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Interviewee: Children's librarian

Interviewer: Okay. Before we start, I'd like to ask you to describe your work, here, as a librarian.

Interviewee: Okay. Yeah. I'm the children's librarian of the [name removed] Library. I've been a children's librarian with the Free Library for almost 16 years. There was two years where I was the adult and teen librarian at a location. Otherwise, I've been doing the children's librarian work, and also manage the branch. Yeah. At every Free Library, there's two librarians. One adult/teen, and one children's, and then one of those librarians is the manager, so that would be what my position is.

Interviewee: Yeah. My main duties are to oversee the children's collection, which consists of print materials, audio/visual materials, magazines, mainly what is in the library itself. I periodically have to order new materials, and weed old materials, and we do a used collection HQ, which is a program that helps us manage the collection in a directed way. It can analyze things like a book that has circulated more than 40 times. I might have to check that book to see if it's falling apart, and I can buy either a replacement, or I have a book transfer from another library that might do better here. It's a cool program.

Interviewer: Oh, that's great. I didn't know that.

Interviewee: That's something the library didn't have 15 years ago, when I first started, but it's something that we've brought on.

Interviewer: That's great.

Interviewee: Just helping parents and children find books [inaudible 00:02:03] for their

children or videos for their children. For example, this time of year, summer,

we're moving into summer reading where schools require a book to be read for

the summer. So they come in, looking for a book by name, and if we have it, they

can check it out. If we don't have it, but another library does have it in the

Philadelphia system, they could put a hold on the book, or movie, or whatever,

and it'd be transferred here on their card through our delivery system. That's a

lot of what I do, hour to hour, with patrons.

Interviewee: There's a lot of things I do as manager, like upkeep of the building, and staffing,

and time sheets, and things like that, but as far as the children's librarian side of

the work, it's just getting materials into the hands of children and patrons. As

pertaining to this study, we do have public computers in the library.

Interviewer: Yes. I noticed that. Is there a children's computer? [crosstalk 00:03:07]

Interviewee: Yep.

Interviewer: Okay.

Interviewee: I'll tell you what computers are available, and what kind they are, and most

branch libraries have similar numbers of computers. Ours, we have eight public

computers on the adult side of the library, but children and adults can use them,

and what they do is, they sign up with their library card at a scanning station,

and it assigns them one of the computers, and then they're on a 30 minute timer

on the computer for that amount of time. If it's slow, and no one signs up after

them, then it'll give them two 15 minute extensions. Any patron get up to an hour on the computer, at least 30 minutes and up to an hour, and our computers have, of course, internet access using Internet Explorer or Chrome already loaded on there. Also, Microsoft Office is loaded on there.

Interviewee: Those are the main programs that are preloaded, but patrons mainly either have to apply for jobs, so they go to job sites, or they have to update their resume, which they can use Word as part of that. The computers do support saving to a flash drive. That's a lot of what the adult patrons do here, and need up help, is navigating the internet, and applying for jobs, and making sure they're hitting all the right buttons, and filling things in, or helping them with their email, setting up email. Most of the time children, though ... and your study is focused on 5 to 11, right?

Interviewer: Mm-hmm (affirmative).

Interviewee: Most of them already have an email. If they do, they already have it and are using it. No one usually requests to sign up for an email if they're a child, but most of the time the children that I see in the afterschool program, that come in after school ... We do have an afterschool program Monday through Thursday, from 3:00 PM to 5:30 PM-6:00 PM. We get a lot of children. Maybe 25 in a course of an afternoon. 25. Maybe up to 30. Maybe at one time, there might be 15 in here, but they come and go, and then by 5:30 PM-6:00 PM, most of the kids have gone home for the day. Either we close at 6:00 PM, or if we're open until 8:00, it's pretty slow past 6:00 PM as far as children being in the library.

Interviewee: A lot of times they'll do their homework, and maybe do a program with the afterschool program, play games, or do whatever they have, and then they'll get on the computer. Most of the time, they just play games on the computer. Some of them do, do their homework on the computer, some of the older elementary kids. They may need help from me, or one of the afterschool staff, on how to format something in Word, how to send it to the printer, how to attach it to an email, but most children do know how to do that on their own, so that's actually something that ... We just help them get on the computer, and then they take it from there.

Interviewee: As far as using the computers in the library, that's mainly just giving them access. We do have one preschool computer that doesn't hook up to the internet. It's in the children's room. I don't know if you saw it there.

Interviewer: Yeah.

Interviewee: That just has preloaded preschool games on it.

Interviewer: Preschool games.

Interviewee: Some of them are just how to ... I know there's a Dora The Explorer game where you're just getting Dora to jump on platforms and get to a goal, so that's very arcade-like, but other ones are color recognition, letter recognition, using games to learn. Yeah. They're all geared for preschool age. I would say five and younger. With that computer, you don't need a library card to get on there. They could just get on there and take turns. I might have to show them, if they're new to how to navigate the desktop, and what kind of games are on there, and I just try

to find a game that they're interested in, and then they just take it from there. Yeah. I'm trying to think of anything else. That's mainly what I'll do, day to day.

Interviewer: That's very comprehensive. Yeah.

Interviewee: Adult, and patrons, and children, and then, as a child's librarian, I interact with the afterschool staff on supporting their needs, what they need to do, but it's mainly just, kids come in, they need a certain book for school. The other thing I'll do is, I'll do outreach to do a story program at a daycare, or a preschool, or even grade school. I even had a fifth grade class coming in here, to this meeting room, and I was doing a chapter book, one or two chapters a month, and they would come on a monthly basis.

Interviewer: That's great!

Interviewee: Exposing them to books and then, if they come to the library as a class, we try to get them library cards, and then they check out things as a class, read them in the class, and then bring them back on the following month. If I go out to a preschool, I'll take library card applications to send home for parents to send up their preschoolers for library cards. Yeah. That's just my outreach part of my job is, going to schools and preschools, going there, or having them come here. The advantage of having a class come here is, then the children can check out books on their own cards if they have them, and they get familiar with where the library is, and what you get at the library.

Interviewer: That's very cool.

Interviewee: I always do outreach to the local schools in the area, right before summer reading, to talk about what we do for summer reading, which is a lot of prizes given away for kids reading during the summer, and I also talk about the afterschool program, if they don't know about that, so that they know for next year, to come to that, and I always bring library materials to show off, so they can see what they get for free at the library. That's just another big promotional time of year, is May, where I'm going out to, whether it's private or public schools, in my three mile radius, to just expose kids to what we're doing here in the summer, and I try to give an overview of, really, the whole year, and what they can do with their library card.

Interviewee: I would say that's a lot of what children's librarians do. It's pushing library cards for kids, and borrowing materials, and just reading. We have movies now. That's fine. They can come and check those things out, too, but ... Check out a movie, but also check out books, too! Check out a bunch of different things.

Interviewer: Yes. That's great.

Interviewee: Sometimes ... Do you want to know anything about what adults need help with when it comes to computers or smartphones? Mainly 5 to 11, that's what you're targeting.

Interviewer: Yes.

Interviewee: Okay.

Interviewer: Actually, we are interested in the parents of children.

Interviewee: Parents. Okay. Now if I think, just focused on when parents come in ...

Interviewer: Mm-hmm (affirmative). With their children.

Interviewee: What are they asking about?

Interviewer: Or without their children, about their children's media use.

Interviewee: Media use. Okay. I could say some things that they don't come in and ask, and being a parent, just things I know my child growing up ... She's 13 now. Just some things that I would provide for her as a parent when it came to use a computer, or an iPhone, or a phone. Personally, as a parent, I guess [inaudible 00:11:30] as a parent, although my daughter is 13 now, but I could just talk about what I did with her when she was 5 to 11.

Interviewee: She didn't have her own computer, but she has a computer now. I think at age 12, we provided a computer for her to use, but we don't have her using her own email. We feel like, even at 13, she doesn't need an email yet, or a Facebook account. She doesn't have a phone yet, but she could use one of our phones if she needs to use the phone. Right now, she has a Fire. What is that? Kindle Fire.

Interviewer: Kindle Fire.

Interviewee: Yeah. She does have that, but she only got that at age 12. So I feel like, from age 5 to 11, I didn't want her too much engrossed into media, just as me and my wife were pretty much in agreement on that, and we're even saying now that she's 13, and she has some devices, and her own computer, that she'd not stay on those too long. I'm even trying to get her to learn how to type on the computer, just as something for her to learn because it's something she needs to learn how

to do. But yeah, even when she was 5 to 11, we wouldn't let her be on the computer too long, or on the TV too long. Is TV part of it, too?

Interviewer: Yeah. TV is definitely part of it.

Interviewee: Because that's a screen.

Interviewer: Yeah.

Interviewee: Yeah. We don't want her to be on the TV too long. We want her playing with her toys, and interacting with us, too. We could take her to the playground. We try to do varied activities, so she wasn't just sitting in front of a TV, or sitting in front of a computer, and she would just use one of our computers when she was younger. So I think about parents coming in, they will just check out videos. Sometimes they'll ask for a video. That'll be something they're gonna watch at home on their TV. They'll ask for those things, sometimes specifically, and if we don't have it, I can get a hold on a thing, but most of the time, parents are browsing with their children where the video racks are, and they just grab what they want, and they'll always ask me for help, or even recommendations.

Interviewee: Our DVDs are separated into entertainment and instructional, or videos based on literature. Most parents, I don't even see them browsing that section, the information section, which could be videos about animals, or videos about how to do math. We have some of those kinds of videos, but those don't get as many checkouts as the entertainment ones. Borrowing habits is mainly just the fun movies that parents are checking out. I think teachers will come in, and check out the stuff for their classroom if they have a TV in the classroom, and a video

player, maybe some of the instructional stuff, and I'll use some of the instructional videos if I do a program.

Interviewee: Last summer, I did a program where I did stories, and then there was a video based on that book, that almost put the book to video, and I would read the book, and then we would watch the video based on the book, and then I would have the parents compare. I found those videos to ... I can even show you, just as an example, when we go up, what I mean, because I feel like it's worthwhile, and whenever parents are attending the program with their preschool children, that reading the book, and then reinforcing the book with a video, that reinforces the text of the book, and it gives a visual version of the book that they just read. I think both things are good because children can be auditory, and visual learners, as well as just abstract learners by reading print and looking at illustrations.

Interviewee: I think doing both, there's a benefit than just watching the video, or just even reading the book. It's like you're using all the senses with ... Yeah. This one series that does a good job of taking a picture book and animating it in just a 5 to 10 minute little video. I was actually doing that as a program to expose parents to it, and then the parents would check some of those videos out because I exposed them to it, but otherwise they're not really checking those things out.

Interviewer: That's definitely some kind of media that you are providing through the program.

Interviewee: Yeah, so I'm just kind of putting it out there, and then encouraging parents to check those things out for their children that had just come to a program, and we just experienced it here in the library, but they can do the exact same thing at

home. Check out the book, and the video that goes with it, and then do the same thing at home. Yeah. I think that's the main reason we do preschool story programs, where we invite parents to them, so that they can read with their children in the same way at home, and do fun things with the book. All right, so that's just parents coming in, and how they borrow videos, and how they interact with me when it comes to borrowing videos.

Interviewer: Do they ask any questions about media use?

Interviewee: They don't come and ask, "What are the best websites for research?" Sometimes I will help a parent, who is helping their child on the computer, doing a research project where they've gotta find pictures, and print them out, and type out information on Martin Luther King Jr. I mean, if they're doing a project on Martin Luther King Jr., I'll get them a book that they can use as a print source, and then they'll go on the computer, and get information off of the computer, off a website, and then they've gotta get pictures off of the website, or they could photocopy a picture out of the book, because we do have a photocopy machine.

Interviewee: A lot of times, they'll just ... and I'll show them how to cut and paste a picture to a Word document, and how to cut and paste from the internet over, but they're usually not as concerned about, "Well how do I site this that I took off the internet?" They're not as ... Whatever the teacher is requiring. If a teacher requires a citation, then they'll include a citation, like what website they grabbed this information off of, or just put something at the end, where they got the information, otherwise it's a lot of ... I almost feel like there's a lot of plagiarizing

going on, possible plagiarizing, but the parents, and sometimes the kids, don't know how to cut and paste a picture, or information from the internet, into a Word document, or they'll just type, type out of the book, information that they need to report on.

Interviewee: That's, I guess, interaction with helping them on the computer with a project they have to do for school, and a lot of times the parent, they are helping their children. Sometimes it's the children doing it directly, but a lot of children don't know how to type, so the parent is trying to help them with the typing part, and sometimes I see parents doing, I think, most of the work. The child is sitting with them, but it's mostly watching their parent do the work, which is, I think, the parent is going the easy road of, well, "It's gonna take my child three times as long to do it than if I did it," and so they're sort of, maybe, showing them how to do it, but they're mainly doing most of the project. Maybe getting some input from the child. There is that. That will go on at the library, parents helping their children with homework, and they do fall in this early elementary range to ... I guess 11 would be around 5th grade?

Interviewer: Yeah.

Interviewee: Yeah. A lot of our afterschool kids do fall in that range. I'll find if they're 12 and older, the child is usually working on their own, and I might just have to show them how to cut and paste initially, and then once they know how to do it, then they can do it on their own, and then there's a system on sending their job to the printer, and they have to pay for it, a quarter a page. Sometimes we have to

show adults and children how to print. Usually their parents will send them to the library with enough money to print out stuff.

Interviewee: At this point, we've been having the same kind of system of quarter for print jobs, and things like that, where everyone knows that's what they need to be prepared for when they come to the library, and the afterschool staff will help kids, in addition to me, and the adult team [inaudible 00:20:55] will help whoever needs help on the computer. There's a lot of supports they have the help. Patrons and children on the computer, while they're here at the library. But yeah, I'm not asked for what are safe websites, or how do I keep my child, at home, safe on the internet, or things like how to put parental guards on my cable for my children, so they don't accidentally get something off of pay per view, or on demand. I don't think it's called pay per view anymore. On demand, off the cable, or whatever, because children could just be hitting buttons and, if their parents aren't watching, they could wind up buying something off of the ... but not [inaudible 00:21:47] any of that kind of stuff.

Interviewee: I tend to wonder if ... People could come to the library and ask for any kind of reference help, and it could be even for things like how to use cable at home with my children, or how to use the internet safely. What's the best internet pirate protection? Not pirate. Virus protection software. [crosstalk 00:22:22] virus protection. Yeah [inaudible 00:22:27] ask any of that, and I kind of know, personally, free downloadable virus protection software that you could

download, and if your child is going on bad websites, it'll actually send alerts. You can set it up a certain way.

Interviewee: There are things I could offer, but if the parents aren't really thinking to ask those things, or maybe they just are not aware of how dangerous the internet can be with viruses, and things like that, so those are just some things that parents could talk to me about, but that they don't when it comes to their children on the computer, or on a device, devices. Sometimes kids will come in with devices, and they just want to know how to connect to the wifi.

Interviewee: Libraries do have wifi, and then you can connect any device to our wifi with your library card. You just need to know your library code number, and your pin number on your card, because you'll connect to our signal, and then when you bring up your browser, you need to be authenticated, and then it'll just ask for your card number, and pin number, and then you're authenticated, and can use the internet on your phone or iPad. Unlimited while you're in the library.

Interviewer: Yeah. I do have a library card.

Interviewee: Yeah. Say if you have an iPhone or something, you can connect to our wifi for free. The wifi down here is right there. There's a similar box upstairs. Yeah. As long as you're within 100 feet, or something, of the wifi signal, you can pick that up.

Interviewer: That's great.

Interviewee: Yeah. It's nice for ... I think what it does, it frees up ... Before we had wifi, everyone had to get on the computer to use the internet, but now a lot of

people have devices that use the internet, and if they have a 4G network, they can use the library's signal, and then that puts less demand on the eight library computers we have that connect to the internet.

Interviewer: That's great. Do children between age 5 to 11, they ...

Interviewee: Yeah. I'd say the older, maybe ...

Interviewer: They come with their own devices.

Interviewee: Yeah, their own devices. Maybe seven on up.

Interviewer: Okay.

Interviewee: Most teens, I think, have them. By 12, they're carrying their own device around, but I see a lot of kids, I would say, in maybe 7, 8, through 11, mainly have devices and phones. Mainly like an iPhone that they'll use the internet on, and so usually they'll have their headphones on, or [inaudible 00:25:22] watching a movie, they're connected through the wifi, or texting, or whatever, so there's a lot of things that I see kids doing on their device, and we just lifted the rule that you can't talk on the phone. We used to have a rule that, at the library, you can't talk on the phone in the building, but now you can have a short conversation as long as you're talking low. This is another way patrons can use their phone in the library, as long as it's not being distracting to other people.

Interviewer: Yeah. That's really good. I wanted to ask about your opinion. As a children's librarian for a long time, do you see any opportunities in providing future programs about children's media use.

Interviewee: For parents to attend?

Interviewer: For parents. Yes.

Interviewee: So the program with the, how to help your children on the computer, on their devices, I guess using [inaudible 00:26:37] I guess maybe those areas.

Interviewer: Do you see any opportunities?

Interviewee: I would who would attend. I almost wonder, if we put it out there, would people attend? Would they see it as a need? I've been thinking I'm not getting asked because I guess parents know enough about the computer, how they use the computer, and then they just have their children use the computer in a similar way. Just go on Google, and search something, and then interact with that something.

Interviewer: Which could be a problem.

Interviewee: Which could be an issue if it's not the right site to go to. I mean I could speak as a parent [inaudible 00:27:26] my child's 13. As she's moving through from 11 to 13, we monitor her internet use, and just making sure she's on the right sites, and making observations, and interacting with her. I think that kind of program would be helpful if a parent were to come to it, but would parents elect to come to a program like that? I find a lot of the parents, programs that they do come to in advanced, like tonight's program, a magic program tonight, we promote that through Northeast Times, and just posting it in the library.

Interviewee: We'll probably get a lot of parents for that because it's a very entertainment oriented program. We also might have a similar program around Halloween time on a Wednesday night, and I think we had someone doing a story program, and

doing illustrations for an hour at 6:00 PM on a Wednesday, and we had over 80 people, and those were mostly families coming with their children, and around Christmas we'll have Santa Claus come, someone dressed up as Santa Claus. They'll line up, and sit on his lap, and just like they would do in [inaudible 00:28:54] mall, or something, where Santa's sitting there, and getting everyone's lists or whatever.

Interviewer: Yeah. I know that in the independence branch ...

Interviewee: They'll do the same thing.

Interviewer: You do the same thing?

Interviewee: Yeah, and then we'll do crafts down here, and we'll get over 100 people in for that program. It's just even more so than the Halloween program. We'll probably fill the room here, tonight. This could hold about 56 people. We might get even more than that. Maybe 60 something people for a program like this.

Interviewer: That's big.

Interviewee: Parents will come to something that's entertainment oriented. They find value in that, but if it comes to information, especially for younger children, the presumption might be, "Oh, my child's not gonna get on the wrong sites until they're a teenager." That could be true, but it might not be true. A lot of children are exposed to way too many things through their friends at school, the wrong kinds of things, that they could be tempted by some of those things when they get home if there's no oversight on, obviously, their computer use, and then if they have a device in their hand, then it's even more private.

Interviewee: A desktop is like, you can kind of get behind that and see what's going on, but if they have an iPad, they have that right up here, and they could be over in the corner, and with earphones in, that way you can't even hear what they're listening to. Yeah. I think parents should be aware of the dangers that are out there, and your computer, and devices can be damaged through viruses, and things like that. Those are all the useful things to impart in a program about the safe uses of computers.

Interviewee: I mean if we take it from the other side, what are some worthwhile things to go to on the computer or a device? What are some good websites to go to? Good learning sites, even sites [inaudible 00:31:04] learn how to type or something. Share the positive things that are available on the internet. That could also be a program. It doesn't have to be just, here's what's negative about the internet. Here's what's also positive. It could be a combination of both of those things.

Interviewee: Maybe parents would be more apt to come to something that is trying to promote what's good on the internet, also all the things that they can get off of our website electronically. You can download electronic books onto a device from our website for free, just like a regular book. You could download an eBook to a Kindle. Sometimes I will show parents that, but a lot of times they don't know about it, and if they have a Kindle or an iPad, then they get excited about, "Oh I can go home and download this to my device, and we can read the book that way."

Interviewee: That is another thing that the library does provide, that I will just occasionally have opportunity to show a parent, that they can download books off of our website, and that certainly could be part of a ... If we did a program, what are some things on the internet that would be good to go to on the computer or a device? Our website could be a part of that, and then maybe just some other sites, and things that are on the internet could be a part of a program like that. I think that would be more attended, just my opinion, than something that's more, what are the dangers of the internet for your children?

Interviewee: But I think, compared to other kinds of programs we've had here, they would be a lot less attended than some of these other kinds of programs. It doesn't mean they're any less worthwhile. I think they would still be worthwhile for the few, and maybe more people will come out. I always like being surprised by people coming out to something that I didn't think they would come out to. So just to answer the question, I think it would be worthwhile to try as long as there isn't too much of monetary investment into the program. I think it's always best to try something new, and if it doesn't work, it doesn't work, but at least you tried it instead of just thinking it wasn't gonna work.

Interviewer: Yeah. Thanks for the insight.

Interviewee: Okay.

Interviewer: So the next question, which is probably the last one, is, can you tell us about, do you think children's libraries has a potential role to become media mentors for parents about their children's media use?

Interviewee: I know librarians are already kind of falling into that role of being a digital

resource, but I'm finding it's mainly for adults, because a lot of adults don't know

how to use the computer, and I referenced they're on the internet, trying to

apply for jobs. Some of the patrons are older patrons who maybe had jobs for

years, and they were laid off, or fired, let go for whatever reason, and they only

applied using paper or in person to places, and now companies are requiring you

to apply online, and they'll even send you to the library to do that. So I'm finding,

whether we're children's or adult, the patrons who come in, who need help on

the computer, who're using us a digital resource for what they are doing as an

adult.

Interviewee: For children, I'm finding a demand on my time is not as great because, either the

parent, like I said, is trying to help their child, themselves. So their parent at the

library is the digital resource for the child, working on a project on the computer,

or the child's a little older, and knows how to use the computer efficiently

themselves, and they just kind of work on their own. The computers are set up

to be very self serve, but if they need help, then they can ask for help, but we're

not actively going and intentionally helping people do certain things.

Interviewee: People come in. They do what they need to do. If they need help, they ask for it.

We'll help them, and then they go on their way. I think the demand for librarians

is at the adult level right now, because a lot of adults need to learn how to use

the computer. Most children, as a teenage on down, they're kind of learning on

their own at home. The things that they're not really good at is typing, and things like that.

Interviewer: I thought they should be good at it.

Interviewee: I send my daughter to a private school. She's going into eighth grade next year. She hasn't had a formal class on typing. She's had a computer class, but they just kind of go on the internet, but there's no actual ... When I was in school, I learned on a typewriter, in a typing class, how to type, and it was just one course, and by the end of that course, you knew how to type correctly. I don't know how many ... You can ask this to the school district, I'd be curious to know, and I would be curious to read it in your research, at what age, or what grade, do the public schools teach a typing class?

Interviewer: Interesting.

Interviewee: For me, it was as late as 10th grade, and I think up to that point, everything I was required to hand in was handwritten, but that was in a time before computers were being used in the home. It was mainly typewriters, and for school age kids, up through high school. It was actually in high school I think I started learning. I started having to type things for projects on a typewriter, but this was pre-1987. Computers weren't as mainstream as they are now, and there weren't any computers in the library at the time when I was in school, but now, a lot of teachers are requiring things to be typed, even in elementary school, but I think the issue is, if you don't teach the children how to type properly, using the proper fingers and that kind of thing, I almost think that, that's something that is

flung by the wayside, and it's not something you learn on your own. You really have to note and be forced to typed the way you have to type. I mean you know how to type.

Interviewer: Exactly.

Interviewee: Yeah. Your fingers are on the home row, and you have to type a certain way, and then once you learn it, you become really proficient and fast at typing, and then you can do your research papers, and things, very efficiently, but if you never learn how to type, I think some kids are making it all the way through high school, getting into college, and they haven't learned formally how to type. I think that's, really, a need that just seems so fundamental, but I think it's fallen by the wayside for other things.

Interviewer: The assumption is that they know how to do it.

Interviewee: Yeah, and the assumption wasn't there when I went to high school just 20 years ago, or whatever, because there was a formal typing class, and it was a whole semester long. I don't know if it was a year long, or just half a year. It might've been half a year, but yeah. It was intensive, and I think it was the best class I could've taken because it was a life skill, and I'm trying to teach my daughter how to type at home because her school, up through 8th grade, hasn't formally taught it yet as a class. I'm wondering if it's still being done in high school. Ninth grade, tenth grade. I'm hoping at least ninth or tenth grade, so that by eleventh and twelfth grade, high schoolers are proficient at typing, so they can type all their term papers, and things.

Interviewer: I think probably earlier.

Interviewee: But maybe they are teaching it in grade school. If they're requiring things to be typed, then they should offer the class earlier in this age range that you're talking about.

Interviewer: Yes. Yeah. That's something very interesting.

Interviewee: If it's something the library can provide, like a typing class because the schools aren't doing it, then I think that would be really helpful and needed, but it can't be a one shot program. It has to be something done over the course of time. It could be worked into our afterschool program, but [inaudible 00:40:00] has enough laptops, or something, that support everyone being able to type on something, unless participants can bring their own laptops in, something, or we do it on the public computers, but that would only be eight right now.

Interviewee: When they renovated the new library, the ones I mentioned earlier, the library renovated five. Most libraries have eight public computers. The new one, close by here, has 12 public computers in the adult section and four in the children's section, so a total of 16. It's almost double the amount. It is that, actually. It's double what we have here, so that there's more access to getting your own PC at these newer renovated libraries. I think the library is trying to push into a direction of giving people more computer access by having more computers in the library at one time, and I think they do have laptops for use, for programs, there.

Interviewee: So a place like Tacony, I don't know if they have ten laptops that they store. I think they have something like that. In addition to the public desktop computers, I think they have laptops as well. Those could be used, maybe, to do a typing course either during the afterschool program, but that wouldn't be a fun thing for the kids to do. My daughter, still, is resistant to learning how to type because it's just ... She says boring, but it'll be the kind of thing that she's glad that she was made to learn even before her peers, but she hasn't had a formal typing class in her private school, and she's up to eighth grade now, but the public school may be different. I'll probably ask them. When I'm in a public school next, I might ask the principal, or something, that question now that it's come up, and I'm thinking about it.

Interviewer: That's something I didn't think about.

Interviewee: But I think that could be something positive, that if it's something that the schools are pushing by the wayside, that maybe it'll [inaudible 00:42:22] somehow help with that, but I still think that schools should require a typing class, because then they're gonna hit everyone, and the kids are gonna get graded. I'm not gonna be able to grade anybody, so you're not gonna pass or fail at a library program, but yeah, I'd be curious if the schools are offering that, and at what grade, and maybe it's different from school to school. Maybe you'll find that out when you talk to the school district, that it's up to the school what elective courses that they ... I imagine it might be an elective course, but I still

think it should be a core curriculum course. Everyone should be exposed to a typing class. Anyway, I don't know if I answered your last question.

Interviewer: Yeah. You covered most of the questions, and do you have any comments about this project direction we're going [crosstalk 00:43:25]

Interviewee: Okay. Do you think there'll be something free for parents to ...

Interviewer: Yeah. It will be free. Yeah.

Interviewee: I imagined it should be. Okay. Yeah. I think it would be good to be able to offer something like that to parents. Yeah, and if we have a program to give information about it, because we could even show them on something like this smart board. Have a program which was, be informational. Here's what you would get out of the module or something. Maybe that's something else we could do just to make it a program, but if not we could just give someone a pamphlet about it.

Interviewer: Yeah. Pamphlet. Yeah.

Interviewee: Okay. Yeah. Will you be sending participants the end result of your research? I don't know if we get any of that stuff.

Interviewer: No, but we do collaborate with the Free Library. Our liaison is [name removed.

Interviewee: So she'll get the results of ...

Interviewer: Result, and she will deploy it.

Interviewee: Maybe pass that onto us.

Interviewer: Yeah.

Interviewee: Okay. Okay, I can ask her about that later.

Interviewer: Yeah.

Interviewee: Did Drexel finish their research project? And she could just forward me something. How long do you think this project's gonna take?

Interviewer: It's a three year program.

Interviewee: A three year. This is the first year?

Interviewer: This is first year. We are collecting data, and trying to design the modules.

Interviewee: So maybe by '21 it'll be complete.

Interviewer: No. Next year, I think we will have the modules, and we will deploy it libraries probably. I think it will be deployed at Free Library selected branches, to see if that works, and then we'll go improve it a little bit, and the project ends, I think, 2020.

Interviewee: Ends 2020. Okay.

Interviewer: Yeah.

Interviewee: Okay. All right.

Interviewer: Not that far away.

Interviewee: No. It's two years away.

Interviewer: Yeah. Probably next year, we will have the [crosstalk 00:47:39]

Interviewee: Okay. Sorry, I have to [inaudible 00:47:41] you here. So this time, next summer.

Interviewer: Yeah.

Interviewee: By the end of the summer, you'll definitely have it done.

Interviewer: Probably.

Interviewee: Okay. Okay. Yeah. Thanks for having me be a part of it.

Interviewer: Thank you.