Jar which deal with this theme have been published. There are also adult books such as Sybil by Flora Schreiber and Ken Kesey's One Flew Over the Cuckoo's Nest which present depictions of mental illness in our society. Adolescents are at a very impressionable stage of their lives when they begin reading such books and evaluating the issues involved.

In a study on the influence of literature on the attitudes, values, and behavior of adolescents, Mary Beth Wade Culp found that half of those surveyed were moderately influenced and one-fourth were strongly influenced.<sup>10</sup> Since literature can have such a strong impact, it is important that it give accurate and realistic portrayals of individuals rather than rely upon traditional stereotypes. This is

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<sup>9</sup>W. Tasker Witham, The Adolescent in the American Novel, 1920-1960 (New York: Frederick Ungar, 1964), pp. 249-250.

<sup>10</sup>Mary Beth Wade Culp, "A Study of the Influence of Literature on the Attitudes, Values, and Behaviors of Adolescents," Dissertation Abstracts International, 36 (June, 1976), 7915A.

currently of particular concern in relation to the emotionally disturbed because of the high incidence of emotional disturbance in our country, especially among adolescents, and because of the strong negative stigma that is still attached to mental illness.

## Chapter 2

### THE PROBLEM

The purpose of this research was to determine how emotionally disturbed characters are portrayed in books read by adolescents and if the situations and outcomes related to the emotionally disturbed characters are realistic. The research also attempted to determine what types of emotional disturbances are depicted in these books and if they are given psychological labels. No attempt to evaluate whether a book was "good" or "bad" literature was made. The focus was on the content of the book.

In the introduction, it was noted that valuable use could be made of such materials in educating both those students who are clearly emotionally disturbed and those who experience only the typical transitory emotional stresses of the maturing process. If adequate and appropriate use is to be made of them, however, the current status of the portrayal of the emotionally disturbed in books read by adolescents must first be established. In view of the fact that little, if any, content analysis of these books has been done to date, this study would seem to be an important and necessary first step to further research in this area.

#### Specific Problem Statements

1. Are emotionally disturbed characters in books which are read by adolescents presented realistically?

2. Are the situations and outcomes involving emotionally disturbed characters in books which are read by adolescents presented realistically?

3. What labels for types of emotional disturbances are attributed by the authors to emotionally disturbed characters in books read by adolescents?

### Hypotheses

The following hypotheses refer to emotionally disturbed characters in books read by adolescents.

1. The majority of emotionally disturbed characters will be female.

2. The majority of emotionally disturbed characters will be from other than a "typical family."

3. There will be no predominant pattern(s) in the family positions of emotionally disturbed characters.

4. There will be no predominant pattern(s) in the socio-economic class of emotionally disturbed characters.

5. There will be no predominant pattern(s) in the religious group of emotionally disturbed characters.

6. There will be no predominant pattern(s) in the ethnic group of emotionally disturbed characters.

7. The majority of emotionally disturbed characters will be presented in an institutional setting.

8. The majority of emotionally disturbed characters will perform violent acts.

9. The majority of emotionally disturbed characters will exhibit aggressive behavior.

10. The majority of emotional ~~disturbances of~~ characters will be attributed to simple causation rather than multiple causation.

11. The majority of emotionally disturbed characters will be presented as psychotic.

12. The majority of emotionally disturbed characters will be incurable or have pessimistic prognoses.

### Definitions

Adolescent was defined as young people from the ages of thirteen to seventeen.

The books read by adolescents were determined by the panel members selected for this research. The books were fiction, biography, or autobiography.

Defining emotional disturbance involved several problems. Professional psychiatrists and psychologists are not agreed upon its meaning and, as a result, there was no single comprehensive definition. These variations in or lack of definitions are discussed in the literature review. For the purpose of this study, the researcher used an interpretation conceptualized by George H. Schauer in a study on emotional disturbance in gifted children. He defined an emotionally disturbed person as one who "becomes unable to deal realistically and effectively with problems as they arise and, for emotional reasons, over a long period of time is unable to function at full capacity

either physically, emotionally, or intellectually."<sup>11</sup>

The Webster's Third New International Dictionary defined "realism" as applied to literature as, "the theory or practice of fidelity to nature or to real life and to accurate representation without idealization of the most typical views, details, and surroundings of the subject."<sup>12</sup> In relation to the portrayal of emotionally disturbed characters, a realistic presentation would not rely on stereotyped ideas of emotional disturbance. Two significant studies on the public's conception of mental illness were conducted by J. R. Nunnally in 1961 and Noel G. Markwell in 1959. Their results, though somewhat dated, were used as a basis for determining stereotypes of the emotionally disturbed. The studies are discussed in the literature review (see pp. 23-25) and specific points of stereotyping are delineated in the methodology.

Label was defined as a term or phrase developed in the field of psychiatry/psychology which assigns a more specific classification to the type of emotional disturbance. Labels used in this study were psychosis and neurosis. These are further defined in the explanation of the methodology.

### Assumptions

1. The presentation of emotional disturbances and emotionally disturbed characters in books read by adolescents affects adolescents' attitudes, values, and behavior in life

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<sup>11</sup>George H. Schauer, "Emotional Disturbance and Giftedness," Gifted Child Quarterly, 20 (Winter, 1976), 470.

<sup>12</sup>Webster's Third New International Dictionary of the English Language, (Springfield, Mass.: G. & C. Merriam, 1972), p. 1800



situations involving the emotionally disturbed.

2. The media specialist has a responsibility to select and provide materials for adolescents which do not present a stereotyped view of any one group of individuals.

3. The panel members selected by the researcher will be able to recommend ten novels, biographies, and/or autobiographies which deal with emotionally disturbed characters and are currently being read by adolescents.

### Limitations

1. The books used in this study were limited to fiction, biographies, and autobiographies.

2. The books analyzed were ones which dealt with emotionally disturbed characters and which were selected by panel members as books that adolescents are currently reading.

3. The books analyzed were limited to those involving characters who clearly exhibit emotional disturbances and who may or may not be labelled as emotionally disturbed. The sample did not include those involving characters who are faced with the normative tasks of adolescents in the maturing process only.

4. The number of books analyzed was limited to ten.

5. The criteria used focused on the content of the books that adolescents are reading and not on the evaluation of the books as "good" or "bad" literature, or on the effect the content might or might not have on a reader.

6. The analysis of the books was limited by the researcher's personal knowledge and understanding of emotional

disturbance.

7. The panel was limited to six individuals.

8. The panel members were selected by the researcher and did not represent a true random sample of experts associated with adolescent literature and reading.

## Chapter 3

### REVIEW OF THE LITERATURE

The review of the literature in relation to this study focuses on the three main concepts involved: emotional disturbance, stereotyping and labelling of the emotionally disturbed, and depictions of the emotionally disturbed in literature. Very little has been written on this final area. This made it necessary to extend the review to include literature as a factor in influencing attitudes and values, and the use of literature in bibliotherapy. Information on these concepts was found in the fields of psychiatry, psychology, sociology, English, and library science. The review incorporates both research studies and opinion articles.

The organization of the review centers on the following concerns: 1) the problems in defining the term "emotional disturbance" and the suggested definitions; 2) the stereotyped conceptions of the emotionally disturbed and the practice and problems of labelling them; 3) the effects of literature in influencing attitudes, values, and behavior; and 4) the use of literature in bibliotherapy. Some opinions of the status of depictions of the emotionally disturbed are also discussed.

The first step of the research was to define what "emotional disturbance" is and how the emotionally disturbed are

identified, a surprisingly difficult task. The difficulty lay in the lack of a standard definition and criterion for the term. As one group of researchers attests, "There is no universally accepted, succinct definition of 'disturbance'."<sup>13</sup> This statement was found to be valid by this researcher. Numerous studies specifically related to the emotionally disturbed failed to provide any definition for "emotional disturbance" at all. The reader was left to apply his own conception of the term to the study which may or may not have concurred with that of the researchers. Other more conscientious and daring individuals did attempt to define the term but their explanations were quite varied.

Howard B. Kaplan identified four distinctive approaches to defining the concept of mental health as opposed to mental illness. The first of these was called the "health" approach. An individual is mentally healthy if he/she does not experience any disabling illness or undue pain. Conversely, one is mentally ill when these are experienced. The second approach, referred to as "utopia," centers on the belief that there is an "ideal state of optimal functioning." In other words, every individual experiences some degree of emotional disturbance. These degrees appear on a continuum of their severity. The idea of the "average" is basic to the third approach. Mental health falls into a middle range of behavior, and deviancy or variation in either direction is considered to be evidence of

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<sup>13</sup>Nicholas J. Long, William C. Morse, and Ruth G. Newman, ed., Conflict in the Classroom (Belmont, Calif.: Wadsworth, 1976), p. 86.

emotional disturbance. Finally, mental health may be defined as a process. Each person is progressing toward "the attainment of normal healthy function." Those who do not progress are considered to be mentally ill.<sup>14</sup>

Many of the definitions do tend to adhere to one of these approaches. One that does not, however, is the conception of mental illness as a disease. This definition has been popular in some circles because it attempts to remove much of the stigma that is traditionally attributed to mental illness. Lealon E. Martin, a proponent of this approach, describes mental illness as, "a disorder, disease, or disturbance that keeps a person from living as happily and healthily as he would like. . . . A complex of brain disorders."<sup>15</sup> Even though she considers it to be a disease, Martin feels that some sort of classification by symptoms is necessary in order to treat the individual.

The majority of the definitions applied to emotional disturbance were operational, given in terms of the behaviors exhibited by an emotionally disturbed individual. This has resulted in a wide variety of interpretations because of the great numbers of and differences in emotionally disturbed behaviors. When applied to specific studies, however, these definitions are quite adequate. Considered as a group, they can be very helpful in providing an overall conception of emotional disturbance.

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<sup>14</sup>Howard B. Kaplan, The Sociology of Mental Illness (New Haven, Conn.: College and University Press, 1972), p. 28.

<sup>15</sup>Lealon E. Martin, Mental Health/Mental Illness (New York: McGraw-Hill, 1970), p. 18.

Certain researchers attribute very specific behaviors to an emotionally disturbed individual. The most concrete of these is a listing compiled by Eli M. Bower and Nadine M. Lambert in a study on the screening and identification of emotionally disturbed children in schools. They felt that emotional disturbance shows up in one or more of the following five patterns of behavior:

1. An inability to learn which cannot be adequately explained by intellectual, sensory, neurophysical, or general health factors.
2. An inability to maintain satisfactory interpersonal relationships with peers and teachers.
3. Inappropriate or immature types of behavior or feelings under normal conditions.
4. A general pervasive mood of unhappiness or depression.
5. A tendency to develop physical symptoms, such as speech problems, pains, or fears associated with personal or school problems.<sup>16</sup>

They summarized these behaviors as "a marked reduction in behavioral freedom, which in turn reduces one's ability to function effectively in learning or working with others."<sup>17</sup>

The Joint Commission on the Mental Health of Children and Youth also relied upon behavioral descriptions to formulate a definition of an emotionally disturbed child--"one who has an impairment of the age-relevant capacity to realistically perceive the external environment, an inadequate impulse control, a lack of rewarding interpersonal relationships, and has failed

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<sup>16</sup>Eli M. Bower and Nadine M. Lambert, "In-School Screening of Children with Emotional Handicaps," Conflict in the Classroom, (Belmont, Calif.: Wadsworth, 1976), p. 95.

<sup>17</sup>Ibid.

to achieve appropriate learning levels."<sup>18</sup> Though both of these listings of behavior are useful as operational definitions, they are too specific to be applied to the entire population of emotionally disturbed individuals. Each person's psychological makeup is unique and any deviance from his personal norm will also be unique.

Perhaps the most comprehensive and inclusive definition is that given by George H. Schauer. He presented his definition in a study on emotional disturbance in gifted children. He stated that, "when a child becomes unable to deal realistically and effectively with problems as they arise, and, for emotional reasons, over a long period of time, is unable to function at full capacity either physically, emotionally, or intellectually," he is emotionally disturbed.<sup>19</sup> This definition incorporates a general explanation of the behavior with a loose specification of the severity of the behavior. In other words, it differentiates between the typical emotional stresses of life which all experience and true mental illness. Because of these characteristics, this researcher has chosen it as the definition to incorporate into this study.

Clearly, emotional disturbance is not easily defined or identified in individuals. The number of approaches and interpretations suggests that research in this area must be carefully

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<sup>18</sup>Long, Morse, and Newman, p. 86.

<sup>19</sup>Schauer, p. 470.

evaluated and considered within the realm of its limitations. The problem of definition becomes even more pronounced when applied to adolescents. During this period of their lives, adolescents are going through what Erikson in his theory of psychosocial development terms a search for identity. According to Barney Katz, this involves three major problems. The adolescent must achieve independence by breaking away from his home, develop a sense of responsibility by taking the consequences of his acts, and develop social interests through contacts with the opposite sex.<sup>20</sup> Interwoven in each of these areas is the growth of the self-concept. Whether it becomes positive or negative is largely due to the quality of the individual's experiences in each of the areas. In either case, the resulting self-image has a great deal of influence on mental stability and adjustment.

As the adolescent goes through this transition, his behavior may be very unpredictable and is often akin to the behavior of one who is emotionally disturbed. As Anna Freud aptly phrased it,

Adolescence resembles in appearance a variety of other emotional upsets and structural upheavals. The adolescent manifestations come close to symptom formations of the neurotic, psychotic, or dissocial order and merge almost imperceptibly into almost all the mental illnesses.<sup>21</sup>

Though it is sometime rebellious, sometimes withdrawn, and

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<sup>20</sup>Barney Katz, Understanding People in Distress (New York: Ronald Press, 1955), p. 52.

<sup>21</sup>Michael Rutter and others, "Adolescent Turmoil: Fact or Fiction?" Journal of Child Psychology and Psychiatry and Allied Disciplines, 17 (January, 1976), 35.



sometimes obsessed, the adolescent's behavior is meaningful only when it is considered in terms of what is "normal" for that period of life. According to Candace J. Erickson and Stanford B. Friedman, it should be evaluated on the basis of what is happening in school, with his peers, and at home.<sup>22</sup> Only then can it be determined whether the behavior represents a "normative crisis" or some emotional disorder.

The final step after defining emotional disturbance and identifying it in an individual usually is to attach a label or classification to that individual. There is a multitude of psychiatric jargon coined specifically for this purpose. While many of the terms are still used for diagnostic and treatment purposes, there has been a trend among many psychiatrists and psychologists to do away with the conferring of labels. They feel that the individual, especially an adolescent who is yet insecure in his identity, is often too ready to adopt the label as an identity and live up to it. As Nicholas J. Long, William C. Morse, and Ruth G. Newman stated, "Screening and diagnosis are often a prelude to a label which in turn is prelude to a self-fulfilling prophecy."<sup>23</sup> Once an individual internalizes a label into his self-concept, it is extremely difficult to free him of it later.

Besides encouraging the individual to develop a negative

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<sup>22</sup>Candace J. Erickson and Stratford B. Friedman, "Understanding and Evaluating Adolescent Behavior Problems," Journal of School Health, 48 (May, 1978), 297.

<sup>23</sup>Long, Morse, and Newman, p. 88.

self-image, labels nurture a negative stereotype of emotional disturbance or mental illness in the minds of the public. Words such as "weird", "crazy", and "odd-ball" already have negatively loaded connotations. When such terms are supported by the credence of psychiatric labels, the resulting stereotype may be imprinted upon an individual for life. David W. Novak conducted a study dealing with attitudes toward individuals labelled as emotionally disturbed or mentally ill. The population of Novak's study was limited to children. His purpose was to determine whether behavior, labelling, or the sex of a child had the greatest effect on children's acceptance or rejection of others exhibiting a variety of behaviors. The results indicated that behaviors, especially those which were aggressive or withdrawn, aroused the most negative reaction among children.<sup>24</sup> However, in his discussion of the data, Novak emphasized that the association of labelling with the unsanctioned behaviors contributed to the lack of acceptance of an emotionally disturbed child among his peers. In his words,

Acknowledging a child's deviance by labelling him to his peers as having special problems seems to hurt rather than help the child in attaining greater acceptance. Hearing the label of mental illness used by a teacher or other significant adults seems to bring in the stereotype of mental illness more strongly.<sup>25</sup>

It seems that the more people are labelled, the more apt they

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<sup>24</sup>David W. Novak, "Children's Responses to Imaginary Peers Labelled as Emotionally Disturbed," Psychology in the Schools, 12 (January, 1975), 105.

<sup>25</sup>Ibid., p. 106.

are to be rejected.

Even more conclusive was a study done by Glen G. Foster, James E. Ysseldyke, and James H. Reese on the effect of teacher expectations on pupil performance. Their major question was, would teacher trainees retain stereotypes of exceptionality when faced with a normal child who was improperly labelled? The research focused on two specific aspects with the following results: 1) teachers have preconceived stereotyped expectancies about the behavior of emotionally disturbed children and 2) labelling a child as emotionally disturbed calls forth these biases which are held even in the face of conflicting behavior.<sup>26</sup> These two findings clearly present people's natural propensity to rely upon labels rather than their own evaluations. They tend to be easily satisfied with the stereotyped description and often do little questioning of its origin.

In an attempt to avoid labelling, some psychiatrists and psychologists have recommended the use of a set of descriptors to clarify the child's emotional state. In this way his identification and diagnosis would be based on particular characteristics rather than a general label. Along these lines, researchers have tried to establish characteristic behavior patterns with some success. Walter J. Harris, Dennis R. King, and Robert J. Drummond conducted a study examining the personality variables of children selected by teachers as emotionally

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<sup>26</sup>Glen G. Foster, James E. Ysseldyke, and James H. Reese, "'I Wouldn't Have Seen It If I Hadn't Believed It,'" Exceptional Children, 41 (April, 1975), 278.

disturbed and children not selected. A self-report inventory was given to children identified by teachers as emotionally disturbed and those as emotionally healthy. The study revealed that two significant behavior patterns of emotionally disturbed children emerged. The first could be termed withdrawn behavior. In this pattern, the child reported himself to be shy, timid, guilt-prone, and apprehensive. The other pattern centered on aggressive behavior which included such descriptors as venture-some, bold, and self-assured.<sup>27</sup> Other similar studies supported these findings. However, the descriptors attributed to aggressive behavior were generally more forceful including adjectives like destructive, disobedient, irresponsible, and hyperactive.<sup>28</sup>

Though classifying emotional disturbances by descriptors has apparently been successful, it has not managed to destroy the stereotypes related to labelling. In a representative study conducted by Herbert C. Quay, William C. Morse, and Richard L. Cutler, teachers were asked to rate problem behaviors of a large group of children in classes for the emotionally disturbed in a variety of school systems according to three sets of descriptors--aggressive, withdrawn, and passive. Even though all the children rated were in special classes, the

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<sup>27</sup>Walter J. Harris, Dennis R. King, and Robert J. Drummond, "Personality Variables of Children Nominated as Emotionally Handicapped by Classroom Teachers," Psychology in the Schools, 15 (July, 1978), 362.

<sup>28</sup>Theodore Fremont, Melvern J. Klingsporn, and John H. Wilson, "Identifying Emotional Disturbance in Children--The Professionals Differ," Journal of School Psychology, 14 (Winter, 1976), 278.

teachers rated the aggressive behaviors as the most highly disturbed. The children exhibiting aggressive behaviors were pinpointed as being more likely to end up in special classes than those exhibiting the other behaviors.<sup>29</sup> This finding indicates that a stigma may be attached to aggressive behaviors. The fact that withdrawn behaviors are much easier for a teacher to handle in relation to discipline than aggressive behaviors may shade the significance of this result, however. In general, it seems that labels, whether they be psychiatric terms or behavioral descriptors, tend to encourage the development of stereotypes of the emotionally disturbed.

Since the major purpose of this research is to determine how the emotionally disturbed are depicted in books read by adolescents, it is important to consider not only the labels attributed to emotional disturbances, but the public's conception of them and any related stereotypes as well. The recent general consensus has been that the public's image of mental illness has improved in the last few decades. This is largely due to the growth and development of mental health education programs. Information about emotional disturbances, their causes and effects, is more available to the general public. Even so, it is believed that there is still some shame and revulsion when people are actually confronted

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<sup>29</sup>Herbert C. Quay, William C. Morse, and Richard L. Cutler, "Personality Patterns of Pupils in Special Classes for the Emotionally Disturbed," Conflict in the Classroom, ed. Nicholas J. Long, William C. Morse, and Ruth G. Newman (Belmont, Calif.: Wadsworth, 1976), p. 90.

with it. In 1961, the Joint Commission on Mental Illness and Health, while recognizing that public interest in emotional disturbance had increased, reported that the general public regarded the mentally ill with "fear, distrust, and dislike" and showed "a wide and well-imbedded aversion to it."<sup>30</sup>

Several studies have been conducted on the conception of mental illness as held by various segments of the public. Noel G. Markwell focused his study on the conceptions held by teenagers. Using a sample of 15,000 teenagers established by the Purdue Opinion Panel and a self-designed questionnaire, he found that their conception of mental illness "is encouraging in many ways but still contains a substantial number of undesirable qualities."<sup>31</sup> Specifically, teenagers accepted mental illness as at least partially normal but identified violence as one of its major characteristics. One-third of them felt that police should check up on former mental patients. The most notable area of confusion and resultant stereotyping was the cause of emotional disturbances. Most of the teenagers surveyed accepted the idea that it is caused by a single experience. Other popular beliefs were that highly intelligent people could overwork their brains to the point of insanity and that lack of personal strength or will power is a factor.<sup>32</sup> A few still adhered to the idea that mental illness is hereditary, that it is predominant in certain families having been genetically transmitted. Finally,

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<sup>30</sup>Martin, p. 29.

<sup>31</sup>Markwell, p. 4.

<sup>32</sup>Ibid., p. 33.

Markwell noted that a good deal of stigma is still attached to the problem because many of the teenagers said they would not tell others about an emotionally disturbed family member. While the overall attitude toward these individuals may have improved, this study indicates that stereotyping behavior is still common.

In a review of similar research in the public's attitudes toward mental illness, Theodore R. Sarbin and James C. Mancuso concluded that, "if the semantic tag, mentally ill, is attached to a particular behavior, the public will tend to reject it and to advocate isolation of the person whose behaviors are thus labelled."<sup>33</sup> The most significant study they cited as the basis for this statement was one conducted by J. R. Nunnally. Ten factors emerged from his study representing a set of generalized attitudes toward mental illness. They are listed below:

1. The mentally ill are characterized by identifiable actions and appearances.
2. Will power is the basis of one's personal adjustment.
3. Women are more prone to mentally ill health than are men.
4. If one can avoid morbid thoughts he can avoid mental illness.
5. If one can obtain support and guidance from stronger persons, he can avoid mental illness.
6. One who is mentally ill is in a hopeless condition.
7. Mental disorders are caused by immediate environmental pressures.
8. Emotional difficulties are not a matter of great concern.
9. Older people are more susceptible to mental illness.
10. Mental illness is attributable to organic factors.<sup>34</sup>

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<sup>33</sup>Theodore R. Sarbin and James C. Mancuso, "Failure of a Moral Enterprise: Attitudes of the Public Toward Mental Illness," Journal of Consulting and Clinical Psychology, 35 (October, 1970),

<sup>34</sup>Ibid., p. 161.

These results provided a pattern of stereotyping used in several other studies and this researcher used them as a basis for designing an inventory to be explained in the section on methodology. The overall findings of the studies both on labelling and stereotyping of the emotionally disturbed indicate that they are still viable phenomena in our society.

Though we have progressed in our conceptions, partly through mental health education programs, a need for further information on, exposure to, and education about emotional disturbances remains. A number of educators feel that one of the best ways to educate adolescents in terms of attitudes and values is through literature. In the words of Dwight L. Burton, "A major ingredient in growing up is trepidation about one's adequacy to play an adult role, handle adult problems and experience. Literature serves as pre-experience on an imaginative level."<sup>35</sup> It allows the individual to experience different roles, emotions, and situations vicariously and frequently gives him more understanding of human nature. By developing a knowledge and understanding of personality and temperament of others, he can recognize and sympathize with the needs, sufferings, and desires of others.

In accordance with these ideas, a study conducted by Fehl Shirley investigated adolescents' own perception of how they were influenced by literature and in what areas. Most students reported positive or beneficial influences from reading though

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<sup>35</sup>Dwight L. Burton, Literature Study in the High Schools (New York: Holt, Rinehart, and Winston, 1970), p. 7.



a few were influenced in an undesirable anti-social way. The largest area of influence was self-image; others mentioned were philosophy of life, cultural groups, social problems, sensitivity to people, and political science.<sup>36</sup> This study, supported by the findings of others, suggested that the depiction of the emotionally disturbed in literature can have a strong impact on adolescents' attitudes and behavior, particularly related to stereotyping. If the material presents emotional disturbances in the regalia of the traditional stigma, it tends to reinforce any previously held stereotypes and encourage new ones. Only if the material is presented to the adolescent with skill and sensitivity can a stereotyped portrayal be beneficial. Most often, however, an adolescent will read books containing such images on his own and be unaware of the traditional view to which he is being indoctrinated. This imprinting of labels and stigma of mental illness upon an adolescent's subconscious mind can make him behave according to the stereotypes which are difficult, if not impossible, to eradicate.

Shirley's study also emphasized the idea that books can be a powerful medium through which an adolescent can identify with a character, work out some of the character's conflicts and concerns, and learn about solutions and alternatives for his own particular dilemmas. A psychiatric/educational form of

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<sup>36</sup>Fehl Shirley, "The Influence of Reading on Adolescents," Wilson Library Bulletin, 43 (November, 1968), 256.

this is called "bibliotherapy." Formally defined, it means, "healing through the use of books, the process of dynamic interaction between the personality of the reader and literature that may be used for personality adjustment and growth."<sup>37</sup> Most adolescents experience a certain measure of this in the reading they do. By identifying with characters in books who seem to have the same problems and worries, it becomes easier for them to put their own concerns into words and then deal with them.

The use of bibliotherapy has moved beyond this, however, and has been applied to the needs of the emotionally disturbed as well. Richard L. Darling mentions two specific ways it can help this group of students: 1) the individual obtains psychological relief by giving vent to pent up emotions by identifying with characters suffering trials like his own; 2) the individual gains principles for governing his conduct.<sup>38</sup>

Books which present emotionally disturbed characters and the situations and outcomes surrounding them in a realistic manner can help students with similar problems see beyond their own experience. They may offer them a workable start toward a recovery from each of their problems.

Harris Clark McClaskey put these conceptions to a test by

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<sup>37</sup> Donna Tartagni, "Using Bibliotherapy with Adolescents," School Counselor, 24 (September, 1976), 29.

<sup>38</sup> Richard L. Darling, "Mental Hygiene and Books," Wilson Library Bulletin, 32 (December, 1957), 295.

conducting a study on the effect of bibliotherapy on the emotionally disturbed. He found that using either didactic or creative literature with them was successful in bringing about a significant behavioral change.<sup>39</sup> With this record of success, it seems likely that the use of bibliotherapy will increase as classes and programs for the emotionally disturbed continue to develop. If the picture presented in books is not realistic, however, the effect of the method may be more harmful than beneficial. As was noted earlier, self-image is the area in which adolescents are most influenced by literature. A stereotyped portrayal of mental illness would most likely reinforce an emotionally disturbed individual's negative self-concept, thus perpetuating the problem.

Because of this and the effect stereotyping in literature can have on adolescents' attitudes and behavior toward the emotionally disturbed, it is important to discover exactly what depictions of these individuals are being presented in books. This researcher found no studies with this explicit purpose. Sheila Schwartz, however, wrote an article on her estimation of the status of mental illness in adolescent novels. Her main question was whether the books dealing with this topic reflected humanistic principles. She came up with the following statements regarding current adolescent literature:

1. Recovery from mental illness is possible with proper love and care.

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<sup>39</sup>Harris Clark McClaskey, "Bibliotherapy with Emotionally Disturbed Patients: An Experimental Study," Dissertation Abstracts International 31 (April, 1970), 5205A

2. Many inmates of mental hospitals are badly treated.
3. Our attitude toward the despised affects not only those in the institution, but those outside as well.
4. We should be interested in these matters because the mental institution is, in microcosm, our entire society.<sup>40</sup>

If Schwartz's opinion is consistent with what actually appears in the books read by adolescents, the current depictions of the emotionally disturbed may generally be favorable. The hypotheses of this research based upon the findings of studies dealing with labelling and stereotyping contrast with that opinion. However, writers are typically leaders in current thought and frequently pave the way for changes in public attitudes and values. The researcher concedes that this may be a factor in the status of the emotionally disturbed in current literature.

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<sup>40</sup> Sheila Schwartz, Using Adolescent Fiction That Deals with Current Problems and Lifestyles to Explore Contemporary Values, U.S. Educational Resources Information Center, ERIC Document ED 119 199, 1976.

## Chapter 4

### METHODOLOGY

Since there was no comprehensive list of books portraying emotionally disturbed characters which adolescents are currently reading, panel members who are knowledgeable about books read by adolescents were selected to provide the researcher with an up-to-date sample of books to use in this content analysis. They were also asked to give their opinions on the status of emotionally disturbed characters in books adolescents are currently reading. Each panel member represented a specific area of expertise. These included a senior high media specialist/librarian, a senior high individualized reading teacher, a public librarian who works with adolescents, a professor of literature for adolescents at the university level, a professor of library science at the university level who teaches a high school materials course, and an individual who works with emotionally disturbed adolescents.

The panel members were:

1. Linda Waddle, media specialist/librarian, Cedar Falls High School, Cedar Falls, Iowa.
2. Nancy Buchheit, instructor of language arts courses including individualized reading, Kennedy Senior High School, Cedar Rapids, Iowa.
3. Susan Rosenkoetter, public librarian for young adults, Rochester Public Library, Rochester, New York.
4. Dr. G. Robert Carlsen, professor of English, University of Iowa, Iowa City, Iowa. Dr. Carlsen teaches literature for adolescents courses in the College of Education and is co-author of the yearly Books for Young Adults book poll.

5. Dr. Alleen Pace Nilsen, professor of library science, Arizona State University, Tempe, Arizona. Dr. Nilsen is the president of the Assembly on Literature for Adolescents (ALAN) and is currently writing a book on the literary characteristics of the best books for young adults.
6. Jane Hohl, patient's librarian, Mental Health Institute, Independence, Iowa. Mrs. Hohl works with emotionally disturbed adolescents.

Once the panel members were selected, they were contacted by mail requesting their participation in this research. At this time, they were presented with the purposes, limitations, definitions, and a copy of the inventory to be used. Each was asked to provide the researcher with a list of ten books that adolescents are currently reading which contain one or more emotionally disturbed major characters. These books could be fiction, biography, and/or autobiography. A tally of the titles named by the panel members was made. The ten books which appeared most frequently were to be used as the sample for content analysis. Only five books were named more than twice. In order to complete the sample size of ten, the researcher randomly drew five books from those books which were named twice.

The ten books used as a sample for content analysis and the major character(s) which were analyzed are listed below.

1. Cormier, Robert. I Am the Cheese. New York: Pantheon, 1977. (Character: Adam Farmer.)
2. D'Ambrosio, Richard. No Language But a Cry. Garden City, New York: Doubleday, 1970. (Character: Laura Meyers.)
3. Green, Hannah. I Never Promised You a Rose Garden. New York: New American Library, 1964. (Character: Deborah Blau.)

4. Guest, Judith. Ordinary People. New York: Viking, 1976. (Character: Conrad Jarrett.)
5. Kesey, Ken. One Flew Over the Cuckoo's Nest. New York: New American Library, 1962. (Characters: Chief Bromden and Billy Bibbitt.)
6. Neufeld, John. Lisa, Bright and Dark. New York: S. G. Phillips, 1969. (Character: Lisa Shilling.)
7. Plath, Sylvia. The Bell Jar. New York: Bantam, 1971. (Character: Esther Greenwood.)
8. Platt, Kin. The Boy Who Could Make Himself Disappear. Philadelphia: Chilton, 1971. (Character: Roger Baxter.)
9. Rubin, Theodore Isaac. Lisa and David. New York: Ballantine, 1962. (Characters: Lisa Brent and David Green.)
10. Schreiber, Flora Rheta. Sybil. Chicago: Henry Regnery Co., 1973. (Character: Sybil Dorsett.)

Panel members were also asked to specify which character in each book should be the subject of analysis. If more than one character in one book was pinpointed by different panel members, the researcher separately analyzed the presentation of each character. This happened in two instances. Panel members suggested that the portrayal of both Lisa Brent and David Green in Lisa and David be analyzed since each is a major protagonist. The portrayals of two characters--Billy Bibbitt and Chief Bromden--in One Flew Over the Cuckoo's Nest were also analyzed. This was because of the number of emotionally disturbed characters involved in the book and because each of these characters stands out as a distinct presentation of emotional disturbance. Thus, the portrayals of a total of twelve characters from the ten books was analyzed.

The panel members were asked to send all of the above information to the researcher by mail. They were also asked to specify times when they could be reached for an interview by telephone.\* During the interviews, the researcher solicited the panel members' opinions as experts on the following points:

1. The status of the portrayal of emotionally disturbed characters in books adolescents are reading.
2. The reasons adolescents read books on the emotionally disturbed.
3. The extent to which books on the emotionally disturbed are read by adolescents.
4. The applicability of the inventory the researcher proposed to use and any other criticisms.

The ten books in the final sample were obtained from libraries in the Cedar Falls area. If a book was unavailable from these sources, it was purchased. Each was read in its entirety by the researcher.

#### Methodology of the Content Analysis

Each of the ten books was analyzed for its portrayal of emotional disturbance and the emotionally disturbed using an inventory with nine elements. The elements were compiled by the researcher on the basis of stereotypes of emotional disturbance as presented in studies conducted by J. R. Nunnally and Noel G. Markwell (see pp. 23-25). In some cases, based upon input from panel members, more than one character was analyzed in a single book.

\*Note: Dr. Alleen Pace Nilsen could not be reached for an interview.



The nine elements of the content analysis are as follows:

1. Sex of the emotionally disturbed character.
2. Family position: this included an eldest child, a middle child (anywhere between the eldest and the youngest), a youngest child, an only child, and unknown.
3. Family pattern: this included a single parent family (unmarried or widowed), a broken home (divorced or separated), lives with a guardian other than a parent, a typical family (both parents are present), and unknown. No attempt was made to evaluate the quality of the family life portrayed.
4. Socio-economic status of the family: this was subdivided into three significant aspects of the concept. The first focused on the economic and social class of the individual. An interpretation of social stratification established by William and Arline McCord was used to analyze this aspect. It included the following:
  - a) Upper class. According to a study conducted by E. Digby Baltzel, males in this class usually operate in the higher reaches of the law or in business and political bureaucracies. They live in exclusive residential neighborhoods; attend universities such as Harvard, Princeton, and Yale; send their children to prep schools; belong to expensive country clubs; and list themselves in The Social Register.<sup>41</sup>
  - b) Middle class. This generally consists of salaried bureaucrats, self-employed professionals, salespeople, clerks, and other white collar workers. They generally have at least some college education; they belong to "service clubs" such as the Rotary; their children go to public schools; they often subscribe to Protestant religions.<sup>42</sup> It is a diverse group with a wide variety of characteristics.
  - c) Blue-collar class. This includes craft and industrial workers, laborers, and mechanized farmers. Usually, they have not progressed beyond a high school education; are largely Catholic in religion; tend to vote Democratic; and have few protections for their homes, health, or children.<sup>43</sup>
  - d) Impoverished. Members of this group can barely scrape together the means to subsist. They are socially

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<sup>41</sup>William McCord and Arline McCord, Power and Equity: An Introduction to Social Stratification (New York: Praeger Publishers, 1977), p. 116.

<sup>42</sup>Ibid., pp. 116-117.

<sup>43</sup>Ibid., p. 117.

isolated and disorganized;<sup>44</sup> have acute economic anxiety; are almost totally uneducated.

The second aspect was the individual's religious group. This included Protestant, Catholic, Jewish, other, and unknown.

The third aspect was the individual's ethnic group. This included Caucasian, Black American, Spanish American, Asian American, Native American, and other.

5. Setting: this included institutional (in some special institution for the emotionally disturbed), non-institutional (anywhere but in an institution), and combination (used in cases in which the character appeared in both settings in the course of the book).

6. Behavior exhibited: analysis of this area covered two aspects. One was the performance of violent acts by the emotionally disturbed character anywhere in the course of the book. An abridgement of a definition of violence formulated by George Gerbner in a study of violence on television was used for the purpose of this research. Violence included "physical . . . injury, hurt or death, addressed to living things. Violence is explicit and overt."<sup>45</sup> Based upon the suggestion of several panel members, this element was further subdivided into violence toward self and violence toward others. If either type of violent behavior was exhibited by the character in the course of the book, it was indicated on the inventory.

The second aspect focused on the predominant behavior generally exhibited by the emotionally disturbed character. This included aggressive behavior other than violence, withdrawn behavior, or a combination of the two. The first two categories were established by Theodore Fremont, Melvern J. Klingsporn and John H. Wilson in a study investigating the characteristic behaviors which various groups of professionals attribute to emotionally disturbed children. Aggressive behavior other than violence included attention-seeking, boisterousness, dislike for school, disobedience, disruptiveness, verbal fighting, hyperactivity, irresponsibility, jealousy, laziness in school, negativism, profanity, proneness to become flustered, temper tantrums, and uncooperativeness. Withdrawn behavior included anxiety, crying, daydreaming, depression, drowsiness, hypersensitivity, lack of interest in

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<sup>44</sup>McCord, p. 117.

<sup>45</sup>Irene S. Shaw and David S. Newell, Violence on Television: Programme Content and Viewer Perception (Welwyn Garden City, England: Broadwater Press, Ltd., 1972), p. 3.

environment, lack of self-confidence, lethargy, physical complaints, preoccupation, shyness, social withdrawal, and specific fears.<sup>46</sup> Any combination of behaviors was classed as such.

7. Attributed cause of the emotional disturbance: this included simple causation (in which the emotional disturbance is attributed to one factor such as heredity, physical ill health, sex practices, extreme intelligence, childhood experiences, or immediate environmental stress) and multiple causation (in which it is attributed to a combination of factors).

8. Label: this included psychosis, neurosis, and other. The terms are defined as follows:

a) Psychosis. This is often the most violent type of emotional disturbance. It is a major mental disorder which involves the entire personality to the extent that a person is unable to adjust to the stress of life in even a reasonably satisfactory way. Common symptoms of psychosis are delusions, hallucinations, stupor, incoherence, and violent behavior.<sup>47</sup> Several more specific labels fit into this category. One is schizophrenia in which a splitting of the personality occurs in the sense that thought, emotion, and body processes are separate from reality. Typical symptoms of this malady are disorganized patterns of thinking and feeling, apathy, bizarre actions,<sup>48</sup> delusional thinking, and disregard of personal appearance. The term schizophrenia is sometimes confused with that of multiple personalities, a rare form of psychosis in which two or more distinct personalities appear in one individual. Depression in its extreme form can also be a form of psychosis. The individual has a sense of utter despair and hopelessness, and of irrational self-recrimination. Suicide attempts are common.

b) Neurosis. This implies a general personality impairment in an individual. The emotional problems lie in his feelings and are generally accompanied by a strong sense of anxiety.<sup>49</sup> Typical symptoms are phobias, depression, obsessional behavior, compulsions such as kleptomania, hysterics, hypochondria, and actual pains without any organic cause.

9. Outcome: this included incurable, pessimistic prognosis, optimistic prognosis, cured, and no solution indicated.

Data for analysis of those emotionally disturbed characters designated in each of the ten books were recorded on the inventory dealing with these nine areas of concern.

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<sup>46</sup>Fremont, Klincksporn, and Wilson, p. 276.

<sup>47</sup>Katz, p. 251.

<sup>48</sup>Ibid., p. 260.

<sup>49</sup>Derek Miller, Adolescence: Psychology, Psychopathology, and Psychotherapy (New York: Jason Aronson, 1974), p. 297.

## Chapter 5

### DATA ANALYSIS

The data in each of the nine areas were separately tabulated. Percentages were calculated for those hypotheses predicting a majority in a specific variable. For the purposes of this research, a majority consisted of more than 50 percent. The data for the remainder of the hypotheses dealing with predominant patterns were simply tabulated and surveyed to determine if they were more heavily weighted in one or more areas.

The analysis of these data is presented in tabular and narrative form. Each hypothesis is individually restated. Related data are presented in tabular form. Each table presents the area related to the hypothesis, the categories within the area, and the number of characters per category. Those tables related to a hypothesis predicting a majority also present the percentage of characters in each category. An analytic discussion of the results follows.

#### Hypothesis 1

The majority of emotionally disturbed characters will be female.

Table 1. Sex of the Character

<u>Sex</u>	<u>Number of Characters</u>	<u>Percentage of Characters</u>
Male	6	50.0
Female	6	50.0
Total	12	100.0

It appears that the books on emotional disturbance which adolescents are currently reading do not support the commonly held stereotype that women are more susceptible to this disorder. An equal number of male and female characters were portrayed in the books read as is shown in Table 1. This suggested that a balanced portrayal of emotionally disturbed characters exists with respect to their sex. Therefore, Hypothesis 1 was rejected.

In the course of this research, however, some other data emerged which suggested a bias toward the female character still remains. Five of the books having a single emotionally disturbed protagonist dealt with a female character while only three focused on a male character. The single protagonist books generally went into greater depth in depicting the lives, personalities, and emotional traumas of the characters than did the two remaining books--Lisa and David and One Flew Over the Cuckoo's Nest--which dealt with more than one emotionally disturbed character in institutional settings. In addition, three of the single female protagonist books covered an extended period of time in which causation of the emotional disturbance and steps toward overcoming it could be more fully developed.

The best example of this was Sybil which covered approximately ten years in Sybil Dorsett's life while she underwent psychoanalysis. Her childhood was thoroughly explored as was the development of her illness and its eventual cure. The stories of Deborah Blau in I Never Promised You a Rose Garden

and Laura Meyers in No Language But a Cry were also more fully developed, covering time spans of three years and four years respectively.

None of the books having a single male protagonist dealt with an actual time span of more than a year. The bases of their emotional disturbances were revealed through the flash-backs and the immediate crises each character experienced, but the causation and development of the emotional disturbance were not as clearly presented.

The genre of the book may be a factor in this pattern. Three of the single female protagonist books were biographical or partially autobiographical whereas all of the single male protagonist books were fictitious. Naturally, a book which is attempting to adhere to actual facts and events would have to be more explicit than a work of fiction might be. Both Sybil and No Language But a Cry were documented psychiatric cases. Sylvia Plath also presented some of her personal inner turmoil in The Bell Jar through the character of Esther Greenwood. These books are among those which go into the greatest detail. The factual basis may be a partial explanation for this.

The lack of biographical/autobiographical books on emotional disturbance in male characters--particularly mature male characters, suggested a stereotype that, in "real life," females are more susceptible to mental illness. Although Lisa and David did present a biographical account of a male character,

it was balanced out by the presentation of a female character-- Lisa Brent--as well. Thus, the occurrence of mental illness in females continued to appear as more of a reality than did its occurrence in males. In general, the emphasis on the single female protagonist particularly in books based on fact indicated a definite pattern, but more research would be required to determine if the pattern is significant.

## Hypothesis 2

The majority of emotionally disturbed characters will be from other than a "typical family."

Table 2. Family Pattern of the Character

<u>Family Pattern</u>	<u>Number of Characters</u>	<u>Percentage of Characters</u>
Single parent family	2	16.7
Broken home	2	16.7
Lives with guardian other than parent	0	0.0
Typical family	6	50.0
Unknown	<u>2</u>	<u>16.6</u>
Total	12	100.1

At least 50 percent of the characters had a "typical family" pattern while only 33.4 percent fell into the other three known categories (see Table 2). On the basis of these data, Hypothesis 2 was rejected. Books dealing with the emotionally disturbed apparently are not presenting the stereotyped view that such disorders occur only in homes where one or both parents are absent.

Further analysis of the portrayal of the various family patterns revealed some trends within the categories. Both of

the broken homes were presented in a negative light and as having adverse effects upon the emotionally disturbed characters. Laura in No Language But a Cry ended up living in an institution operated by nuns after receiving nothing but neglect and physical abuse from her parents. She was contacted once by each parent during her stay there but the meetings only led to more emotional trauma for her. Similarly, the divorce of Roger Baxter's parents in The Boy Who Could Make Himself Disappear acted as a catalyst, intensifying his emotional problems and forcing him to a breaking point. If other books dealing with emotionally disturbed characters from broken homes follow the lead of these two, it may be that a one-sided picture is being presented to adolescents.

The single parent families were not treated so harshly. Esther's mother in The Bell Jar, though somewhat ineffective, was quite concerned about her daughter. In addition, the death of Esther's father apparently did not create any severe trauma in her life. In One Flew Over the Cuckoo's Nest, however, it was inferred that the absence of a father was connected with Billy Bibbitt's emotional problems. Billy's insecurity seemed to hinge upon this. A concerned but overly possessive and domineering mother complicated the situation even further. All in all, the two books gave the impression that a balanced presentation of the single parent family may exist. Further research would be required to determine if this holds true in other similar books.



One additional pattern showed up in the "typical family" category. Three of the characters analyzed had typical families which could be described as concerned, loving, and supportive--Conrad Jarrett in Ordinary People, Deborah in I Never Promised You a Rose Garden, and Adam Farmer in I Am the Cheese. The other three characters were neglected and abused by their parents, receiving little emotional support from any source--Sybil in Sybil, Lisa Shilling in Lisa, Bright and Dark, and Chief Bromden in One Flew Over the Cuckoo's Nest. This even split suggested that books about the emotionally disturbed tend to give a balanced picture of the traits of a "typical family" and the variety of influences and reactions the family can have toward the affected family member.

### Hypothesis 3

There will be no predominant pattern(s) in the family positions of emotionally disturbed characters.

Table 3. Family Position of the Character

<u>Family Position</u>	<u>Number of Characters</u>
Eldest child	3
Middle child	1
Youngest child	1
Only child	5
Unknown	2
Total	<u>12</u>

Two major patterns emerged from these raw data resulting in a rejection of Hypothesis 3. The first pattern indicated a bias toward presenting the eldest child of a family as being

emotionally disturbed (see Table 3). This situation occurred in three of the books which were read--I Never Promised You a Rose Garden, Lisa, Bright and Dark, and The Bell Jar. In each book, the eldest child was a female and, interestingly enough, had only one younger brother or sister. None of the three books stated or even inferred that the family position was a factor in the protagonist's emotional disturbance. In fact, the sibling relationship was virtually ignored in two of the three books. Lisa's younger sister in Lisa, Bright and Dark stayed in the background of the story. She occasionally asked about Lisa's behavior but did not have a distinct personality of her own or a defined relationship with her sister. Similarly, in The Bell Jar, Esther's younger brother emerged only once when he and his mother took Esther to a mental hospital. Esther expressed few, if any, thoughts or feelings about him and their relationship.

Only in I Never Promised You a Rose Garden was the relationship between Deborah and her younger sister, Susie, developed to any extent. Susie, on one hand, expressed animosity toward her sister because of all the attention she received but also voiced her love for Deborah upon her return from the mental hospital. In the course of psychiatric treatment, Deborah confronted her jealousy of and hatred for Susie and learned to accept these emotions, as well as her basic love for Susie, as part of a sibling relationship. The situation was sufficiently developed to avoid pinning the cause of Deborah's emotional disturbance on her position in the family. Even so, the slight

tendency toward presenting the eldest child as an emotionally disturbed character in preference to the middle and youngest child suggested a stereotyped pattern might be present.

The second and more predominant pattern pointed to the presentation of the only child as an emotionally disturbed character. Five of the twelve characters fulfilled this role in their families (see Table 3). With the exception of Adam in I Am the Cheese, the status of "only child" seemed to be directly related to their emotional disturbances. Both Sybil in Sybil and Laura in No Language But a Cry had a mentally deranged parent or parents who made their only child a target of physical and mental abuse. Their specific attitudes toward their daughters differed, however. Sybil's mother was extremely possessive, rarely allowing her daughter to go anywhere without her. The physical and psychological abuse to which she subjected Sybil were inconsistent with the professions of love she made, yet, in her demented way, she did care for her child. Since Sybil's father chose to ignore the problem, Sybil was robbed of the sense of security necessary to a child.

The end result was similar for Laura. In her case, it was due to her parents' outright abuse and rejection of their only child. Her parents had never wanted a child in the first place. Her father especially could not stand the sound of her cries and eventually tried to kill her to silence her. This type of abuse grew from their own mental problems and their disregard for their daughter.

Roger (The Boy Who Could Make Himself Disappear), though not a battered child, also lacked the security of a stable home life. His father was totally immersed in his work and his mother wanted to forget that she even had a son. She let him know that she resented his existence, frequently subjecting him to verbal abuse. Roger was forced to deal with the world entirely on his own and, at the age of twelve, he simply could not cope.

The presentation of these three characters gave the impression that the only child is prey to insecurity and abuse which makes him more susceptible to mental illness. It also suggested that the parents of an only child have certain emotional characteristics which create the atmosphere of insecurity and contribute to their child's problems. The portrayal of Adam in I Am the Cheese, however, provided another perspective of this pattern. Adam's parents did supply him with a loving and supportive home life. It was not until the violent death of his parents complicated by other traumatic experiences, that Adam became emotionally disturbed. At this point, he was like the other "only child" characters in his "aloneness." Like them, he had no other family members upon whom he could rely; like them, he no longer had a source of security.

It may have been the intention of the various authors to focus on the sense of aloneness or loneliness as a crucial factor in emotional disturbances by using an only child as the affected character. In itself, this point has some validity.

The conglomerate portrayal in these books, however, suggested that an only child is more likely to be mentally ill than is a child from a multiple child family. This may indicate that a stereotyped presentation exists.

#### Hypothesis 4

There will be no predominant pattern(s) in the socio-economic class of the family of emotionally disturbed characters.

Table 4. Socio-economic Class of the Character's Family

<u>Socio-economic Class</u>	<u>Number of Characters</u>
Upper class	3
Middle class	5
Blue-collar class	0
Impoverished	2
Unknown	2
Total	<u>12</u>

Some difficulties emerged in classifying the data related to Hypothesis 4. Though each category was well defined in the methodology for this research, not all of the books presented the information in a way that clearly adhered to one of these definitions. Because of this, it was necessary for the researcher to make some rather subjective decisions as to which class certain characters should be placed in. Even so, the data were cohesive enough to reveal a distinct pattern. As a result, Hypothesis 4 was rejected.

The classification problems for the most part required a decision between the upper class and the middle class categories. Because of this, it could not definitely be concluded that one of

these categories was predominant over the other. Eight of the twelve characters were from the middle or upper class, however (see Table 4). Accordingly, this implied that a trend toward portraying the emotionally disturbed characters as members of the upper end of the socio-economic class spectrum exists.

The pattern may be due to a preference for middle to upper class characters which many authors seem to have or it may actually represent a general belief that people in the higher classes are subject to more emotional disturbances. In either case, when considered together, the books seemed to encourage a biased view of mental illness in relation to class. They suggested that life may be more complicated with greater emotional pressures for the wealthy; that the success of the parents has an adverse effect upon their offspring.

This theme was especially emphasized in the two books The Boy Who Could Make Himself Disappear and Lisa, Bright and Dark. In the first, Roger's father was a well-known Hollywood producer. His mother was an artist and was quite involved with the jet set social whirl. Neither had time for each other, much less for their son. After his parents' divorce, Roger lost all sense of continuity which steadily worsened his already serious emotional problems. Lisa's parents, in the second book, displayed a similar lack of involvement with and concern for their child. Her father was a wealthy businessman, apparently self-made. Both parents were anxious to fit into their new

social stratum and refused to acknowledge that Lisa had any problems beyond growing pains when she appealed to them for help.

The self-made parent appeared in three other books as well. In I Never Promised You a Rose Garden, Deborah's father was a successful businessman but he had spent his childhood in poverty. Even during the first years of his marriage, he had to surrender to the indignity of relying upon his father-in-law for financial support. Like Lisa's father, he was reluctant to admit that Deborah had serious emotional problems but his love for her eventually overshadowed other considerations.

Sybil's father (Sybil) established a business for himself in architecture and construction. He preferred to remain immersed in this rather than face the psychological problems of his wife and daughter. As a result, it was years before Sybil received the help she needed.

The final self-made parent appeared in Ordinary People. Conrad's father lived in an orphanage as a child but, with the help of a benefactor, he became a successful lawyer. Unlike the others, he accepted the reality of Conrad's emotional problems, even taking partial responsibility for them. His sense of guilt revived some of his own insecurities, making him question the upper class value system he had developed.

All five of these books pointed to wealth and success as contributing factors in the psychological problems of the offspring. This suggested that mental illness is a class related

phenomenon and that the impoverished are less susceptible to psychological problems or, at the very least, that their problems are less serious. Clearly, the portrayal of the emotionally disturbed character appears to be one-sided with respect to this element.

#### Hypothesis 5

There will be no predominant pattern(s) in the religious group of emotionally disturbed characters.

Table 5. Religious Group of the Character

<u>Religious Group</u>	<u>Number of Characters</u>
Protestant	2
Catholic	0
Jewish	1
Other	1
Unknown	8
Total	<u>12</u>

With eight characters having unknown religious affiliations (see Table 5), it seemed that religion was generally not presented as a factor in emotional illnesses as had been conjectured. No one group was portrayed as having a corner on psychological problems. Therefore, Hypothesis 5 was not rejected.

In three of the four books which did specifically name the religious group of the emotionally disturbed character, however, religion was presented as an element which contributed to the problem. Several of Sybil's (Sybil) various personalities were plagued by an oppression and guilt born of her fundamentalist



Protestant faith. In her mind, her mental illness was punishment from God. It was a sign of her sinfulness and her evil nature. Because of this belief, she could not accept her feelings of hatred for her parents--especially her mother--as a reasonable outgrowth of the abuse to which she was subjected. It increased her need to suppress her anger and other emotions as well, thus forcing her to act them out in one of her other personalities.

Deborah's family in I Never Promised You a Rose Garden was Jewish. Inner conflict related to religious beliefs did not contribute to her emotional problems as much as the prejudice from others which she experienced did. During the course of her psychiatric treatment, she described a summer at camp when she was ostracized by the other girls because of her Jewish background. This made her bitterly aware of her aloneness and nurtured the idea in her mind that she was "not of them." It fostered her retreats into her fantasy world of Yr where she felt she did belong.

The effect of religious group was not quite so clear cut in The Bell Jar but it did seem to have an underlying significance. Esther belonged to the Unitarian Church, apparently having converted from some Protestant denomination. She seemed to take this stance as an act of defiance toward the inconsistent values and hypocritical behavior she had observed. In Esther's case, her religious beliefs were more of a symptom of her emotional disturbances than a contributing factor. They indicated

the lack of continuity and stability she was experiencing in her life which added to her emotional problems.

Although religious group did not stand out as a major element of emotional disturbance in the ten books which were read, these three books indicated that it could be a factor. Together, they presented a sufficient variety of religious backgrounds without overemphasizing the rôle of religion in mental illness.

#### Hypothesis 6

There will be no predominant pattern(s) in the ethnic group of emotionally disturbed characters.

Table 6. Ethnic Group of the Character

<u>Ethnic Group</u>	<u>Number of Characters</u>
Caucasian	11
Black American	0
Spanish American	0
Asian American	0
Native American	1
Other	0
Total	<u>12</u>

A definite pattern emerged from these data with eleven of the twelve characters being Caucasian (see Table 6). Thus, Hypothesis 6 was rejected. The emphasis upon the Caucasian ethnic group did not appear to be tied to the emotional disturbances of the characters. There did not even seem to be any inference that it was an element in their problems. Even so, the predominance of the ethnic group in emotionally disturbed characters could serve to link the two variables. The paucity of emotionally disturbed characters from other ethnic groups

indirectly suggested that Caucasians are more likely to be mentally ill. Adolescent readers could be led to such a misconception on the basis of this imbalanced presentation.

Consideration of the one exception in this area--Chief Bromden in One Flew Over the Cuckoo's Nest--led to an interesting question. Chief Bromden was a Native American. His childhood memories revealed that his ethnicity was related to his psychological problems. He had been the victim of racial prejudice and had observed the humiliation of his father, a former tribal chief. This along with his attempts to straddle two cultures--one dying and one hostile--contributed to his inability to cope with reality. If members of other minority ethnic groups were presented as emotionally disturbed characters, it might be that, like Chief Bromden, their ethnic backgrounds would show up as a factor in their emotional problems. For example, a black character might be portrayed as having psychological problems because of a sense of inferiority developed through the prejudice of others toward Black Americans. Further research might reveal some definite trends in this area.

#### Hypothesis 7

The majority of emotionally disturbed characters will be presented in an institutional setting.

Table 7. Setting in Which the Character is Presented

<u>Setting</u>	<u>Number of Characters</u>	<u>Percentage of Characters</u>
Institutional	5	42.0
Non-institutional	5	42.0
Combination	<u>2</u>	<u>16.0</u>
Total	12	100.0

The data related to Hypothesis 7 indicated a balanced presentation with regard to the setting of books dealing with emotionally disturbed characters. There was no definite majority (see Table 7). Because of this, Hypothesis 7 was rejected. It should be noted, however, that the five characters who were presented in institutional settings came from only three books. If the data were considered in terms of one setting per book, the non-institutional setting would predominate. This perspective provided even more cause for rejection of the hypothesis.

Additional analysis of the way the institutions were depicted in the three books concerned pointed to a move away from the traditional negative stereotype of the "mental ward." Only One Flew Over the Cuckoo's Nest portrayed the mental institution as a place of psychological abuse. In this book, the ward was staffed by sadistic or perverted orderlies who practiced their own obsessions upon the patients. Shock treatments and lobotomies were used as a means of torture. The character Big Nurse was by far the most brutal in her use of subtle psychological abuse hidden behind a facade of concern. She created the fear which eventually drove Billy to commit suicide.

There was some indication, however, that these conditions did not exist in all of the wards. When Chief Bromden and McMurphy were moved to "Disturbed" because of their violent behavior, they received more humane treatment. This helped to offset the negative picture somewhat.

The other two institutional books generally adhered to the theme of humane treatment. In Lisa and David, a true story, the characters were given the best possible treatment and care. I Never Promised You a Rose Garden did include a few elements of the stereotyped view of the mental hospital, but the positive features greatly outweighed the few negative incidents. The combination of positive and negative aspects seemed to represent a realistic portrayal. If these two books are indicative of a trend, many misconceptions about mental institutions may be removed.

#### Hypothesis 8

The majority of emotionally disturbed characters will perform violent acts.

Table 8. Violent Behavior Exhibited by the Character

<u>Violent Behavior</u>	<u>Number of Characters</u>	<u>Percentage of Characters</u>
Exhibiting violence		
-Object of violence: self	6	
others	1	
	7	58.0
Not exhibiting violence	5	42.0
Total	12	100.0

Hypothesis 8 was not rejected since 58 percent of the

characters did perform violent acts (see Table 8). This suggested that the books which adolescents are reading uphold the stereotype that emotionally disturbed individuals are generally violent. The traditional stereotype, however, indicates that the violence is directed toward other people. In this sample, only one of the seven characters exhibiting violence committed violence toward others; the remaining six were violent toward themselves (see Table 8). For these six, suicide attempts were the unanimous expression of their hostility. In most of the cases, the attempts might be construed as cries for help. Only Billy in One Flew Over the Cuckoo's Nest actually committed suicide, thus performing a completed act of violence.

In addition to suicide attempts, Deborah in I Never Promised You a Rose Garden and Lisa in Lisa, Bright and Dark inflicted wounds upon themselves. Deborah used carefully hoarded cigarettes to repeatedly burn her forearms. Lisa preferred razor blades and pins. After gouging herself, she would watch in fascination as the blood seeped out.

The one exception in terms of the object of the violence was Chief Bromden. He emerged from his withdrawn state to join his friend, McMurphy, in a fight with the three mental ward orderlies. The orderlies had long made the patients the victims of their physical and psychological abuse. Because of this, Chief Bromden's violence seemed to be a sign of healthy rebellion rather than an act of uncontrolled frenzy.

The five characters who did not exhibit violent acts seemed to have alternate ways of dealing with the destructive urges within themselves. Laura (No Language But a Cry), Roger (The Boy Who Could Make Himself Disappear), and Lisa (Lisa and David) all built walls protecting themselves from the outside world and from their inner emotions as well. Violent dreams and fantasies relieved David (Lisa and David) of his suppressed anger and hatred. Several of the characters who did commit violent acts also dealt with their aggression in these ways. This analysis suggested that books on this topic may present violence as an integral part of mental illness though the violence is not always overt.

For the most part, these ten books presented emotionally disturbed characters who vented their anger and aggression upon themselves. Their ways of doing this were not totally uniform and their motives were not identical. The violence indicated by the traditional stereotype was present but it seemed that the nature of it has changed. This data suggested that a mentally ill individual is more likely to harm himself than others.

#### Hypothesis 9

The majority of emotionally disturbed characters will exhibit aggressive behavior.

Table 9. Overall Behavior Exhibited by the Character

<u>Behavior Exhibited</u>	<u>Number of Characters</u>	<u>Percentage of Characters</u>
Aggressive	0	0.0
Withdrawn	10	83.3
Combination	2	16.6
Total	12	100.0

A majority of the emotionally disturbed characters exhibited withdrawn behavior which resulted in a rejection of Hypothesis 9 (see Table 9). The fact that not one of the twelve characters was portrayed as being predominantly aggressive suggested that the stereotype of this aspect of mental illness may have, in fact, gone through a complete reversal. David in Lisa and David and Deborah in I Never Promised You a Rose Garden did display a few instances of verbal aggression but the overall motif in the ten withdrawn characters was that of an emotionally disturbed individual lost in a fantasy world or caught in a severe depression, unable to deal with reality. Even the isolated acts of violence which the majority of the characters performed (as was discussed under Hypothesis 8) did not, for the most part, represent true aggression and confrontation with reality. Most of this violence was inflicted upon themselves, indicating further attempts to escape from their problems.

Two exceptions to this trend did exist within the research sample. Both Sybil (Sybil) and Lisa (Lisa and David) manifested a combination of behaviors. Perhaps the key factor here was that they both had multiple personalities. Sybil was a shy, self-effacing woman, hesitant to make contact with the world around her. Several of her sixteen alternate personalities--most notably Marcia and Mary--also demonstrated withdrawn behavior. The majority of these personalities, however, served to act out



her aggressions. Though Lisa had only two personalities, she also displayed both sets of behaviors. As Muriel, she was totally withdrawn and unable to communicate. As Lisa, she was hyperactive, uncooperative, and mischievous--sometimes maliciously so. Since multiple personality is a rare form of mental illness, these two characters stood apart as unique portrayals. The remaining overall implication of the data was that authors seem to be presenting withdrawn behavior as characteristic of most emotionally disturbed individuals.

#### Hypothesis 10

The majority of emotional disturbances of characters will be attributed to simple causation rather than multiple causation.

Table 10. Attributed Cause of the Disturbance

<u>Attributed cause</u>	<u>Number of Characters</u>	<u>Percentage of Characters</u>
Simple causation	0	0.0
Multiple causation	<u>12</u>	<u>100.0</u>
Total	12	100.0

With 100 percent of the characters demonstrating multiple causation of their emotional problems (see Table 10), Hypothesis 10 was soundly rejected. The causes were directly stated for some characters and inferred for others, but, in every case, more than one factor was definitely attributed as a cause.

For Roger in The Boy Who Could Make Himself Disappear, the combination of his mother's psychological abuse, the lack of attention from his father, his speech impediment, and the

divorce of his parents were the major causes of his emotional problems. Both Sybil (Sybil) and Laura (No Language But a Cry) experienced a series of extremely severe childhood traumas followed by loneliness and neglect which created their psychological disorders. The major factors contributing to Deborah's mental illness in I Never Promised You a Rose Garden were an operation for a tumor in her uterus she had as a child, an ensuing sense of an inner malignancy, a drive for perfection and parental approval, the prejudice against her Jewish background she experienced, and an abiding sense of loneliness. Conrad in Ordinary People also experienced the drive for perfection, especially when he felt he should live up to the image of his older brother who died in a boating accident. This combined with grief for his brother, a sense of guilt that he did not save his brother or die in his place, and an anger that had been suppressed for years led Conrad to his mental breakdown.

The only book which could have possibly been interpreted as presenting simple causation was I Am the Cheese. Initially, it seemed that the death of Adam's parents was the only cause of his disturbed mental state. Further consideration revealed an overly protected childhood, a sense of loneliness and insecurity, and--most importantly--the suggestion of a drug induced psychosis as contributing factors.

Multiple causation of emotional disturbances seemed to be the conglomerate portrayal presented by these ten books. This

suggested that the complexity of psychological problems may be more generally recognized and accepted than simple causation.

### Hypothesis 11

The majority of emotionally disturbed characters will be presented as psychotic.

Table 11. Label Applied to the Character

<u>Label</u>	<u>Number of Characters</u>	<u>Percentage of Characters</u>
Psychosis	8	66.7
Neurosis	4	33.3
Other	0	0.0
Total	12	100.0

As shown in Table 11, 66.7 percent of the characters, representing a majority, were presented as psychotic. On this basis, Hypotheses 11 was not rejected. The data accordingly implied that emotionally disturbed characters are being portrayed with the more severe types of mental illness. A problem existed in the validity of these data, however. The only characters who were given definite labels appeared in the biographies Lisa and David and Sybil. The first book gave a synopsis of each case. Lisa was diagnosed as having "hebephrenic schizophrenia complicated by an ability to disassociate" (p. 134). David was described as a pseudo-neurotic schizophrenic, treading the line between neurosis and psychosis. Though Sybil was also labelled with a distinct psychological phrase, her diagnosis complicated the use of the inventory. She was termed a psycho-neurotic which falls under the

category "neurosis," but the behavior and symptoms she displayed aligned with the definition of psychosis as delineated in the methodology for this research. This resulted in inconsistency in the data.

Of the remaining characters, very few were given specific labels for their emotional disturbances. It became the responsibility of the researcher to decide which label applied to the characters' behaviors and symptoms. This task proved to be difficult largely due to the variety of behaviors exhibited, the ambiguity in the definitions of "neurosis" and "psychosis", and the lack of a distinct dividing point between the two categories. As a result, a great deal of subjectivity was incorporated into the data. In the opinion of this researcher, more clear cut and specific definitions are needed.

#### Hypothesis 12

The majority of emotionally disturbed characters will be incurable or have pessimistic prognoses.

Table 12. Outcome for the Character

<u>Outcome</u>	<u>Number of Characters</u>	<u>Percentage of Characters</u>
Incurable	1	8.0
Pessimistic prognosis	3	25.0
Optimistic prognosis	5	42.0
Cured	3	25.0
No solution indicated	0	0.0
Total	12	100.0

Hypothesis 12 was rejected since, as shown in Table 12,

only 33 percent of the characters had pessimistic prognoses or were incurable. Several of the panel members suggested that the results might be more positive than was hypothesized. They generally felt that the majority of books for adolescents tend to have happy or at least hopeful endings. Though this may have been a reason for the results, the data still implied that adolescents are, for the most part, not receiving the stereotypical view of a pessimistic or hopeless prognosis for the emotionally disturbed individual.

The most favored category in this area was "optimistic prognosis" which applied to 42 percent of the characters (see Table 12). This suggested the possibility that authors see this category as the most realistic stance for the portrayal of the emotionally disturbed. With such an outcome, the character has the hope of total recovery but also must cope with the possibility of failure.

It was interesting to observe however, that of the four characters from true stories, only one--David in Lisa and David--was given the favored optimistic prognosis. He demonstrated some progress toward recovery in the course of the book which made his psychiatrist more hopeful. Even so, the overall diagnosis was still severe, indicating that years of therapy would be required before he could possibly function in the outside world. This outcome is balanced out by the prognosis given to Lisa which is far from encouraging. Her psychological problems had been with her since childhood.

Though she made some slight progress in the time which lapsed, her psychiatrist felt that the outlook remained dim.

The two remaining biographical characters had success stories. Through psychoanalysis, Sybil's sixteen personalities (Sybil) were integrated into one and she was able to lead a life as a talented artist and instructor. Laura (No Language But a Cry) also faced the challenges of the world as a complete individual at the end of the book. Her wall of silence was dissolved, she advanced in school work, and she looked toward a future as a nurse. Even though the outcomes were very positive, neither book glossed over the complexity of the problems and the difficulty of overcoming them. Sybil was in psychoanalysis for twelve years; Laura received psychiatric therapy for 6 years. Both experienced long periods of time when it seemed that little was being accomplished. Thus, recovery was presented as an involved process rather than a standardized formula.

All totalled, the books presented a range of possible outcomes with some emphasis on the side of optimism. It seemed, however, that this optimism did not ignore the seriousness or complexity of emotional disturbances. A balanced or realistic portrayal seemed to prevail in this area.

## Chapter 6

### SUMMARY AND CONCLUSIONS

The major aims of this research were to analyze the portrayal of emotionally disturbed characters in books which adolescents are reading and to attempt to determine if this portrayal was realistic and balanced in terms of the entire group of books. Based upon the accumulated data, the following profile of the emotionally disturbed character emerged:

1. The character is equally likely to be male or female.
2. The character is most often an only child.
3. The character is most often from a typical family pattern.
4. The character is most often from the middle or upper class.
5. The character's religious group is most often unknown.
6. The character is most often Caucasian.
7. The character is equally likely to be in an institutional or non-institutional setting.
8. The character most often exhibits violent behavior with himself as the object of the violence.
9. The character is most often predominantly withdrawn.
10. The character's emotional disturbance is most often attributed to multiple causation.
11. The character is most often presented as psychotic.
12. The character's prognosis is most often optimistic or cured.

With a few exceptions, this profile does not concur with

the traditional stereotype of an emotionally disturbed individual which was described in the literature review. The characters were generally depicted as having a variety of personalities, experiences, behaviors, and prognoses. Although the majority of them did perform violent acts--a behavior common to the stereotype--the objects of the violence were most often themselves. The presentation of this type of violence seemed to represent a distinct portrayal separate from the stereotype.

Only in the area of labelling did the portrayal of emotionally disturbed characters seem to strictly adhere to the stereotyped conception. The majority of the characters were presented as psychotic suggesting that emotional disturbance is equivalent to psychosis. A problem existed in the validity of this data, however, as was discussed in the data analysis under Hypothesis 11. Because of this, the stereotyped portrayal in this area had little impact on the overall conclusion that a realistic and generally balanced portrayal of emotionally disturbed characters seems to exist in the books on this topic which adolescents are currently reading.

In spite of this conclusion, some patterns developed in the areas related to Hypotheses 3, 4, and 6 which indicated that a one-sided view could be present. The characters were most often portrayed as being the only (and secondly, the eldest) child in the family, a member of the middle to upper class, and from the Caucasian ethnic group. As was suggested in the data



analysis, the last two trends may represent a preference among authors and readers alike for white, middle to upper class characters. The only or eldest child pattern, however could not be so easily explained. The existence of a balanced portrayal in these three areas was questionable due to these patterns. Even so, the patterns were not directly related to the traditional stereotype of an emotionally disturbed individual and were not strong enough to dislodge the earlier conclusion.

The opinions and comments of the panel members tended to agree with the overall conclusion of this research. They all felt that the majority of the books about emotionally disturbed characters which adolescents are currently reading do give an accurate and realistic picture of the phenomenon. Linda Waddle pinpointed I Never Promised You a Rose Garden as a particularly good example, saying that it gives "a realistic picture of the thought processes of a mentally ill person."<sup>50</sup>

Lisa, Bright and Dark was named by several panel members as being one of the most popular books on this topic among adolescents. Two of them, however, voiced some criticisms of the portrayal of emotional disturbance it contains. Susan Rosenkoetter said that the book is superficial, written basically for a younger level.<sup>51</sup> Linda Waddle agreed that it is the "most contrived" of the books, but said that it was especially

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<sup>50</sup>Statement by Linda Waddle, media specialist/librarian, personal interview, Cedar Falls, Iowa, May, 1979.

<sup>51</sup>Statement by Susan Rosenkoetter, public librarian, personal telephone interview, Rochester, New York, April, 1979.

written for younger adolescents and, because of this, is more simplified with less character development.<sup>52</sup>

According to Nancy Buchheit, the most realistic books of this type are those which are based on fact. In her opinion, most fiction books are more superficial and tend to give "simplistic answers."<sup>53</sup> In accordance with this idea, Susan Rosenkoetter mentioned Lisa and David, a biographical case study, as an example of extreme realism.

Though Dr. Carlsen agreed that books about emotionally disturbed characters are becoming more realistic, he suggested that "sympathetic" is a more appropriate description for them. According to him, a sense of tolerance is the main value projected in the books.<sup>54</sup> Jane Hohl's comments supported this idea. She discussed two major stereotypes which she feels exist:

1. Most people feel that the emotionally disturbed person cannot adjust.
2. Many people think that this is the group that should be left out of society and that they do not belong.<sup>55</sup>

In her opinion, most books on this topic give accurate presentations of these characters and try to correct these two misconceptions.

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<sup>52</sup>Waddle, personal interview, May, 1979.

<sup>53</sup>Statement by Nancy Buchheit, instructor of individualized reading, personal telephone interview, Cedar Rapids, Iowa, May, 1979.

<sup>54</sup>Statement by Dr. G. Robert Carlsen, professor of English, University of Iowa, personal telephone interview, Iowa City, Iowa, May, 1979.

<sup>55</sup>Jane Hohl, patient's librarian, Mental Health Institute, personal telephone interview, Independence, Iowa, June, 1979.

## Evaluation of the Inventory

The inventory used in this study was designed by the researcher for the purpose of conducting a content analysis of books dealing with emotionally disturbed characters. It proved to be very usable in all the areas but two. The problems lay in a lack of clarity in the definitions and/or an inconsistency between the definitions and what was presented in the books.

Socio-economic class was one of the areas which was difficult to use. Though the United States does not have a classless society as some once believed, the demarcations between classes are generally hazy. Because of this, a number of categorizations of this variable have been made. The researcher chose one using broad categories and providing narrative descriptions of the classes since it seemed that this type of breakdown would be most applicable to the material being analyzed. In some cases, the definitions were quite effective, clearly placing the character within a specific class. However, the behaviors and situations presented in several other books were representative of more than one category. Most often the problem lay between the middle class and upper class, rendering any comparisons of these two categories invalid. In the opinion, of the researcher, clear cut definitions are needed for this variable.

The second problem area was the label applied to the emotionally disturbed character. As was discussed in the data analysis under Hypothesis 11, very few books gave direct psychiatric labels to the characters. Thus, the researcher was

required to make a decision based upon comparison of her limited knowledge and understanding of the broad definitions with the behavior exhibited by the characters. Definitions also tend to be elusive in the field of psychiatry/psychology and, again, the characters' behaviors did not always mesh with the delineated behaviors. Due to this, the researcher decided that the data in this area might not be valid. The categories and their definitions oversimplified a very complex phenomenon. Either the definitions should be much more explicit or the analysis of labelling should focus on whether a direct label is given by the author..

#### For Further Research

This research represents one of the first content analyses of books about emotionally disturbed characters and the first use of this associated inventory. A valuable follow-up study would involve improvement of the inventory, especially in the definitions of the two areas discussed previously, and application of it to a different sample of books on the same topic. This would help determine if the conclusions drawn from this data are valid and if the patterns indicated in relation to Hypotheses 3, 4, and 6 are significant.

The inventory could also be extended to include analysis of such areas as age of the character and response of the parents or other significant individuals to the character's emotional disturbance. These two variables were suggested by panel

members when they critiqued the inventory. Linda Waddle and Susan Rosenkoetter stated that it would be particularly worthwhile to systematically analyze the reactions of others to the character since this is often a factor in emotional disturbances. Susan Rosenkoetter also suggested that the tone of the book should be considered. In her opinion, the inclusion of humor might affect the portrayal of the character.

Some possibilities for action research also exist. A study could be done on how adolescents themselves perceive emotionally disturbed characters in the books they have read. A survey of the reasons adolescents read such books could be incorporated into this as well. This topic was discussed in the interviews with the panel members. They suggested two major reasons adolescents might have for reading these books. The predominant one was that most adolescents are experiencing an identity crisis. They need to feel that they are "normal." Reading books about the emotionally disturbed helps them accomplish this to some extent. They can identify with the characters' problems, yet they can also remain separate from the characters, recognizing that their own problems are generally not as serious. The second reason offered by all of the panel members was that adolescents simply have a fascination with the topic. It is a novelty to them, an unknown world to experience. Dr. Carlsen emphasized this reason most strongly. He said that, like most people, adolescents are "interested in the fringes of human life and unusual human experience."<sup>56</sup> Thus, curiosity could be a strong motivator in reading these books.

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<sup>56</sup>Carlsen, personal telephone interview, May, 1979.

Finally, an alternative sampling technique could be used to obtain a different sample of books about emotionally disturbed characters which could be analyzed using the inventory from this research. By employing the Delphi technique, the researcher might obtain a separate set of books from the list compiled for this study. The entire list of books suggested by the panel members could be resubmitted to them to be rank ordered according to their popularity with adolescents. In this way, a more accurate sample might be procured.

An equally viable technique would be to survey a group or groups of adolescents for books about the emotionally disturbed which they are reading or have read recently. The Researcher would have to make certain that the definition of emotional disturbance and the limitations of the study were understood by those surveyed. If the survey was carefully designed, however, the resulting sample might be the most accurate reflection of the books on this topic which adolescents are actually reading. In addition, the technique might do a better job of incorporating newly published books about the emotionally disturbed into the sample than other methods, because it would obtain immediate input from the adolescents themselves. It would not be necessary to go through an intermediate source, such as a panel of experts, as was done in this research.

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## APPENDICES

## APPENDIX A. Guidelines and Definitions for Panel Members

To the panel members:

For my master's research paper in library science, I am conducting a content analysis of the portrayal of emotionally disturbed characters in books which adolescents are currently reading. The purpose of the study is to determine if emotionally disturbed characters are presented realistically or if they tend to fit the traditional stereotypes. I will not only be considering the portrayal in individual books but also the overall balance of the presentation in the genre. I feel that this is a viable topic for content analysis in view of the current concern over stereotypical portrayals in books and improving mental health education.

In order to obtain a sample of books for this analysis, I am asking that each of you provide me with a list of ten books which adhere to the following criteria:

1. The books may be fiction, biography, or autobiography.
2. Adolescents must be currently reading the books. The term adolescents is defined as young people from the ages of thirteen to seventeen.
3. The books must portray at least one emotionally disturbed major character. For the purposes of this study, an emotionally disturbed person is defined as one who becomes unable to deal realistically and effectively with problems as they arise and, for emotional reasons, over a long period of time is unable to function at full capacity either physically, emotionally, or intellectually.

Once you have selected the books I am asking that you mail me a list identifying the title and author of each book. Also, for each book designate the major character/protagonist which

you feel should be the subject of the content analysis. I will compile the lists provided and will use the ten books named most frequently as my sample.

Finally, I am asking that, enclosed with the list, you send a note specifying a time when I would be most likely to reach you for an interview by telephone. I am interested in your opinions on:

1. The status of the portrayal of emotionally disturbed characters in books adolescents are reading.
2. The reasons adolescents read such books.
3. The extent to which such books are read by adolescents.
4. The applicability of the inventory I plan to use for this research. (I am enclosing a copy of the inventory so that you <sup>may</sup> evaluate it in advance.)

Your participation in this research is greatly appreciated.

Sincerely,

Judith A. Heusinkveld  
Graduate Student  
Department of Library Science  
University of Northern Iowa  
Cedar Falls, Iowa

APPENDIX B. Panel Member's Recommended Books

Linda Waddle, media specialist/librarian, Cedar Falls High School, Cedar Falls, Iowa.

1. Richard D'Ambrosio, No Language But a Cry.
2. Richard D'Ambrosio, Leonora.
3. David W. Elliot, Listen to the Silence.
4. Hannah Green, I Never Promised You a Rose Garden.
5. Judith Guest, Ordinary People.
6. Marilyn Harris, Hatter Fox.
7. Ken Kesey, One Flew Over the Cuckoo's Nest.
8. John Neufeld, Lisa, Bright and Dark.
9. Sylvia Plath, The Bell Jar.
10. Joyce Rebeta-Burditt, The Cracker Factory.
11. Kurt Vonnegut, Eden Express.

Nancy Buchheit, individualized reading instructor, Kennedy Senior High School, Cedar Rapids, Iowa.

1. Anonymous, Go Ask Alice.
2. Mary Higgins Clark, Where Are the Children?
3. Eleanor Craig, P. S. Your Not Listening.
4. Richard D'Ambrosio, No Language But a Cry.
5. Hannah Greene, I Never Promised You a Rose Garden.
6. Ken Kesey, One Flew Over the Cuckoo's Nest.
7. Daniel Keyes, Flowers for Algernon.
8. Mary MacCracken, A Circle of Children.
9. John Neufeld, Lisa, Bright and Dark.
10. Theodore I. Rubin, Lisa and David.
11. Flora Rheta Schreiber, Sybil.

Susan Rosenkoetter, public librarian, Rochester Public Library Rochester, New York.

1. Virginia M. Axline, Dibs: In Search of Self.
2. Jay Bennett, The Birthday Murderer.
3. Roy Brown, Find Debbie.
4. Richard D'Ambrosio, No Language But a Cry.
5. Hannah Green, I Never Promised You a Rose Garden.
6. Marilyn Harris, Hatter Fox.
7. Ken Kesey, One Flew Over the Cuckoo's Nest.
8. Steven Levenkron, The Best Little Girl in the World.
9. John Neufeld, Lisa, Bright and Dark.
10. Sylvia Plath, The Bell Jar.
11. Kin Platt, The Boy Who Could Make Himself Disappear.
12. Theodore I. Rubin, Jordi.
13. Theodore I. Rubin, Lisa and David.
14. Patricia Windsor, Something Waiting for You, Baker D.
15. Patricia Windsor, The Summer Before.

Dr. G. Robert Carlsen, professor of English, University of Iowa, Iowa City, Iowa.

1. Roy Brown, Find Debbie.
2. Alice Childress, A Hero Ain't Nothing But a Sandwich.
3. Robert Cormier, I Am The Cheese.
4. Charles Crawford, Bad Fall.
5. William Goldman, Magic.
6. Hannah Green, I Never Promised You a Rose Garden.
7. S. E. Hinton, Rumblefish.
8. Shirley Jackson, We Have Always Lived in the Castle.
9. M. E. Kerr, Is That You, Miss Blue?
10. Ken Kesey, One Flew Over the Cuckoo's Nest.
11. Stephen King, Carrie.
12. John Neufeld, Lisa, Bright and Dark.
13. Sylvia Plath, The Bell Jar.
14. Kin Platt, The Boy Who Could Make Himself Disappear.
15. J. D. Salinger, Catcher in the Rye.
16. Gertrude Samuels, Run, Shelley, Run.
17. Patricia Windsor, The Summer Before.

Dr. Alleen Pace Nilsen, professor of library science, Arizona State University, Tempe, Arizona.

1. Anonymous, Go Ask Alice.
2. William P. Blatty, The Exorcist.
3. Robert Cormier, I Am the Cheese.
4. Hannah Green, I Never Promised You a Rose Garden.
5. Judith Guest, Ordinary People.
6. John Neufeld, Lisa, Bright and Dark.
7. Sylvia Plath, The Bell Jar.
8. Flora Rheta Schreiber, Sybil.
9. Corbett H. Thigpen and Hervey M. Cleckley, The Three Faces of Eve.
10. Paul Zindel, Pardon Me, You're Stepping on My Eyeball.

Jane Hohl, patient's librarian, Mental Health Institute, Independence, Iowa. Mrs. Hohl was not asked to suggest books for the sample. However, she did mention the following titles.

1. Anonymous, Go Ask Alice.
2. Cecilia Bartholomew, Out Run the Dark.
3. Hannah Green, I Never Promised You a Rose Garden.
4. John Neufeld, Lisa, Bright and Dark.

## APPENDIX C. Compiled List for Content Analysis

1. Cormier, Robert. I Am the Cheese. New York: Pantheon, 1977. (Character: Adam Farmer.)
2. D'Ambrosio, Richard. No Language but a Cry. Garden City, New York; Doubleday, 1970. (Character: Laura Meyers.)
3. Green, Hannah. I Never Promised You a Rose Garden. New York: New American Library, 1964. (Character: Deborah Blau.)
4. Guest, Judith. Ordinary People. New York: Viking, 1976. (Character: Conrad Jarrett.)
5. Kesey, Ken. One Flew Over the Cuckoo's Nest. New York: New American Library, 1962. (Characters: Chief Bromden and Billy Bibbitt.)
6. Neufeld, John. Lisa, Bright and Dark. New York: S. G. Phillips, 1969. (Character: Lisa Shilling.)
7. Plath, Sylvia. The Bell Jar. New York: Bantam, 1971. (Character: Esther Greenwood.)
8. Platt, Kin. The Boy Who Could Make Himself Disappear. Philadelphia: Chilton, 1971. (Character: Roger Baxter.)
9. Rubin, Theodore Isaac. Lisa and David. New York: Ballantine, 1962. (Characters: Lisa Brent and David Green.)
10. Schreiber, Flora Rheta. Sybil. Chicago: Henry Regnery Co., 1973. (Character: Sybil Dorsett.)



## APPENDIX D. CONTENT ANALYSIS TABLES

Author <u>Cormier, Robert</u>		Title <u>I Am the Cheese</u>	Protagonist <u>Adam Farmer</u>	
1. Sex	<input checked="" type="checkbox"/> Male <input type="checkbox"/> Female	5. Setting	<input type="checkbox"/> Institutional <input type="checkbox"/> Non-institutional <input checked="" type="checkbox"/> Combination	
2. Family position	<input type="checkbox"/> Eldest child <input type="checkbox"/> A middle child <input type="checkbox"/> Youngest child <input checked="" type="checkbox"/> Only child <input type="checkbox"/> Unknown	6. Behavior exhibited	<input type="checkbox"/> Violent toward self <input type="checkbox"/> Violent toward others  <input type="checkbox"/> Aggressive behavior other than violent <input checked="" type="checkbox"/> Withdrawn <input type="checkbox"/> Combination	
3. Family pattern	<input type="checkbox"/> Single parent family <input type="checkbox"/> Broken home <input type="checkbox"/> Lives with guardian other than parent <input checked="" type="checkbox"/> Typical family <input type="checkbox"/> Unknown	7. Attributed cause	<input type="checkbox"/> Simple causation <input checked="" type="checkbox"/> Multiple causation	
4. Socio-economic status		8. Label	<input checked="" type="checkbox"/> Psychosis <input type="checkbox"/> Neurosis <input type="checkbox"/> Other	
Class	<input type="checkbox"/> Upper class <input checked="" type="checkbox"/> Middle class <input type="checkbox"/> Blue-collar class <input type="checkbox"/> Impoverished <input type="checkbox"/> Unknown	9. Outcome	<input type="checkbox"/> Incurable <input checked="" type="checkbox"/> Pessimistic prognosis <input type="checkbox"/> Optimistic prognosis <input type="checkbox"/> Cured <input type="checkbox"/> No solution indicated	
Religious group	<input type="checkbox"/> Protestant <input type="checkbox"/> Catholic <input type="checkbox"/> Jewish <input type="checkbox"/> Other <input checked="" type="checkbox"/> Unknown			
Ethnic group	<input checked="" type="checkbox"/> Caucasian <input type="checkbox"/> Black American <input type="checkbox"/> Spanish American <input type="checkbox"/> Asian American <input type="checkbox"/> Native American <input type="checkbox"/> Other			

Author	<u>D'Ambrosio, Richard</u>	Title	<u>No Language but a Cry</u>	Protagonist	<u>Laura Meyers</u>
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1. Sex	<input type="checkbox"/> Male <input checked="" type="checkbox"/> Female	5. Setting	<input type="checkbox"/> Institutional <input checked="" type="checkbox"/> Non-institutional <input type="checkbox"/> Combination
2. Family position	<input type="checkbox"/> Eldest child <input type="checkbox"/> A middle child <input type="checkbox"/> Youngest child <input checked="" type="checkbox"/> Only child <input type="checkbox"/> Unknown	6. Behavior exhibited	<input type="checkbox"/> Violent toward self <input type="checkbox"/> Violent toward others  <input type="checkbox"/> Aggressive behavior other than violent <input checked="" type="checkbox"/> Withdrawn <input type="checkbox"/> Combination
3. Family pattern	<input type="checkbox"/> Single parent family <input checked="" type="checkbox"/> Broken home <input type="checkbox"/> Lives with guardian other than parent <input type="checkbox"/> Typical family <input type="checkbox"/> Unknown	7. Attributed cause	<input type="checkbox"/> Simple causation <input checked="" type="checkbox"/> Multiple causation
4. Socio-economic status		8. Label	<input checked="" type="checkbox"/> Psychosis <input type="checkbox"/> Neurosis <input type="checkbox"/> Other
Class	<input type="checkbox"/> Upper class <input type="checkbox"/> Middle class <input type="checkbox"/> Blue-collar class <input checked="" type="checkbox"/> Impoverished <input type="checkbox"/> Unknown	9. Outcome	<input type="checkbox"/> Incurable <input type="checkbox"/> Pessimistic prognosis <input type="checkbox"/> Optimistic prognosis <input checked="" type="checkbox"/> Cured <input type="checkbox"/> No solution indicated
Religious group	<input type="checkbox"/> Protestant <input type="checkbox"/> Catholic <input type="checkbox"/> Jewish <input type="checkbox"/> Other <input checked="" type="checkbox"/> Unknown		
Ethnic group	<input checked="" type="checkbox"/> Caucasian <input type="checkbox"/> Black American <input type="checkbox"/> Spanish American <input type="checkbox"/> Asian American <input type="checkbox"/> Native American <input type="checkbox"/> Other		

Author	<u>Green, Hannah</u>	Title	<u>I Never Promised You a Rose Garden</u>	Protagonist	<u>Deborah Blau</u>
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1. Sex	<input type="checkbox"/> Male <input checked="" type="checkbox"/> Female	5. Setting	<input checked="" type="checkbox"/> Institutional <input type="checkbox"/> Non-institutional <input type="checkbox"/> Combination
2. Family position	<input checked="" type="checkbox"/> Eldest child <input type="checkbox"/> A middle child <input type="checkbox"/> Youngest child <input type="checkbox"/> Only child <input type="checkbox"/> Unknown	6. Behavior exhibited	<input checked="" type="checkbox"/> Violent toward self <input type="checkbox"/> Violent toward others  <input type="checkbox"/> Aggressive behavior other than violent <input checked="" type="checkbox"/> Withdrawn <input type="checkbox"/> Combination
3. Family pattern	<input type="checkbox"/> Single parent family <input type="checkbox"/> Broken home <input type="checkbox"/> Lives with guardian other than parent <input checked="" type="checkbox"/> Typical family <input type="checkbox"/> Unknown	7. Attributed cause	<input type="checkbox"/> Simple causation <input checked="" type="checkbox"/> Multiple causation
4. Socio-economic status		8. Label	<input checked="" type="checkbox"/> Psychosis <input type="checkbox"/> Neurosis <input type="checkbox"/> Other
Class	<input type="checkbox"/> Upper class <input checked="" type="checkbox"/> Middle class <input type="checkbox"/> Blue-collar class <input type="checkbox"/> Impoverished <input type="checkbox"/> Unknown	9. Outcome	<input type="checkbox"/> Incurable <input type="checkbox"/> Pessimistic prognosis <input checked="" type="checkbox"/> Optimistic prognosis <input type="checkbox"/> Cured <input type="checkbox"/> No solution indicated
Religious group	<input type="checkbox"/> Protestant <input type="checkbox"/> Catholic <input checked="" type="checkbox"/> Jewish <input type="checkbox"/> Other <input type="checkbox"/> Unknown		
Ethnic group	<input checked="" type="checkbox"/> Caucasian <input type="checkbox"/> Black American <input type="checkbox"/> Spanish American <input type="checkbox"/> Asian American <input type="checkbox"/> Native American <input type="checkbox"/> Other		

Author Guest, Judith Title Ordinary People Protagonist Conrad Jarrett

- |                          |  |                       |   |
|--------------------------|--|-----------------------|---|
| 1. Sex                   | <input checked="" type="checkbox"/> Male<br><input type="checkbox"/> Female  | 5. Setting            | <input type="checkbox"/> Institutional<br><input checked="" type="checkbox"/> Non-institutional<br><input type="checkbox"/> Combination   |
| 2. Family position       | <input type="checkbox"/> Eldest child<br><input type="checkbox"/> A middle child<br><input checked="" type="checkbox"/> Youngest child<br><input type="checkbox"/> Only child<br><input type="checkbox"/> Unknown  | 6. Behavior exhibited | <input checked="" type="checkbox"/> Violent toward self<br><input type="checkbox"/> Violent toward others<br><br><input type="checkbox"/> Aggressive behavior other than violent<br><input checked="" type="checkbox"/> Withdrawn<br><input type="checkbox"/> Combination |
| 3. Family pattern        | <input type="checkbox"/> Single parent family<br><input type="checkbox"/> Broken home<br><input type="checkbox"/> Lives with guardian other than parent<br><input checked="" type="checkbox"/> Typical family<br><input type="checkbox"/> Unknown              | 7. Attributed cause   | <input type="checkbox"/> Simple causation<br><input checked="" type="checkbox"/> Multiple causation   |
| 4. Socio-economic status |  | 8. Label              | <input checked="" type="checkbox"/> Psychosis<br><input type="checkbox"/> Neurosis<br><input type="checkbox"/> Other  |
| Class                    | <input checked="" type="checkbox"/> Upper class<br><input type="checkbox"/> Middle class<br><input type="checkbox"/> Blue-collar class<br><input type="checkbox"/> Impoverished<br><input type="checkbox"/> Unknown  | 9. Outcome            | <input type="checkbox"/> Incurable<br><input type="checkbox"/> Pessimistic prognosis<br><input type="checkbox"/> Optimistic prognosis<br><input checked="" type="checkbox"/> Cured<br><input type="checkbox"/> No solution indicated                                      |
| Religious group          | <input checked="" type="checkbox"/> Protestant<br><input type="checkbox"/> Catholic<br><input type="checkbox"/> Jewish<br><input type="checkbox"/> Other<br><input type="checkbox"/> Unknown   |                       |   |
| Ethnic group             | <input checked="" type="checkbox"/> Caucasian<br><input type="checkbox"/> Black American<br><input type="checkbox"/> Spanish American<br><input type="checkbox"/> Asian American<br><input type="checkbox"/> Native American<br><input type="checkbox"/> Other |                       |   |

Author	<u>Kesey, Ken</u>	Title	<u>One Flew Over the Cuckoo's Nest</u>	Protagonist	<u>Billy Bibbitt</u>
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1. Sex	<input checked="" type="checkbox"/> Male <input type="checkbox"/> Female	5. Setting	<input checked="" type="checkbox"/> Institutional <input type="checkbox"/> Non-institutional <input type="checkbox"/> Combination
2. Family position	<input type="checkbox"/> Eldest child <input type="checkbox"/> A middle child <input type="checkbox"/> Youngest child <input checked="" type="checkbox"/> Only child <input type="checkbox"/> Unknown	6. Behavior exhibited	<input checked="" type="checkbox"/> Violent toward self <input type="checkbox"/> Violent toward others  <input type="checkbox"/> Aggressive behavior other than violent <input checked="" type="checkbox"/> Withdrawn <input type="checkbox"/> Combination
3. Family pattern	<input checked="" type="checkbox"/> Single parent family <input type="checkbox"/> Broken home <input type="checkbox"/> Lives with guardian other than parent <input type="checkbox"/> Typical family <input type="checkbox"/> Unknown	7. Attributed cause	<input type="checkbox"/> Simple causation <input checked="" type="checkbox"/> Multiple causation
4. Socio-economic status		8. Label	<input checked="" type="checkbox"/> Psychosis <input type="checkbox"/> Neurosis <input type="checkbox"/> Other
Class	<input type="checkbox"/> Upper class <input checked="" type="checkbox"/> Middle class <input type="checkbox"/> Blue-collar class <input type="checkbox"/> Impoverished <input type="checkbox"/> Unknown	9. Outcome	<input checked="" type="checkbox"/> Incurable <input type="checkbox"/> Pessimistic prognosis <input type="checkbox"/> Optimistic prognosis <input type="checkbox"/> Cured <input type="checkbox"/> No solution indicated
Religious group	<input type="checkbox"/> Protestant <input type="checkbox"/> Catholic <input type="checkbox"/> Jewish <input type="checkbox"/> Other <input checked="" type="checkbox"/> Unknown		
Ethnic group	<input checked="" type="checkbox"/> Caucasian <input type="checkbox"/> Black American <input type="checkbox"/> Spanish American <input type="checkbox"/> Asian American <input type="checkbox"/> Native American <input type="checkbox"/> Other		

Author	<u>Kesey, Ken</u>		Title	<u>One Flew Over the Cuckoo's Nest</u>		Protagonist	<u>Chief Bromden</u>	
1. Sex	<input checked="" type="checkbox"/> Male	<input type="checkbox"/> Female	5. Setting	<input checked="" type="checkbox"/> Institutional	<input type="checkbox"/> Non-institutional	<input type="checkbox"/> Combination		
2. Family position	<input type="checkbox"/> Eldest child	<input checked="" type="checkbox"/> A middle child	6. Behavior exhibited	<input type="checkbox"/> Violent toward self	<input checked="" type="checkbox"/> Violent toward others			
	<input type="checkbox"/> Youngest child	<input type="checkbox"/> Only child		<input type="checkbox"/> Aggressive behavior other than violent	<input checked="" type="checkbox"/> Withdrawn	<input type="checkbox"/> Combination		
	<input type="checkbox"/> Unknown							
3. Family pattern	<input type="checkbox"/> Single parent family	<input type="checkbox"/> Broken home	7. Attributed cause	<input type="checkbox"/> Simple causation	<input checked="" type="checkbox"/> Multiple causation			
	<input type="checkbox"/> Lives with guardian other than parent	<input checked="" type="checkbox"/> Typical family						
	<input type="checkbox"/> Unknown		8. Label	<input type="checkbox"/> Psychosis	<input checked="" type="checkbox"/> Neurosis	<input type="checkbox"/> Other		8
4. Socio-economic status			9. Outcome	<input type="checkbox"/> Incurable	<input type="checkbox"/> Pessimistic prognosis	<input checked="" type="checkbox"/> Optimistic prognosis		
Class	<input type="checkbox"/> Upper class	<input type="checkbox"/> Middle class		<input type="checkbox"/> Cured	<input type="checkbox"/> No solution indicated			
	<input type="checkbox"/> Blue-collar class	<input checked="" type="checkbox"/> Impoverished						
	<input type="checkbox"/> Unknown							
Religious group	<input type="checkbox"/> Protestant	<input type="checkbox"/> Catholic						
	<input type="checkbox"/> Jewish	<input type="checkbox"/> Other						
	<input checked="" type="checkbox"/> Unknown							
Ethnic group	<input type="checkbox"/> Caucasian	<input type="checkbox"/> Black American						
	<input type="checkbox"/> Spanish American	<input type="checkbox"/> Asian American						
	<input checked="" type="checkbox"/> Native American	<input type="checkbox"/> Other						

Author	<u>Neufeld, John</u>	Title	<u>Lisa, Bright and Dark</u>	Protagonist	<u>Lisa Shilling</u>
1. Sex	<u>Male</u> <u>X</u> Female	5. Setting	<u>Institutional</u> <u>X</u> Non-institutional <u>Combination</u>		
2. Family position	<u>X</u> Eldest child <u>A middle child</u> <u>Youngest child</u> <u>Only child</u> <u>Unknown</u>	6. Behavior exhibited	<u>X</u> Violent toward self <u>Violent toward others</u> <u>Aggressive behavior other than violent</u> <u>X</u> Withdrawn <u>Combination</u>		
3. Family pattern	<u>Single parent family</u> <u>Broken home</u> <u>Lives with guardian other than parent</u> <u>X</u> Typical family <u>Unknown</u>	7. Attributed cause	<u>Simple causation</u> <u>X</u> Multiple causation		
4. Socio-economic status		8. Label	<u>X</u> Psychosis <u>Neurosis</u> <u>Other</u>		8
Class	<u>X</u> Upper class <u>Middle class</u> <u>Blue-collar class</u> <u>Impoverished</u> <u>Unknown</u>	9. Outcome	<u>Incurable</u> <u>Pessimistic prognosis</u> <u>X</u> Optimistic prognosis <u>Cured</u> <u>No solution indicated</u>		
Religious group	<u>Protestant</u> <u>Catholic</u> <u>Jewish</u> <u>Other</u> <u>X</u> Unknown				
Ethnic group	<u>X</u> Caucasian <u>Black American</u> <u>Spanish American</u> <u>Asian American</u> <u>Native American</u> <u>Other</u>				



Author	<u>Plath, Sylvia</u>	Title	<u>The Bell Jar</u>	Protagonist	<u>Esther Greenwood</u>
1. Sex	<u>Male</u> <u>X</u> Female	5. Setting	<u>Institutional</u> <u>Non-institutional</u> <u>X</u> Combination		
2. Family position	<u>X</u> Eldest child <u>—</u> A middle child <u>—</u> Youngest child <u>—</u> Only child <u>—</u> Unknown	6. Behavior exhibited	<u>X</u> Violent toward self <u>—</u> Violent toward others  <u>—</u> Aggressive behavior other than violent <u>X</u> Withdrawn <u>—</u> Combination		
3. Family pattern	<u>X</u> Single parent family <u>—</u> Broken home <u>—</u> Lives with guardian other than parent <u>—</u> Typical family <u>—</u> Unknown	7. Attributed cause	<u>—</u> Simple causation <u>X</u> Multiple causation		
4. Socio-economic status		8. Label	<u>—</u> Psychosis <u>X</u> Neurosis <u>—</u> Other		91
Class	<u>—</u> Upper class <u>X</u> Middle class <u>—</u> Blue-collar class <u>—</u> Impoverished <u>—</u> Unknown	9. Outcome	<u>—</u> Incurable <u>—</u> Pessimistic prognosis <u>X</u> Optimistic prognosis <u>—</u> Cured <u>—</u> No solution indicated		
Religious group	<u>—</u> Protestant <u>—</u> Catholic <u>—</u> Jewish <u>X</u> Other <u>—</u> Unknown				
Ethnic group	<u>X</u> Caucasian <u>—</u> Black American <u>—</u> Spanish American <u>—</u> Asian American <u>—</u> Native American <u>—</u> Other				

Author	Title <u>The Boy Who Could Make Himself Disappear</u>		Protagonist	<u>Roger Baxter</u>
1. Sex	<input checked="" type="checkbox"/> Male <input type="checkbox"/> Female	5. Setting	<input type="checkbox"/> Institutional <input checked="" type="checkbox"/> Non-institutional <input type="checkbox"/> Combination	
2. Family position	<input type="checkbox"/> Eldest child <input type="checkbox"/> A middle child <input type="checkbox"/> Youngest child <input checked="" type="checkbox"/> Only child <input type="checkbox"/> Unknown	6. Behavior exhibited	<input type="checkbox"/> Violent toward self <input type="checkbox"/> Violent toward others <input type="checkbox"/> Aggressive behavior other than violent <input checked="" type="checkbox"/> Withdrawn <input type="checkbox"/> Combination	
3. Family pattern	<input type="checkbox"/> Single parent family <input checked="" type="checkbox"/> Broken home <input type="checkbox"/> Lives with guardian other than parent <input type="checkbox"/> Typical family <input type="checkbox"/> Unknown	7. Attributed cause	<input type="checkbox"/> Simple causation <input checked="" type="checkbox"/> Multiple causation	
4. Socio-economic status		8. Label	<input checked="" type="checkbox"/> Psychosis <input type="checkbox"/> Neurosis <input type="checkbox"/> Other	
Class	<input checked="" type="checkbox"/> Upper class <input type="checkbox"/> Middle class <input type="checkbox"/> Blue-collar class <input type="checkbox"/> Impoverished <input type="checkbox"/> Unknown	9. Outcome	<input type="checkbox"/> Incurable <input checked="" type="checkbox"/> Pessimistic prognosis <input type="checkbox"/> Optimistic prognosis <input type="checkbox"/> Cured <input type="checkbox"/> No solution indicated	
Religious group	<input type="checkbox"/> Protestant <input type="checkbox"/> Catholic <input type="checkbox"/> Jewish <input type="checkbox"/> Other <input checked="" type="checkbox"/> Unknown			
Ethnic group	<input checked="" type="checkbox"/> Caucasian <input type="checkbox"/> Black American <input type="checkbox"/> Spanish American <input type="checkbox"/> Asian American <input type="checkbox"/> Native American <input type="checkbox"/> Other			

Author	<u>Rubin, Theodore I.</u>	Title	<u>Lisa and David</u>	Protagonist	<u>David Green</u>
1. Sex	<input checked="" type="checkbox"/> Male <input type="checkbox"/> Female	5. Setting	<input checked="" type="checkbox"/> Institutional <input type="checkbox"/> Non-institutional <input type="checkbox"/> Combination		
2. Family position	<input type="checkbox"/> Eldest child <input type="checkbox"/> A middle child <input type="checkbox"/> Youngest child <input type="checkbox"/> Only child <input checked="" type="checkbox"/> Unknown	6. Behavior exhibited	<input type="checkbox"/> Violent toward self <input type="checkbox"/> Violent toward others  <input type="checkbox"/> Aggressive behavior other than violent <input checked="" type="checkbox"/> Withdrawn <input type="checkbox"/> Combination		
3. Family pattern	<input type="checkbox"/> Single parent family <input type="checkbox"/> Broken home <input type="checkbox"/> Lives with guardian other than parent <input type="checkbox"/> Typical family <input checked="" type="checkbox"/> Unknown	7. Attributed cause	<input type="checkbox"/> Simple causation <input checked="" type="checkbox"/> Multiple causation		
4. Socio-economic status		8. Label	<input type="checkbox"/> Psychosis <input checked="" type="checkbox"/> Neurosis <input type="checkbox"/> Other		
Class	<input type="checkbox"/> Upper class <input type="checkbox"/> Middle class <input type="checkbox"/> Blue-collar class <input type="checkbox"/> Impoverished <input checked="" type="checkbox"/> Unknown	9. Outcome	<input type="checkbox"/> Incurable <input type="checkbox"/> Pessimistic prognosis <input checked="" type="checkbox"/> Optimistic prognosis <input type="checkbox"/> Cured <input type="checkbox"/> No solution indicated		
Religious group	<input type="checkbox"/> Protestant <input type="checkbox"/> Catholic <input type="checkbox"/> Jewish <input type="checkbox"/> Other <input checked="" type="checkbox"/> Unknown				
Ethnic group	<input checked="" type="checkbox"/> Caucasian <input type="checkbox"/> Black American <input type="checkbox"/> Spanish American <input type="checkbox"/> Asian American <input type="checkbox"/> Native American <input type="checkbox"/> Other				

Author Rubin, Theodore I. Title Lisa and David Protagonist Lisa Brent

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|--------------------------|--|-----------------------|---|
| 1. Sex                   | <input type="checkbox"/> Male<br><input checked="" type="checkbox"/> Female  | 5. Setting            | <input checked="" type="checkbox"/> Institutional<br><input type="checkbox"/> Non-institutional<br><input type="checkbox"/> Combination   |
| 2. Family position       | <input type="checkbox"/> Eldest child<br><input type="checkbox"/> A middle child<br><input type="checkbox"/> Youngest child<br><input type="checkbox"/> Only child<br><input checked="" type="checkbox"/> Unknown  | 6. Behavior exhibited | <input type="checkbox"/> Violent toward self<br><input type="checkbox"/> Violent toward others<br><br><input type="checkbox"/> Aggressive behavior other than violent<br><input checked="" type="checkbox"/> Withdrawn<br><input checked="" type="checkbox"/> Combination |
| 3. Family pattern        | <input type="checkbox"/> Single parent family<br><input type="checkbox"/> Broken home<br><input type="checkbox"/> Lives with guardian other than parent<br><input type="checkbox"/> Typical family<br><input checked="" type="checkbox"/> Unknown              | 7. Attributed cause   | <input type="checkbox"/> Simple causation<br><input checked="" type="checkbox"/> Multiple causation   |
| 4. Socio-economic status |  | 8. Label              | <input checked="" type="checkbox"/> Psychosis<br><input type="checkbox"/> Neurosis<br><input type="checkbox"/> Other  |
| Class                    | <input type="checkbox"/> Upper class<br><input type="checkbox"/> Middle class<br><input type="checkbox"/> Blue-collar class<br><input type="checkbox"/> Impoverished<br><input checked="" type="checkbox"/> Unknown  | 9. Outcome            | <input type="checkbox"/> Incurable<br><input checked="" type="checkbox"/> Pessimistic prognosis<br><input type="checkbox"/> Optimistic prognosis<br><input type="checkbox"/> Cured<br><input type="checkbox"/> No solution indicated                                      |
| Religious group          | <input type="checkbox"/> Protestant<br><input type="checkbox"/> Catholic<br><input type="checkbox"/> Jewish<br><input type="checkbox"/> Other<br><input checked="" type="checkbox"/> Unknown   |                       |   |
| Ethnic group             | <input checked="" type="checkbox"/> Caucasian<br><input type="checkbox"/> Black American<br><input type="checkbox"/> Spanish American<br><input type="checkbox"/> Asian American<br><input type="checkbox"/> Native American<br><input type="checkbox"/> Other |                       |   |

Author	<u>Schreiber, Flora R.</u>	Title	<u>Sybil</u>	Protagonist	<u>Sybil Dorsett</u>
1. Sex	<input type="checkbox"/> Male <input checked="" type="checkbox"/> Female	5. Setting	<input type="checkbox"/> Institutional <input checked="" type="checkbox"/> Non-institutional <input type="checkbox"/> Combination		
2. Family position	<input type="checkbox"/> Eldest child <input type="checkbox"/> A middle child <input type="checkbox"/> Youngest child <input checked="" type="checkbox"/> Only child <input type="checkbox"/> Unknown	6. Behavior exhibited	<input checked="" type="checkbox"/> Violent toward self <input type="checkbox"/> Violent toward others  <input type="checkbox"/> Aggressive behavior other than violent <input checked="" type="checkbox"/> Withdrawn <input checked="" type="checkbox"/> Combination		
3. Family pattern	<input type="checkbox"/> Single parent family <input type="checkbox"/> Broken home <input type="checkbox"/> Lives with guardian other than parent <input checked="" type="checkbox"/> Typical family <input type="checkbox"/> Unknown	7. Attributed cause	<input type="checkbox"/> Simple causation <input checked="" type="checkbox"/> Multiple causation		
4. Socio-economic status		8. Label	<input type="checkbox"/> Psychosis <input checked="" type="checkbox"/> Neurosis <input type="checkbox"/> Other		95
Class	<input type="checkbox"/> Upper class <input checked="" type="checkbox"/> Middle class <input type="checkbox"/> Blue-collar class <input type="checkbox"/> Impoverished <input type="checkbox"/> Unknown	9. Outcome	<input type="checkbox"/> Incurable <input type="checkbox"/> Pessimistic prognosis <input type="checkbox"/> Optimistic prognosis <input checked="" type="checkbox"/> Cured <input type="checkbox"/> No solution indicated		
Religious group	<input checked="" type="checkbox"/> Protestant <input type="checkbox"/> Catholic <input type="checkbox"/> Jewish <input type="checkbox"/> Other <input type="checkbox"/> Unknown				
Ethnic group	<input checked="" type="checkbox"/> Caucasian <input type="checkbox"/> Black American <input type="checkbox"/> Spanish American <input type="checkbox"/> Asian American <input type="checkbox"/> Native American <input type="checkbox"/> Other				