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Bun-Heads or Bad Girls:

Self-Perception and Stereotypes Among Library Science Students



Abstract

This study compares library school students' self-descriptions with their perceptions of qualities typical of librarians. A list of 180 words describing personal characteristics was distributed to students in the MLIS program at the University of Texas at Austin. Respondents marked those terms they thought applied to themselves and, separately, to a typical librarian. They were also asked to give their age, gender, professional goal, and track within the program, so those results might be compared relative to these differences.

1. Introduction

Library school students appear concerned with stereotypes of the profession. One anecdote in particular makes the case. Each member of the team conducting this study has heard this story several times in conversation, seen it in e-mail, and even encountered references to it in class. The woman who is the purported source as well as the protagonist of this tale chose, for Halloween one year, to come to her library job dressed as her vision of a stereotypical librarian, wearing her hair in a bun, thick stockings, a sweater, and several pairs of reading glasses on chains and strings around her neck. Not only did no one notice that she was in a costume, but, the story goes, she found herself approached by patrons far more frequently and readily.

This anecdote has taken on the character of an urban legend, regardless if it is true or not. This special status suggests that the telling and retelling of this story plays a significant role in library students' professionalization and other types of identity formation and performance.

The members of the team conducting this survey felt a certain weariness regarding this anecdote in particular and the preoccupation with librarian stereotypes in general. At the same time, the fascination was unwillingly and irresistibly present. Would it be possible to discover what stereotypes of librarians were held by future librarians, and to see if these future librarians

perceived themselves as fitting their own preconceptions? With this in mind, our survey took shape.

1.1 Background

This study was prepared for a course in research methods required of all students in the University of Texas at Austin's Graduate School of Library and Information Science. All aspects of the survey and report were created during a five-week session in the summer of 1999. All researchers are also part of the group being studied.

1.2 Outline of Problem and Context

The initial survey concept was to ask library students questions to determine how well they fitted a stereotype developed by the group, for example: "Are your CDs alphabetized? Within each artist, are they then in some sort of additional order?" This was rejected, as it would be difficult to ask other than leading questions. Instead, it was decided to allow the respondents to express their own stereotypes, within a limited but large range of choices. A large number of humorous words were included, for the amusement of the team and as a incentive to respondents, who might otherwise realize they were making 360 choices, not including the demographic questions.

A very large number of surveys were distributed, and a respectable number returned, though the size of the instrument did produce a number of unusable incomplete forms.

The setting, the University of Texas at Austin, is a large and well-regarded library school. It is expected that results obtained here will reflect the field overall, although no attempt was made to identify or compensate for whatever uniquely Texan influences may be present. Additional data collection would be preferable in any new context.

2 Purpose, Definitions, and Assumptions

The purpose of this study is to determine whether or not GSLIS students see themselves as typical librarians. Obviously, this goal requires that we establish the definition of a “typical” librarian. We decided that, instead of coming up with our own definition, we would let the respondents define a typical librarian by selecting from the same terms they were provided when identifying the qualities they felt described themselves. So, when we use the term “typical librarian” in this study, we do not refer to any predefined concept; rather, we mean the definition the respondents developed by taking the survey.

By asking respondents to select the qualities they felt describe them and a typical librarian, we had to make assumptions about the words we provided for respondents to choose from. We assumed that each of the terms we included in the list could potentially describe either a librarian or a GSLIS student. Ideally, the best way to gain an understanding of the qualities people see in themselves or someone else (the typical librarian) would be to let them list their own terms extemporaneously. However, this method would have been inappropriate for our purposes because we would have been unable to control the responses at all, and the responses would have been so varied that we would not have been able to compare our results as we wished.

2.1 Hypothesis

Stated formally, our hypothesis is that GSLIS students’ perceptions of themselves will correspond to the description they develop of a typical librarian.

3 Methods

In designing our survey we compiled a list of 180 adjectives. We came up with a wide assortment of words to choose from. Some of the words chosen are words that are commonly associated with the stereotypical image of librarians, such as “bun-headed”, “bookish”, and

“visually-impaired”. We also chose words at random to give the respondents a degree of flexibility in describing themselves and their image of a typical librarian. Furthermore we included some words that could be considered humorous to give the survey a measure of playfulness. This was done to ensure that the respondents would have fun taking our survey and therefore was more likely to complete and return it to us. We also asked the students to provide information about their gender, age, and degree track.

We administered 250 surveys to students enrolled in GSLIS in the summer semester of 1999. At the end of our surveying period we received a total of 45 completed surveys. After examining them we had to discard 15 because they were incomplete or unusable. This left us with a total sample of 30 students. Our first step was to count the number of times each adjective was selected on each side of the survey. We then divided the responses by gender. We then examined how the subjects responded according to their chosen track.

4 Results

Of the 250 surveys we distributed to GSLIS students, we received 45 back. We used the data from 30 of those 45; 15 of the surveys were answered incorrectly. 18 of the 30 respondents whose surveys we used were women; twelve were men. The top five words GSLIS students used to describe themselves were “intelligent,” “honest,” “sensitive,” “educated,” and “responsible,” respectively. Of those top five words, two, “educated” and “intelligent,” were among the top five words describing the typical librarian, but only three were among the top ten (the third was “responsible”). Of the top five words chosen to describe the typical librarian, “bookish,” “academic,” “educated,” “well-read,” and “intelligent,” respectively, only “intelligent” and “educated” appeared in the top ten self-perception choices.

Women comprised 60% of our respondents and men comprised 40%. Women described the typical librarian more positively than men; the top five words for the typical librarian chosen by women were “bookish,” “academic,” “educated,” “responsible,” and “well-read,” respectively. The top five words among men were “bookish,” “hard-working,” “boring,” “anal-retentive,” and “academic,” respectively. The top three words women used to describe themselves were “honest,” “responsible,” “sensitive,” “educated,” and “kind,” respectively. The top three words among men were “intelligent,” “obsessive,” “progressive,” “witty,” and “bookish,” respectively.

Of the seven youth services students who responded, five were women, and two were men. Sixteen students in the librarian track responded; nine were women and seven were men. Seven respondents belonged to a different category; three were archives students, two were information science students, one was a preservation student, and one was undecided. Due to the small number of responses among each of these groups, we considered their responses under one category labeled “other.”

The top five self-perception words among youth services students were “honest,” “kind,” “responsible,” “understanding,” and “sensitive,” respectively. One of these words appears among the top five chosen by librarian-track students, “intelligent,” “sensitive,” “honest,” “bookish,” and “educated,” respectively. Both youth services students and librarian-track students showed similarities with the self-perceptions of students in the “other” category, who chose “educated,” “intelligent,” “helpful,” “courteous,” and “talented” to describe themselves.

The five words youth services students used to describe the typical librarian were “academic,” “bookish,” “helpful,” “courteous,” and “educated.” The librarian-track students

chose “bookish,” “educated,” “well-read,” “academic,” and “responsible,” respectively. The students from other tracks described the typical librarian as “calm,” “well-read,” “responsible,” “intelligent,” and “courteous,” respectively.

5 Conclusions

At the outset of our social research, our survey team theorized that library students’ perceptions of themselves would correspond to that of their image of the typical librarian. Looking at the results of compiled survey data, percentages of adjectives selected for both self-image and image of the typical librarian lead us to reject our hypothesis. Although certainly there are a good number of similarities between the two lists of adjectives, not even the top five selected traits appear in both lists. To generalize, there is an obvious crossover between self-perception and perception of the typical librarian. However, most library students as a whole perceive themselves as being an exception to what is typical within the profession.

Compiling responses of the 30 survey participants, the top ten personal attributes selected by the sample were as follows: intelligent (70%); honest (70%); sensitive (66.7%); educated (66.7%); responsible (63.3%); kind (63.3%); helpful (60%); courteous (60%); understanding (60%); and worried (53.3%). The corresponding figures for the top ten adjectives chosen to describe the typical librarian include: bookish (83.3%); academic (66.7%); educated (66.7%); well-read (66.7%); intelligent (60%); responsible (60%); organized (56.7%); courteous (53.3%); helpful (50%); anal-retentive (50%); and calm (50%). Interestingly, the top two adjectives students chose to describe the typical librarian, bookish and academic, did not even fall within the top twenty descriptors selected by students to describe themselves.

Along with examining the differences between self-perception and perception of the typical librarian, our survey allowed us an opportunity to compare responses along several

demographic lines, including gender and career track. While women comprise 60 % of survey respondents and men 40%, women provided a much higher number of adjectives selected overall: 66.9% of the “self” responses and 80.5% of stereotypical librarian responses. Possible interpretations for this variation include the speculation that women in the sample may be more observant or sensitive to self-image or the image of the typical librarian or possibly merely more careful and thorough in their response to the survey. Top responses indicate that the women see themselves as honest, responsible and sensitive while men see themselves as intelligent, obsessive, progressive and witty. Women and men do not share even one “top ten” self-perception trait. Further, their perceptions of the typical librarian differ radically, with women listing more positive traits like “academic,” “educated,” “responsible” and “well-read” and men listing “negative” traits such as “boring,” “anal-retentive,” “nerdy,” “neurotic” and “unfashionable.” Both men and women selected “bookish” as the top trait they saw in the typical librarian.

In considering differences in self-perception and perception of the typical librarian across career tracks, divergences are not as apparent as with gender. Youth services librarians were more apt to see themselves as “kind” and “helpful,” selecting these two adjectives most often. The general librarianship track selected “intelligent” and “sensitive” most commonly while Other Tracks all selected “educated” and “intelligent” at 100%. Perceptions of the typical librarian do not vary greatly across tracks with the exception that other tracks were less likely to perceive librarians as “bookish,” a top trait in all other fields.

6 Recommendations

During the survey process, other ideas directly related to our study were discussed for future consideration. First, we administered our survey during the summer semester when much

of the GSLIS population is not attending classes. This poses a problem in respect to getting a representative sample of GSLIS students. In the summer, more non-traditional students matriculate, and many younger students go home for the summer. Thus, the GSLIS is not fully representative of the entire GSLIS population.

Secondly, we thought asking a non-GSLIS sample about attributes of typical librarians. This recommendation could give us a different image of a typical librarian all together. Future groups we could sample could be professional librarians, undergraduates, and the general population at large. We also recommend using an interview approach in determining results. This would allow for a free choice of words for the respondents. It would also allow for emphasizing physical attributes that were omitted by many of our respondents.

A third recommendation would be to target the top adjectives in our survey. This would allow us to refine our survey-constructed image of a typical librarian. In addition, adjectives and their opposites could be placed next to each other on our survey. This would allow us to see how our sample responds to a choice between two opposites.

Further variables we recommend for exploration include age, race, and sexual orientation to separate our sample. By doing this, we could conclude how these variables play a role in determining how these populations characterize a typical librarian, and how close these populations are to their perceptions.

7 Summary

This study compares library school students' self-descriptions with their perceptions of qualities typical of librarians. A list of 180 words describing personal characteristics was distributed to students in the MLIS program at the University of Texas at Austin. Respondents marked those terms they thought applied to themselves and, separately, to a typical librarian.

They were also asked to give their age, gender, professional goal, and track within the program, so those results might be compared relative to these differences. We decided to reject our hypothesis that GSLIS students' perceptions of themselves would correspond to the description they developed of a typical librarian because, while there were a number of similarities between self-perceptions and perceptions of librarians, on the whole the similarities were not very great.

Appendices

Appendix A: Sample – Top Attributes

Our sample group consisted of 30 participants. On average, respondents checked 34.7 attributes when describing themselves, and 25.4 attributes when describing a “stereotypical librarian”. The number in front of the attribute indicates the number of respondents who associated themselves with the attribute. The percentage indicates the percentage of the sample that associates them with the attribute.

SELF

- 21 - intelligent (70%)
- 21 - honest (70%)
- 20 - sensitive (66.7%)
- 20 - educated (66.7%)
- 19 - responsible (63.3%)
- 19 - kind (63.3%)
- 18 - helpful (60%)
- 18 - courteous (60%)
- 18 - understanding (60%)
- 16 - worried (53.3%)
- 15 - talented (50%)
- 15 - hard-working (50%)
- 14 - witty (46.7%)
- 14 - introspective (46.7%)
- 13 - friendly (43.3%)
- 13 - progressive (43.3%)
- 13 - liberal (43.3%)
- 12 - idealistic (40%)
- 12 - obsessive (40%)
- 12 - imaginative (40%)
- 12 - perfectionist (40%)

The number in front of the attribute indicates the number of respondents who associated a typical librarian with the attribute. The percentage indicates the percentage of the sample that associates a typical librarian with the attribute.

LIBRARIAN STEREOTYPE

- 25 - bookish (83.3%)
- 20 - academic (66.7%)
- 20 - educated (66.7%)
- 20 - well-read (66.7%)
- 18 - intelligent (60%)
- 18 - responsible (60%)
- 17 - organized (56.7%)
- 16 - courteous (53.3%)

- 15 - helpful (50%)
- 15 - anal-retentive (50%)
- 15 - calm (50%)
- 13 - hard-working (43.3%)
- 13 - meticulous (43.3%)
- 12 - committed (40%)
- 12 - diligent (40%)
- 12 - exacting (40%)
- 12 - introverted (40%)
- 12 - friendly (40%)
- 12 - normal (40%)
- 12 - understanding (40%)
- 12 - unfashionable (40%)

Appendix B: Women – Top Attributes

18 women responded to our survey. They comprise 60% of our respondents. Women provided us 66.9% of our “self” responses, and 80.5% of our “stereotypical librarian” responses. On average, women noted 38.7 attributes that they saw in themselves, and 34.1 stereotypical librarian attributes.

SELF

- 17 - honest (94.4%)
- 16 - responsible (88.9%)
- 16 - sensitive (88.9%)
- 15 - educated (83.3%)
- 14 - kind (77.8%)
- 14 - understanding (77.8%)
- 13 - courteous (72.2%)
- 13 - hardworking (72.2%)
- 13 - helpful (72.2%)
- 13 - intelligent (72.2%)
- 12 - talented (66.7%)
- 12 - worried (66.7%)
- 10 - nurturing (55.6%)
- 9 - perfectionist (50%)
- 9 - imaginative (50%)
- 9 - idealistic (50%)
- 9 - friendly (50%)

LIBRARIAN STEREOTYPE

- 18 - bookish (100%)
- 16 - academic (88.9%)
- 16 - educated (88.9%)
- 16 - responsible (88.9%)
- 16 - well-read (88.9%)
- 15 - intelligent (83.3%)
- 14 - courteous (77.8%)
- 13 - calm (72.2%)
- 13 - organized (72.2%)
- 12 - helpful (66.7%)
- 11 - committed (61.1%)
- 11 - understanding (61.1%)
- 11 - friendly (61.1%)
- 11 - normal (61.1%)
- 10 - anal-retentive (55.6%)
- 10 - meticulous (55.6%)
- 9 - exacting (50%)
- 9 - introverted (50%)

Appendix C: Men – Top Attributes

12 men responded to our survey. They comprise 40% of our respondents. Men provided us 33.1% of our “self” responses, and 19.5% of our “stereotypical librarian” responses. On average, men noted 28.7 attributes that they saw in themselves, and 12.4 stereotypical librarian attributes.

SELF

8-intelligent (66.7%)
 6-obsessive (50%)
 6-progressive (50%)
 6-witty (50%)
 5-bookish (41.7%)
 5-courteous (41.7%)
 5-educated (41.7%)
 5-helpful (41.7%)
 5-impatient (41.7%)
 5-introspective (41.7%)
 5-introverted (41.7%)
 5-kind (41.7%)
 5-liberal (41.7%)
 5-nervous (41.7%)
 5-rebellious (41.7%)
 5-self-effacing (41.7%)
 5-unusual (41.7%)

LIBRARIAN STEREOTYPE

7-bookish (58.3%)
 5-hard-working (41.7%)
 5-boring (41.7%)
 5-anal-retentive (41.7%)
 4-academic (33%)
 4-educated (33%)
 4-nerdy (33%)
 4-neurotic (33%)
 4-organized (33%)
 4-unfashionable (33%)
 4-well-groomed (33%)

Appendix D: Librarianship Track – Top Attributes

16 students in the librarianship track were surveyed. 7 of the respondents were males and 9 were female. This group comprised 53.3% of our sample.

SELF

10-intelligent (62.5%)
 10-sensitive (62.5%)
 9-honest (56.3%)
 8-bookish (50%)
 8-educated (50%)
 8-helpful (50%)
 8-responsible (50%)
 8-kind (50%)
 8-worried (50%)
 7-introspective (43.8%)
 7-courteous (43.8%)
 7-talented (43.8%)
 7-understanding (43.8%)
 6-friendly (37.5%)
 6-hardworking (37.5%)
 6-lazy (37.5%)
 6-liberal (37.5%)
 6-progressive (37.5%)
 6-talkative (37.5%)
 6-witty (37.5%)
 6-imaginative (37.5%)

LIBRARIAN STEREOTYPE

13- bookish (81.3%)
 10-educated (62.5%)
 8-well-read (50%)
 7-academic (43.8%)
 7-responsible (43.8%)
 7-hardworking (43.8%)
 7-intelligent (43.8%)
 7-organized (43.8%)
 6-unfashionable (37.5%)
 6-anal-retentive (37.5%)
 6-helpful (37.5%)

Appendix E: Youth Services – Top Attributes

7 students in the Learning Resources/Youth Services track responded to our survey. 5 were women, and 2 were men. They comprised 23.3% of our sample.

SELF

7-honest (100%)
 7-kind (100%)
 6-responsible (85.7%)
 6-understanding (85.7%)
 6-sensitive (85.7%)
 5-courteous (71.4%)
 5-educated (71.4%)
 4-committed (57.1%)
 4-hardworking (57.1%)
 4-honest (57.1%)
 4-proud (57.1%)
 4-intelligent (57.1%)
 4-introverted (57.1%)
 4-cranky (57.1%)
 4-helpful (57.1%)

LIBRARIAN STEREOTYPE

7-academic (100%)
 6-bookish (85.7%)
 6-helpful (85.7%)
 5-courteous (71.4%)
 5-educated (71.4%)
 5-committed (71.4%)
 5-intelligent (71.4%)
 5-responsible (71.4%)
 5-meticulous (71.4%)
 5-well-read (57.1%)
 4-hardworking (57.1%)
 4-organized (57.1%)
 4-understanding (57.1%)

Appendix F: Other Tracks - Top Attributes

Due to the small number of responses, GSLIS students in the archives, preservation, and information science have been classified as "Other". There were 7 respondents in this category. The breakdown is 3 archives students, 2 information science students, 1 preservation student, and 1 undecided. This group comprised 23.3% of our respondents.

SELF

7-educated (100%)
 7-intelligent (100%)
 6-helpful (85.7%)
 6-courteous (85.7%)
 6-talented (85.7%)
 5-obsessive (71.4%)
 5-adventurous (71.4%)
 5-cute (71.4%)
 5-easily embarrassed (71.4%)
 5-atypical (71.4%)
 5-emotional (71.4%)
 5-hard-working (71.4%)
 5-honest (71.4%)
 5-liberal (71.4%)
 5-perfectionist (71.4%)
 5-responsible (71.4%)
 5-understanding (71.4%)
 4-ambitious (57.1%)
 4-chatty (57.1%)
 4-flabby (57.1%)
 4-friendly (57.1%)
 4-garrulous (57.1%)
 4-introspective (57.1%)
 4-kind (57.1%)
 4-neat (57.1%)
 4-progressive (57.1%)
 4-sensitive (57.1%)
 4-visually-impaired (57.1%)

LIBRARIAN STEREOTYPE

7-calm
 7-well-read
 6-responsible (85.7%)
 6-intelligent (85.7%)
 6-courteous (85.7%)
 6-witty (85.7%)

6-organized (85.7%)
6-academic (85.7%)
6-bookish (85.7%)
5-anal-retentive (71.4%)
5-educated (71.4%)
5-worried (71.4%)
5-boring (71.4%)
5-conservative (71.4%)
5-normal (71.4%)
5-introverted (71.4%)
4-diligent (57.1%)
4-exacting (57.1%)
4-friendly (57.1%)
4-kind (57.1%)
4-understanding (57.1%)

Appendix G: Raw Data for Total Sample, Women and Men

	self perception	typical librarian	women self perception	women typical	men self perception	men typical
a follower	2	5	2	5	0	0
absent- minded	5	3	3	3	2	0
academic	9	20	6	16	3	4
addictive	5	1	3	1	2	0
admirable	3	7	3	6	0	1
adventurous	9	2	8	2	1	0
aloof	2	3	1	1	1	2
ambitious	10	4	8	4	2	0
amusing	4	3	4	3	0	0
anal-retentive	8	15	6	10	2	5
angry	3	1	2	1	1	0
apathetic	0	3	0	2	0	1
artistic	5	2	4	2	1	0
ass-kissing	1	3	1	1	0	2
assertive	6	4	5	3	1	1
athletic	4	1	2	1	2	0
atypical	8	3	5	3	3	0
avant-garde	5	1	1	1	4	0
awkward	5	5	3	2	2	3
bawdy	1	1	1	1	0	0
bitchy	3	1	2	1	1	0
bookish	11	25	6	18	5	7
bored	2	3	0	3	2	0
boring	2	11	0	6	2	5
brilliant	1	7	0	6	1	1
bun-headed	1	2	1	1	0	1
calm	5	15	5	13	0	2
cautious	3	4	2	4	1	0
celibate	2	3	2	2	0	1
charismatic	4	3	2	3	2	0
chatty	9	3	7	3	2	0
cheap	3	4	1	4	2	0
committed	9	12	8	11	1	1
compulsive	4	1	1	1	3	0
confessional	4	1	2	1	2	0
conservative	6	9	6	7	0	2
contumacious	1	1	0	1	1	0
courageous	2	2	1	2	1	0
courteous	18	16	13	14	5	2
crafty	2	2	1	2	1	0
cranky	9	2	5	1	4	1
creative	9	7	5	6	4	1
cute	6	1	5	1	1	0
daydreamers	7	3	5	2	2	1
didactic	0	4	0	1	0	3
diligent	6	12	5	9	1	3
dilettantish	1	2	1	1	0	1
disheveled	1	6	0	4	1	2
dishonest	2	1	1	1	1	0
earthy	2	1	1	1	1	0
easily	8	0	6	0	2	0
embarrassed						
educated	20	20	15	16	5	4
egotistical	2	2	0	2	2	0
emotional	8	0	5	0	3	0
exacting	3	12	1	9	2	3
exciting	3	1	3	1	0	0
extroverted	7	0	5	0	2	0
finicky	2	4	2	3	0	1
flabby	5	3	4	2	1	1
flaky	2	2	0	2	2	0

flexible	8	7	8	6	0	1
flighty	0	1	0	1	0	0
foolish	2	1	2	1	0	0
friendly	13	12	9	11	4	1
frustrated	5	4	3	4	2	0
fun	7	2	6	2	1	0
garrulous	4	2	4	2	0	0
gaudy	1	1	0	1	1	0
glutinous	1	1	0	1	1	0
gossipy	5	3	4	2	1	1
grouchy	4	2	3	2	1	0
gullible	4	1	2	1	2	0
hair	4	1	2	1	2	0
handsome	2	1	0	1	2	0
handy	0	4	0	4	0	0
happy	5	2	5	2	0	0
happy-go-lucky	2	1	0	1	2	0
hard-assed	0	2	0	2	0	0
hardworking	15	13	13	8	2	5
haughty	2	2	0	2	2	0
helpful	18	15	13	12	5	3
high-	3	3	2	1	1	2
maintenance						
honest	21	7	17	6	4	1
idealistic	12	6	9	6	3	0
ill-tempered	0	2	0	2	0	0
imaginative	12	4	9	3	3	1
immature	5	2	3	1	2	1
impatient	10	2	5	2	5	0
impulsive	10	1	6	1	4	0
inactive	1	4	1	3	0	1
intelligent	21	18	13	15	8	3
introspective	14	9	9	7	5	2
introverted	11	12	6	9	5	3
inventive	3	2	2	2	1	0
kind	19	8	14	8	5	0
lame	2	1	0	1	2	0
lazy	9	1	6	1	3	0
liberal	13	1	8	0	5	1
libidinous	5	1	3	1	2	0
lustful	5	1	3	1	2	0
mellow	5	2	2	2	3	0
meticulous	9	13	7	10	2	3
modest	3	7	2	6	1	1
moody	10	1	6	1	4	0
morose	3	1	0	1	3	0
neat	6	6	5	5	1	1
nerdy	1	8	0	4	1	4
nervous	11	2	6	1	5	1
neurotic	7	5	3	1	4	4
normal	4	12	4	11	0	1
nurturing	11	4	10	2	1	2
obnoxious	2	1	2	1	0	0
obsessive	12	3	6	3	6	0
obstinate	2	1	2	1	0	0
ordinary	3	3	3	3	0	0
organized	8	17	7	13	1	4
original	8	1	7	1	1	0
pale	9	4	8	3	1	1
passive-aggressive	9	2	6	2	3	0
patient	7	6	7	5	0	1
patronizing	1	3	0	3	1	0
perfectionist	12	8	9	6	3	2
pious	1	3	0	3	1	0
poor	8	5	5	3	3	2
pouty	1	1	0	1	1	0
pragmatic	8	7	4	7	4	0
pretentious	2	2	0	1	2	1

progressive	13	6	7	5	6	1
promiscuous	1	1	0	1	1	0
proud	10	4	6	3	4	1
provocative	3	2	2	2	1	0
rash	5	1	3	1	2	0
reactionary	3	2	1	1	2	1
rebellious	8	1	3	1	5	0
religious	7	1	7	1	0	0
responsible	19	18	16	16	3	2
reticent	2	3	1	3	1	0
rich	2	1	2	1	0	0
satanic	1	2	0	2	1	0
scrawny	2	1	0	1	2	0
sedentary	8	5	4	4	4	1
self-effacing	8	1	3	1	5	0
selfish	7	1	4	1	3	0
sensitive	20	5	16	3	4	2
sensual	5	1	2	1	3	0
short	7	3	7	2	0	1
slovenly	2	2	0	1	2	1
sluggish	1	2	0	2	1	0
slutty	2	1	0	1	2	0
snide	2	2	1	2	1	0
snooty	3	1	1	1	2	0
spendthrift	2	2	2	1	0	1
spoiled	5	1	3	1	2	0
staid	1	3	1	3	0	0
status quo	0	3	0	3	0	0
stoic	5	2	3	2	2	0
studious	5	7	5	5	0	2
supercilious	0	1	0	1	0	0
superfluous	0	2	0	2	0	0
superstitious	5	0	3	0	2	0
surly	2	1	0	1	2	0
sweet	7	4	7	4	0	0
talented	15	4	12	4	3	0
talkative	9	2	6	2	3	0
tall	4	1	1	1	3	0
ugly	1	4	0	2	1	2
uncooperative	2	2	0	2	2	0
understanding	18	12	14	11	4	1
unfashionable	7	12	5	8	2	4
unhygienic	2	2	0	1	2	1
unusual	9	2	4	1	5	1
venal	0	1	0	1	0	0
visually impaired	9	5	6	3	3	2
vivacious	3	1	2	1	1	0
weak	2	1	0	1	2	0
well-adjusted	8	4	7	4	1	0
well-groomed	8	2	6	2	2	0
well-read	11	20	7	16	4	4
witty	14	6	8	5	6	1
worried	16	3	12	1	4	2
SUM	1042	763	698	616	344	149

Appendix H: Raw Data of the GSLIS Curriculum Tracks

	Youth – Self Perception	Youth- Typical Librarian	Librarianship Self Perception	Librarianship Typical Librarian	Other-Self Perception	Other- Typical Librarian
a follower	2	0	0	2	0	3
absent- minded	0	0	2	1	3	2
academic	1	7	5	7	3	6
addictive	2	0	2	0	1	1
admirable	1	2	0	3	2	2
adventurous	1	1	3	0	5	1
aloof	0	0	0	1	2	2
ambitious	1	0	5	1	4	3
amusing	0	0	3	1	1	2
anal-retentive	2	4	3	6	3	5
angry	0	0	3	0	0	1
apathetic	0	0	0	1	0	2
artistic	1	0	2	1	2	1
ass-kissing	0	0	0	2	1	1
assertive	1	0	3	2	2	2
athletic	2	0	0	0	2	1
atypical	0	0	3	2	5	1
avant-garde	1	0	2	0	2	1
awkward	1	1	3	2	1	2
bawdy	0	0	0	0	1	1
bitchy	0	0	0	0	3	1
bookish	1	6	8	13	2	6
bored	0	0	2	1	0	2
boring	0	1	2	5	0	5
brilliant	0	1	0	4	1	2
bun-headed	0	1	0	0	1	1
calm	1	3	3	5	1	7
cautious	1	0	0	2	2	2
celibate	1	0	0	2	1	1
charismatic	0	0	3	1	1	2
chatty	1	0	4	2	4	1
cheap	0	0	0	2	3	2
committed	4	5	2	4	3	3
compulsive	1	0	0	0	3	1
confessional	0	0	3	0	1	1
conservative	2	1	2	3	2	5
contumacious	0	0	0	0	1	1
courageous	0	0	0	1	2	1
courteous	5	6	7	4	6	6
crafty	0	0	0	1	2	1
cranky	4	0	3	1	2	1
creative	2	3	4	4	3	0
cute	1	0	0	0	5	1
daydreamers	2	0	3	0	2	3
didactic	0	1	0	2	0	1
diligent	3	3	0	5	3	4
dilettantish	0	0	0	1	1	1
disheveled	0	1	0	3	1	2
dishonest	0	0	0	0	2	1
earthy	0	0	0	0	2	1
easily	3	0	0	0	5	0
embarrassed						
educated	5	5	8	10	7	5
egotistical	0	0	0	1	2	1
emotional	3	0	0	0	5	0
exacting	1	3	0	5	2	4
exciting	0	0	0	0	3	1
extroverted	1	0	4	0	2	0
finicky	0	0	0	1	2	3
flabby	1	1	0	0	4	2
flaky	0	0	0	1	2	1

flexible	2	2	5	4	1	1
flighty	0	0	0	0	0	1
foolish	0	0	0	0	2	1
friendly	3	3	6	5	4	4
frustrated	0	0	4	1	1	3
fun	2	0	3	1	2	1
garrulous	0	0	0	1	4	1
gaudy	0	0	0	0	1	1
glutinous	0	0	0	0	1	1
gossipy	2	0	0	2	3	1
grouchy	0	0	2	1	2	1
gullible	0	0	2	0	2	1
hair	1	0	0	0	3	1
handsome	0	0	0	0	2	1
handy	0	1	0	1	0	2
happy	1	0	3	1	1	1
happy-go-lucky	0	0	0	0	2	1
hard-assed	0	0	0	1	0	1
hardworking	4	4	6	7	5	2
haughty	0	0	0	0	2	2
helpful	4	6	8	6	6	3
high-maintenance	0	0	0	2	3	1
honest	7	2	9	4	5	1
idealistic	4	0	5	4	3	2
ill-tempered	0	0	0	0	0	2
imaginative	3	0	6	2	3	2
immature	1	0	2	1	2	1
impatient	2	1	5	0	3	1
impulsive	3	0	5	0	2	1
inactive	0	0	0	1	1	3
intelligent	4	5	10	7	7	6
introspective	3	3	7	3	4	3
introverted	4	2	4	5	3	5
inventive	1	0	0	1	2	1
kind	7	2	8	2	4	4
lame	0	0	0	0	2	1
lazy	1	0	6	0	2	1
liberal	2	0	6	1	5	0
libidinous	2	0	1	0	2	1
lustful	2	0	0	0	3	1
mellow	1	0	2	1	2	1
meticulous	3	5	3	5	3	3
modest	0	2	0	3	3	2
moody	2	0	5	0	3	1
morose	0	0	0	0	3	1
neat	3	0	0	4	3	2
nerdy	0	1	0	5	1	2
nervous	3	0	5	1	3	1
neurotic	1	1	3	2	3	2
normal	2	2	2	5	0	5
nurturing	3	1	5	2	3	1
obnoxious	0	0	0	0	2	1
obsessive	3	0	4	1	5	2
obstinate	0	0	0	0	2	1
ordinary	1	0	2	1	0	2
organized	3	4	2	7	3	6
original	1	0	4	0	3	1
pale	2	1	4	1	3	2
passive-aggressive	1	0	5	0	3	2
patient	3	1	3	3	1	2
patronizing	0	0	0	1	1	2
perfectionist	2	1	5	5	5	2
pious	0	0	0	1	1	2
poor	3	2	3	2	2	1
pouty	0	0	0	0	1	1
pragmatic	3	0	2	5	3	2
pretentious	0	1	0	0	2	1

progressive	3	1	6	3	4	2
promiscuous	1	0	0	0	0	1
proud	4	1	3	2	3	1
provocative	0	0	0	1	3	1
rash	1	0	2	0	2	1
reactionary	0	0	0	1	3	1
rebellious	1	0	4	0	3	1
religious	2	0	3	0	2	1
responsible	6	5	8	7	5	6
reticent	0	0	0	0	2	3
rich	0	0	0	0	2	1
satanic	0	0	0	0	1	2
scrawny	0	0	2	0	0	1
sedentary	0	1	5	2	3	2
self-effacing	2	0	3	0	3	1
selfish	0	0	4	0	3	1
sensitive	6	1	10	1	4	3
sensual	1	0	3	0	1	1
short	2	0	2	1	3	2
slovenly	0	0	0	0	2	2
sluggish	0	0	0	0	1	2
slutty	1	0	0	0	1	1
snide	0	0	2	0	0	2
snooty	0	0	0	0	3	1
spendthrift	0	2	0	0	2	0
spoiled	0	0	3	0	2	1
staid	0	0	0	2	1	1
status quo	0	0	0	2	0	1
stoic	1	0	2	1	2	1
studious	0	1	4	5	1	1
supercilious	0	0	0	0	0	1
superfluous	0	0	0	0	0	2
superstitious	1	0	1	0	3	0
surly	0	0	0	0	2	1
sweet	3	0	3	4	1	0
talented	2	0	7	2	6	2
talkative	1	0	6	0	2	2
tall	2	0	0	0	2	1
ugly	0	1	0	1	1	2
uncooperative	0	0	0	0	2	2
understanding	6	4	7	4	5	4
unfashionable	1	3	3	6	3	3
unhygienic	0	0	0	1	2	1
unusual	3	0	4	1	2	1
venal	0	0	0	0	0	1
visually impaired	1	1	4	3	4	1
vivacious	1	0	0	0	2	1
weak	0	0	0	0	2	1
well-adjusted	3	1	3	1	2	2
well-groomed	2	0	3	0	3	2
well-read	3	5	5	8	3	7
witty	2	0	6	4	6	2
worried	3	1	8	0	5	2
SUM	229	137	395	298	418	328

Appendix I: Top 5 Terms by Respondent Category

Self-Representations

	All	Men	Women	Librarians	Youth	Other
1	intelligent	intelligent	honest	intelligent	honest	educated
2	honest*	obsessive	responsible	sensitive*	kind*	intelligent*
3	sensitive	progressive*	sensitive*	honest	responsible	helpful
4	educated*	witty*	educated	bookish	understanding*	courteous*
5	responsible, kind	bookish, courteous, 11 others.	kind, understanding	educated, helpful, kind, responsible	sensitive*	talented*

Librarian Stereotypes

	All	Men	Women	Librarians	Youth	Other
1	bookish	bookish	bookish	bookish	academic	calm
2	academic	hard-working	academic	educated	bookish	well-read*
3	well-read*	boring*	educated*	well-read	helpful*	responsible
4	intelligent	anal-retentive*	responsible*	academic*	courteous	intelligent*
5	responsible*	academic, educated, nerdy, neurotic, organized, unfashionable, well-groomed	well-read*	responsible, intelligent, organized, hardworking*	educated, committed, intelligent, responsible, meticulous, well-read*	courteous, witty, organized, academic, bookish*

* item is tied with that above it

Appendix J: Sample Questionnaire

Dear LIS student,

Please take the time to fill out our survey for this Summer's Research class. We hope you will find it amusing. Some of our results will be posted to the GLISSA list. Rest assured that this survey is completely anonymous and no attempt will be made to identify respondents.

Deposit this form in Stephanie Dauphin's GSLIS mailbox. Thank you for helping. We really do appreciate it.

Yours,

Stephanie Dauphin, Dean Hendrix, Pedro Moreno, Jeff Schwartz, and Stacy Short

Please mark whichever of the following words you think are good descriptions of yourself. You may choose as many as you want:

worried	sensitive	nervous	gullible	conservative
witty	selfish	nerdy	grouchy	confessional
well-read	self-effacing	neat	gossipy	compulsive
well-groomed	sedentary	morose	glutinous	committed
well-adjusted	scrawny	moody	gaudy	cheap
weak	satanic	modest	garrulous	chatty
vivacious	rich	meticulous	fun	charismatic
visually-impaired	reticent	mellow	frustrated	celibate
venal	responsible	lustful	friendly	cautious
unusual	religious	libidinous	foolish	calm
unhygienic	rebellious	liberal	flighty	bun-headed
unfashionable	reactionary	lazy	flexible	brilliant
understanding	rash	lame	flaky	boring
uncooperative	provocative	kind	flabby	bored
ugly	proud	inventive	finicky	bookish
tall	promiscuous	introverted	extroverted	bitchy
talkative	progressive	introspective	exciting	bawdy
talented	pretentious	intelligent	exacting	awkward
sweet	pragmatic	inactive	emotional	avant-garde
surly	pouty	impulsive	egotistical	atypical
superstitious	poor	impatient	educated	athletic
superfluous	pious	immature	easily-embarrassed	assertive
supercilious	perfectionist	imaginative	embarrassed	ass-kissing
studious	patronizing	ill-tempered	earthy	artistic
stoic	patient	idealistic	dishonest	apathetic
status quo	passive-aggressive	honest	disheveled	angry
staid	aggressive	high-maintenance	dilettantish	anal-retentive
spoiled	pale	helpful	diligent	amusing
spend-thrift	original	haughty	didactic	ambitious
snooty	organized	hardworking	daydreamers	aloof
snide	ordinary	hard-arsed	cute	adventurous
slutty	obstinate	happy-go-lucky	creative	admirable
sluggish	obsessive	happy	cranky	addictive
slovenly	obnoxious	handy	crafty	academic
short	nurturing	handsome	courteous	absent minded
sensual	normal	handsome	courageous	a follower
	neurotic	hairy	contumacious	

Now please tell us a little about yourself. Remember that this information is confidential and will not be used to identify you personally, but only for demographic analysis of our results.

Your age: ____ Your original biological gender: M or F

Your professional goal: _____

Your path within the LIS program: _____

How many LIS course have you completed? _____

Finally, please mark which of the following words you think describe the typical librarian.

Again, you may choose as many as you want.

a follower	courteous	happy	obsessive	slutty
absent-minded	crafty	happy-go-lucky	obstinate	snide
academic	cranky	hard-assed	ordinary	snooty
addictive	creative	hardworking	organized	spend-thrift
admirable	cute	haughty	original	spoiled
adventurous	daydreamers	helpful	pale	staid
aloof	didactic	high-	passive-	staid
ambitious	diligent	maintenance	aggressive	status quo
amusing	dilettantish	honest	patient	stoic
anal-retentive	disheveled	idealistic	patronizing	studious
angry	dishonest	ill-tempered	perfectionist	supercilious
apathetic	earthy	imaginative	pious	superfluous
artistic	easily-	immature	poor	superstitious
ass-kissing	embarrassed	impatient	pouty	surly
assertive	educated	impulsive	pragmatic	sweet
athletic	egotistical	inactive	pretentious	talented
atypical	emotional	intelligent	progressive	talkative
avant-garde	exacting	introspective	promiscuous	tall
awkward	exciting	introverted	proud	ugly
bawdy	extroverted	inventive	provocative	uncooperative
bitchy	finicky	kind	rash	understanding
bookish	flabby	lame	reactionary	unfashionable
bored	flaky	lazy	rebellious	unhygienic
boring	flexible	liberal	religious	unusual
brilliant	flighty	libidinous	religious	venal
bun-headed	foolish	lustful	responsible	visually
calm	friendly	mellow	reticent	impaired
cautious	frustrated	meticulous	rich	vivacious
celibate	fun	modest	satanic	weak
charismatic	garrulous	moody	scrawny	well-adjusted
chatty	gaudy	morose	sedentary	well-groomed
cheap	glutinous	neat	self-effacing	well-read
committed	gossipy	nerdy	selfish	witty
compulsive	grouchy	nervous	sensitive	worried
confessional	gullible	neurotic	sensual	
conservative	hairy	normal	short	
contumacious	handsome	nurturing	slovenly	
courageous	handy	obnoxious	sluggish	

