

Surfacing Filipino School Children's Images of Librarians Through Doodling

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Abstract. This qualitative study aims to describe how the Filipino grade school pupils in a private sectarian school in the capital of the Philippines identify their views and images of a librarian. Two hundred fifty eight (258) pupils were asked to fill-out a *robotfoto*, box for illustration and a diagram to be filled in. Subsequent to the data gathered and data analysis, two (2) faces of librarians came into view. Results showed the perception of the children based on their doodles and given characterization, which may be either a desirable or undesirable librarian. On the one hand, the desirable librarian represents the *enticing, enduring, and engaging* types. On the other hand, *disappointing, depressing and depriving* types characterize the librarian who is undesirable. The doodlings indicate that being desirable attracts library clients to visit the library and develops interest in using the library facilities more often. The undesirable qualities make students hesitate in entering the library. This study dwells on the need for librarians concerned to improve their images and develop desired qualities for the benefit of their student clientele.

Keywords: doodles, librarian, images

Introduction

The library, being the main source of information in the school has one of the most essential roles in a learner's life. It is a beehive where students work, socialize (Houlihan, 2005) and extend learning beyond the formal classroom (Lippincott, 2005). The extent to which these identified roles of the library are effectively pursued depends, in great measure, on librarians who play a vital role in promoting the library and its services to its patrons. With their rich experience in the acquisition, storage, and use of information resources, librarians are advocates of understanding, free inquiry, and use of knowledge and style of expression, while respecting and continuing to employ the inherited values of the old. By and large, the librarian is undoubtedly a bridge builder, an advocate of freedom, a peacemaker, and most importantly, a seeker and deliverer of truth in a world of partisans and liars (Berry, 2005).

As described by Wigg (1995), the wiggly, curious, noisy preschoolers are the most consistent recipients of library resources. Children of all ages should find the library to be an open, inviting, attractive, challenging, and non-threatening place to

visit. However, different pictures are formed at the back of the children's minds. According to Greenspan (n.d.), a child begins to deal not only with behavior, but also ideas such as one thing can stand for another and that an image of something can represent the thing itself. Artistic gestures of children evolve from basic scribbles to consistent symbols (n.d.) or doodles. Doodles are not mere figures of speech, but they contain an essential mechanism of the mind. Doodles though considered as worthless scribbles, might reveal one's innermost desires (Adler, 1988). Various multifarious forms like fantasy, wishes and worries (Ruud, n.d.), are expressed in symbolic and naturalistic patterns (Flavin, 1995). Doodling is anything but expression. It allows the unconscious to surface without judgment or critical analysis by the mind. Moving the hand freely creates symbols, which express thoughts behind one's mind. Beecher (n.d.), for his part, averred that it has universal and personal meaning that unleashes the hidden symbolic powers of the mind. Drawing doodles is described as simply allowing the thought to express itself (Flavin, 1995). Doodles have rules in the structuring, understanding, extending and articulating of individual experience (Robertson, 2003). Adler (1993, as cited by Manaster, 1988), who posited that doodles are assertions of the individual's particular being. Doodles can reflect individual expression and perception of a particular thing. They serve as "blueprints of thinking" (Martinez, Gauleda & Huber, 2001).

While a number of studies have been initiated on how doodles could surface realities in psychology (Houston & Terwillinger, 1995), teacher education (Martinez, Gauleda & Huber, 2001; Carillo 2006), and treatment of neurotics (Adler, 1988), its power to describe the image of the librarians remain a research imperative in the realm of librarianship. Such image of the librarian has already been described in a study (Maynard & McKenna, 2005) through modern children fiction. However, little is known as to how doodles, as potent qualitative research tools, may bring forth children's mental representation, hence this investigation.

Review of Related Literature

Librarians in the past are stereotypically described as a "loveless frump hiding behind her spectacles and surrounded by her books" (Adams, 2000 – as cited by Mulhern, n.d.). Traditionally, librarianship has been identified as women's occupation. As such, the relatively low self-esteemed librarian is perceived as a very dull, serious, and old-fashioned woman. As a scholar, she can identify not only books but also what these contained. While the uptight "spinster" and the nerdy "geek" librarians persist today, the integration of information and communications technology into the realm of librarianship becomes more evident, and the librarian is now labeled as an information and knowledge specialist. Dickinson (n.d. - as cited by Mulhern, n.d.), for his part, describes librarians as "drab spinsters peering over the rim of their glasses and ready the 'shush' a library patron". Gray-haired middle-aged women who always say "shhh" would be loyal impressions of library users. However, perceptions on how librarians look and what they do are of serious concern to the profession (Adams, 2000).

A number of articles have explored the images of librarians using different forms of media. These include movies, television, books, and the internet. Table 1 summarizes how the librarians’ characteristics were portrayed in different media.

| Table 1 Classification of Librarians | | |
|---|----------------------------|--|
| Categories | Medium Used | Description |
| ❖ Librarian in the movies | ❖ Desk Jet | <ul style="list-style-type: none"> ❖ Incredibly intelligent and being able to answer most questions asked of her without looking them up. ❖ Has a good personality, is playful with her co-workers, and she has two men pursuing her. |
| | ❖ The Mummy | <ul style="list-style-type: none"> ❖ Intelligent, able to read and write Ancient Egyptian and decipher hieroglyphics. ❖ She is beautiful, strong, and brave. |
| | ❖ Black Mask | <ul style="list-style-type: none"> ❖ Male ❖ Shy and somewhat unsociable at work but a jokester outside the library with friends. ❖ Physical marvel, able to fight many opponents successfully without getting hurt. |
| • Librarians on television | • Buffy the Vampire Slayer | • Hero librarian-a pop culture idol whose love of books and devotion to research hold the key to saving the universe. |
| | • Friends | • Very old and not so attractive |
| | • Lucy Show | <ul style="list-style-type: none"> • Wears eyeglasses and hair is pulled back. • Very clumsy, tripping over the same stairs several times. • Admits being very strict about noise in the library and is annoyed by customers who do not know what they want. • Sneezes and laughs aloud and obnoxiously. • Baby talks her pet goldfish. • Extremely shy and does not have a social life. |
| | • Reading Rainbow | <ul style="list-style-type: none"> • “Conan the Librarian”, a half naked librarian who wears a loincloth, and has blue hair. • A little scary as he yells and believes that children must prove they are worthy of a library card. |

| | | |
|----------------------------------|---|---|
| | <ul style="list-style-type: none"> • The Twilight Zone | <ul style="list-style-type: none"> • An old man with gray hair who wears a cardigan vest and nervous but strong-minded, standing up to the State in the face of death. • According to him, his profession stands for freedom, intellect, and dignity. • He has lived in the same room for twenty years and it is stacked high with books on furniture he made. |
| | <ul style="list-style-type: none"> • That 70's Show | <ul style="list-style-type: none"> • Very beautiful, wears his hair down, form fitting clothes. |
| ➤ Librarians in books | ➤ Lucy Crocker | <ul style="list-style-type: none"> ➤ A great character, although she, too, has some stereotypical librarian characteristics, most obviously of her style of dress. ➤ She is unlike most real librarians, however, in that she is a confessed Luddite, unable to operate e-mail without instructions. |
| | ➤ The Librarian's Passionate Knight | <ul style="list-style-type: none"> ➤ A very strong woman ➤ Overcame an abusive childhood to become a great children's librarian. ➤ Self-conscious and feels inadequate. |
| | ➤ Batgirl | <ul style="list-style-type: none"> ➤ Intelligent, and good looking |
| ◆ Librarians in children's books | ◆ Red light, Green Mama and Me | ◆ African-American children's librarian. |
| | ◆ Library Dragon | ◆ Miss Lotty Scales is very scary and does not want the children touching the books, never mind reading them. |
| | ◆ Prue Theroux the Cool Librarian | ◆ He is very mean, calling the kids "fools" and manages to make books boring. |

The Present Study

The purpose of this study is to describe various images of the librarians captured from children's doodles, which are considered as potent qualitative tools in discerning individual's viewpoint.

Method

Subjects of the Study

A total of 258 pupils recruited from a private sectarian school in the capital of the Philippines were the subjects of this qualitative study who were distributed as

follows: one hundred twelve Grade IV pupils (43.41%); forty-eight Grade V pupils (18.60%); and ninety-eight Grade VI pupils (37.98%) (See Table 2 on page 6).

Majority of the pupils were females and in between the 9-13 age group. As indicated, the top three reading materials that they have at home include comic books (59.30%), magazines (51.93%), and the Bible (45.73%). On the other hand, thesaurus (9.69%), novels (9.30%), and tabloids (3.88%) were least. Interestingly, almost 60% of the respondents were influenced by their mothers in regard to reading, and only 9.30% were inspired by their siblings.

A big number of respondents prefer English reading materials (65.50%), followed by Filipino (24.80%) and 12.80%, both. One hundred ninety-four (75.19%) of the respondents said that their purpose in going to the library is to read books and not necessarily to borrow them (40.70%). A skimpy 2.32% of respondents stated that they go to the library for the purpose of sleeping. Among the library materials frequently used were academic books (46.12%) which ranks first, while the OPAC (1.55%) ranks lowest.

Tabular data also reveal that 81% of the pupils stay in the library only for less than an hour, one to two hours (16%) or three or more hours (0.8%). Most of the respondents (46.24%) had met the librarian several times. Surprisingly 11.62% of them had not yet encountered their librarian. When asked if they had ever been reprimanded by their librarian, one hundred eighty-one answered "no" (70.16%), fifty-nine answered "yes" (22.87%) while eighteen students (6.98%) did not respond.

Instrumentation

A two-part research instrument was prepared to gather the needed data and information. The pupils were given a *robotfoto* (a Dutch term which pertains to the cartographic sketch of participants) (Kelchtermans and Ballet, 2002 as cited by Caña et al, 2005) to establish their baseline characteristics as readers and library patrons. Specifically, this instrument sought for respondents' age, gender, grade level, reading materials at home, purpose in visiting the library, influence in reading, language preference of reading materials, length of stay in the library and the number of times they encountered the librarian and the experience of being reprimanded by the librarian.

Subsequent to the *robotfoto* was the second part of the tool. The survey questionnaire was given to capture students' interpretations of a "librarian". This part includes a box for students' doodles and a cluster map indicating what they love and hate most in a librarian.

| Table 2 Demographic Profile | | | | | |
|--|---------------------------|----------|---|---------------------------|----------|
| PROFILE | NO. OF RESPONDENTS | % | PROFILE | NO. OF RESPONDENTS | % |
| Age | | | Frequency of Encounters with Librarian | | |
| 9 | 41 | 15.89 | Once | 58 | 22.48 |
| 10 | 77 | 29.84 | Twice | 48 | 18.60 |
| 11 | 64 | 24.81 | Several Times | 119 | 46.12 |
| 12 | 66 | 25.58 | Never | 30 | 11.63 |
| 13 | 10 | 3.88 | No Response | 3 | 3.16 |
| Gender | | | Length of Stay in the Library | | |
| male | 117 | 45 | Less than 1 hour | 209 | 81 |
| female | 141 | 55 | 1-2 hours | 41 | 16 |
| Grade Level | | | 3 hours or more | 2 | 0.8 |
| 4 | 112 | 43.41 | No Response | 6 | 2.3 |
| 5 | 48 | 18.60 | Library Materials Often Used | | |
| 6 | 98 | 37.98 | Dictionaries | 77 | 29.84 |
| Been Reprimanded or Not | | | Religious books | 90 | 34.88 |
| Yes | 59 | 22.87 | Academic books | 119 | 46.12 |
| No | 181 | 70.16 | Computer | 40 | 15.50 |
| No Response | 18 | 7 | OPAC | 4 | 1.55 |
| Reading Materials at Home | | | Television | 41 | 15.89 |
| Comic books | 153 | 59.30 | Others | 1 | 0.30 |
| Pocket books | 50 | 19.37 | The Individual Who Influenced Them to Read | | |
| Fairy Tales | 92 | 35.66 | Mother | 154 | 59.68 |
| Novels | 24 | 9.30 | Father | 96 | 37.20 |
| Encyclopedia | 69 | 26.74 | Siblings | 24 | 9.30 |
| Almanac | 33 | 12.79 | Teacher | 89 | 34.49 |
| Dictionaries | 95 | 36.82 | Classmate/s | 37 | 14.34 |
| Thesaurus | 25 | 9.69 | Friends | 37 | 14.34 |
| Bible | 118 | 45.73 | Others | 29 | 11.24 |
| Magazines | 131 | 51.94 | Language Preferred | | |
| Newspapers | 90 | 34.88 | English | 169 | 65.50 |
| Tabloids | 10 | 3.88 | Filipino | 64 | 24.80 |
| Purpose in Visiting the Library | | | Both | 33 | 12.79 |
| To borrow books | 56 | 40.70 | | | |
| To visit the librarian | 12 | 4.65 | | | |
| To read books | 194 | 75.19 | | | |
| To sleep | 6 | 2.33 | | | |
| To do assignments | 51 | 19.77 | | | |

Data collection procedure

A letter to the grade school principal was sent, asking permission to involve a select group of pupils in the study. Under the supervision of the Religion teachers, the 2-part instrument was distributed to the pupils in 30-minutes. Instruments with incomplete information were excluded in the data analysis phase of the study.

Data Analysis

For a more accurate representation of a librarian, doodles drawn by the respondents and description of the librarians' desirable and undesirable traits were identified in the cluster map and individually tallied, analyzed, categorized, and thematised according to extent of meaningfulness and relatedness.

Findings

Various doodles (See Figure 1 on page 8) were illustrated by the respondents. Images include objects such as chairs, tables, stairs, shelves, doors, books, computers, desks and trophies, expressions such as smiling faces, raised eyebrows, frowns caricature of happy kids, fat girl, wrinkled lady, wide nose and fluffy hair of a lady with hair clip, a lady with a taped mouth and signs and symbols (heart, question mark, cross-out mark).

Faces of the Librarians

Based on the given characterizations, various representations of doodles were formed. Interestingly, two faces (desirable and undesirable) were identified. The *desirable librarian* appears enticing, enduring, and engaging. On the other hand, disappointing, depressing, and depriving behaviors describe an *undesirable librarian*.

The Desirable Librarian

Doodles (happy/smiling face, girl at the door, happy kids, a girl with a clip, one-sided hair, curled eyelashes, neatly-ironed uniform) showing friendly gestures; someone who is clean, pretty, prim and proper; approachable and cheerful; attractive and pleasing to the eyes of the library patrons represent a librarian with an *enticing* personality. They are the librarians who are considered to be sociable and lovely as expressed by the respondents through the following comments:

"I am smiling at the librarian."

"She says good morning!"

"She has self-confidence."

"She is beautiful."



Figure 1. Sample Doodles

A dependable, responsible, and sympathetic librarian, perceived as the *enduring* type is considered to be a smart and hard working individual, dedicated to his/her work as shown by such characteristics as gentleness, understanding, and patience. Those were reflected on the following doodles—a girl at her desk or at the counter, a girl working on the computer, a girl fixing or holding a book, and a girl with a heart shaped on her chest. These were embodied in the following remarks:

- “She works fast.”
- “She explains why it is important to have a book.”
- “She always fixes the books.”
- “She is kind to the pupils who are going to the library.”
- “She is nice, gentle, and patient.”
- “She teaches the children how to behave.”

The *engaging* type of librarian as revealed by the children’s doodles (a girl and a child holding the same book, a girl assisting the child in getting a book from the shelf, and a girl picking up a book), is the generous, service-oriented and accommodating. They are concerned with their library clients, always willing to help, and relate well with library users. These were implied in the following comments:

- “She roams in the library to check on every child.”
- “She is willing to help.”
- “She is always available to help me.”
- “She is always there when I need help.”
- “She reads fairy tales to us.”
- “She explains to us if we have a test in the library.”

The Undesirable Librarian

Laziness and lack of responsibility of the idle librarian was reflected in the following doodles—a desk or counter without a librarian, and a question mark. Termed as the *disappointing* type of librarian, this was supported by subsequent commentaries:

“She is not at the counter when I borrow books.”

“They are not doing their work.”

“She is sometimes loafing.”

A girl with serious face, a fat girl, a big nose, raised eyebrows, an erased or crossed out girl, sad kids, and an old woman were the doodles that related to a stern and ill-tempered librarian. These doodles reflect strict librarians who are serious, bad, frowning, snobbish, grumpy, unapproachable, and shouting. These characteristics define a *depressing* type of librarian as indicated by the statements below:

“She is always serious.”

“She’s a little bit strict.”

“They don’t like untidy pupils.”

“She easily gets angry.”

“She always raises her voice on students.”

“She is sometimes unkind to others.”

“When we do not place the books to their proper shelf, she gets angry.”

“She does not let me go out when the chair where I sat is disarranged.”

However, a particular doodle of a girl with a taped mouth caught our attention. We related this to the librarian who always wants silence in the library. This sounds positive but appears to be the *depriving* type of librarian for the children were one in saying:

“They don’t like noise.”

“We can’t talk aloud in the library.”

“She sends me out of the library.”

“She does not let me inside the library.”

“Sometimes, she does not let me borrow books.”

Discussion

This study presents a wide array of children's representations of the librarians as described by their doodles. Interestingly, two major faces reflected by the form of abstract language were identified.

3 E's of a Desirable Librarian (Enticing, Enduring, and Engaging)

Sociable and pleasant qualities describe the enticing librarian. These behaviors influence the library patrons' desire to visit the library. Radford (1998) averred that the five categories indicated by the library users to have been critical in their choice to approach one librarian instead another are: (1) initiation which is explicit action, perceived and reported by the user, on the part of the librarian. It occurs when the librarian initiates the encounter through multiple signals such as eye contact, body orientation, movement toward the user, and/or verbal enforcement (e.g. "May I help you?"). The user assumes a passive role and waits for the librarian to signal actions. Initiation becomes extremely important to users who may be feeling inadequate on library skills, (2) availability—a category closely related to "initiation" which is characterized as an open yet passive stance on the part of the librarian, (3) familiarity, (4) proximity, and (5) gender. He further held that nonverbal behaviors appear to be vital in the users' perceptions of availability and that eye contact was the most frequently mentioned behavior which signaled to the user that the librarian was approachable. According to Weiss (1976 – as cited by Radford, 1998), the librarian who is "tuned in" to the nonverbal messages of both the user, who is rather hesitant, and of themselves, who may appear aloof, can offer more appropriate help. Furthermore, according to Glogoff (1983 as cited by Radford, 1998, p. 700), nonverbal communication can be used by the librarian "to gain and keep the patron's confidence long enough to provide the needed assistance".

The enduring librarian is characterized by dependable, responsible, and sympathetic qualities. She is hard working and intelligent. Berry (2005) noted librarians must be advocates of understanding, free inquiry, finding ways of using and enjoying a new medium or format, a new style of expression, while respecting and continuing to observe the inherited values of the old. Lippincott (2005) averred that the specific role of the library is to teach members of the user community how to access and use information resources efficiently and effectively which applies to librarians who are the primarily responsible for the services.

Generosity, service-orientedness and being accommodating make an engaging librarian. As revealed by the respondents' doodles, librarians are more than just an intelligent mind and distinct character but also an emotional being with a heart for his/her profession and clients. Besides their usual undertaking, librarians integrate songs, rhymes, folktales, stories, and biographies which illustrate the wealth of the world in library collections and programs; and develop numerous programs for educational support and information to young people (Wigg, 1995). Librarians' roles include not only taking care of the physical management of the library but more on the interaction with the library patrons.

3 D's of an Undesirable Librarian (Disappointing, Depressing, and Depriving)

The disappointing librarian is mainly described to be the idle and the irresponsible type. It is unacceptable for children to see a laid-back type of librarian. When service of library personnel is unsatisfactory, Swope and Katzer (1972 – as cited by Radford, 1998) say that many library clients tend not to seek their help. Nonverbal

indicators such as no change in body stance as a user approaches and lack of immediate acknowledgement (Kazlauskas, 1976 – as cited by Radford, 1998) characterize a substandard librarian. Radford (1998) also ascertained that the unavailability of the librarian bothered the users. It was assumed that a librarian had the responsibility of building children's collections that will serve their youth population (Bishop & Orden, 1998). It was frequently observed that librarians were nowhere to be found when needed.

A strict, stern, serious and ill-tempered describe a depressing librarian. Negative nonverbal behavior such as frowning became alarming to the users not to bother the librarian and not to ask questions they think were simple (Radford, 1998). Wigg (1995) affirmed that librarians should be passionate about their service to their clients. Twitching mouth and pacing (Kazlauskas, 1976 –as cited by Radford, 1998) as unconstructive gestures affect the library's important role of giving high quality information service and products used by people seeking to learn (Lippincott, 2005). These actions describe an impatient, uncompromising and moody librarian.

A depriving librarian is distrustful and unaccommodating. Instead of providing educational support and information to young people (Wigg, 1995), this librarian limits the patrons. A hushing librarian contradicts Berry's statement (2005) that librarian must be the advocate of understanding and free inquiry. They describe a librarian as someone who does not allow the use of library facilities. This type of librarian restricts students' opportunity to enrich learning experiences through reading.

Conclusion

This study described two different faces of librarians based on the respondents' doodles. Revealed on this study are the grades four to six pupils' perceptions of a librarian according to their daily interactions with the latter. Two major qualities of a librarian were defined: the desirable librarian and the undesirable librarian. An undesirable librarian limits, if not discourages students' visits to the library. On the other hand, one who is able to encourage enthusiasm in students to make use of the library is perceived to be a desirable librarian.

While this research focused the two different faces of the librarian, it also proposed that cross-sectional research be done, using doodles which proved to be functional in identifying students' perceptions of librarians' performance. Furthermore, this study dwells only the perception of the 50% of the three grade levels in the elementary department of a particular school. Doodling and other figurative images as a tool in a comprehensive research give meaning to what has been observed. With this information in the field of librarianship, there is much room for the enhancement and continuance of high-quality library practice.

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