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**Interviewee:** Rachel - Youth Services Librarian (small city) 'Rachel' is a pseudonym.

**Interviewer:** The first question is, in what way do you help parents with decisions about screen media?

**Rachel:** I think the best way that I can help parents or that I do help parents is that I encourage them to find quality, good quality screen media, because we're not going ... The gate is open. Screen media is definitely part of our entertainment structure, part of how we navigate life, so I want to be sure that if parents are having questions about screen media, that they are having the tools to find good screen media and knowing that it's okay to say no to poor screen media, and what poor screen media looks like. I think that's where I can be the most useful.

**Interviewer:** Yeah, yeah. Okay. How do you help them with identifying quality?

**Rachel:** I think I mostly talk about, are there, what's the advertising structure. I guide them to Common Sense Media, which is one of the sources that [University pediatrician and faculty member] turned me on to.

**Interviewer:** Okay.

**Rachel:** If they're asking about a DVD, I will look up reviews on Common Sense Media, because I think that's a good neutral resource. I will talk to them about, you know what, if they don't like it, not that if they don't like, "I don't like that Minecraft. I don't like it," well, there's nothing inherently dangerous about Minecraft, I would say, so if they feel like their child is in danger by a screen media thing or an app or whatever, that they have the right as parents to say, "No, you're not doing that. I don't care what Billy Bob down the block, what his parents are doing." I think I give them permission to make their own decisions. I give them resources to find information so they can make those decisions and validate their role as the parent.

**Interviewer:** Yeah, yeah, yeah. Okay. When do you have the chances to do this? Do you intentionally address the topic, or do people come up to the reference desk?

**Rachel:** I think in my case it's more of an issue of people coming up to the reference desk. I don't do a lot with screen media in story time. I don't show movies in story time. I have shown, demonstrated some good apps from time to time in story time when [youth services colleague] has put out a list and there's been some good ones in there, but I feel like the

opportunities to interact with a live person who's doing a presentation are fewer and further between, so let's make that the ... The issue with the screen media, particularly with very young children, from what I understand, is that the screen does not respond, or it doesn't respond intuitively. It may respond, "You did great," but it doesn't ...

Interviewer: A very good imitation of an app voice.

Rachel: It doesn't necessarily read the nuances and respond with those nuances, whereas a person who is presenting a story time or who is reading a story to a child one on one, you can read those interactions and adapt. I figure the opportunities for those are limit- ... less. I would not say they're limited, whereas the opportunities to watch movies to be on apps to do those other things are rampant, wide.

Interviewer: Yeah, and as you said, parents sometimes don't feel like have permission to say no, and so you modeling that and the interpersonal connections is really important.

Rachel: Right. When I was working at [another branch], and I was doing preschool story time pretty early on there, I was told, I was informed that the parents would pretty much revolt if I didn't show the movie in the story time, that they demanded their movie, but as I got on, I started dropping the movie out. I had some kids, "Where's the movie?" I was like, "Yeah, you can watch movies all the time. You don't always get to play with me," kind of thing. I had parents say, "Oh, we're so glad that you're not doing the movies, because we feel like we watch way too many movies, so it's fine with us if you don't do the movies," so I stopped doing the movie.

Interviewer: Phones during story time?

Rachel: I have a shtick that I do during story time.

Interviewer: Let's hear it. Can we hear your shtick?

Rachel: "Thank you, everybody, for coming today. For moms and dads, grandmas and grandpas, I just want to remind you all that story time and library programs are device and cell phone free, so I appreciate you turning off your cell phones and keeping them in your pockets." Then I go on to say about how when they ... Well, I'll just keep going.

Rachel: Now I'm really self-conscious that I'm being recorded, because I'm like (sound effect). I say, "When we're in story time, not only are we having a really, really good time, but we are also growing some awesome kid

brains. All of our singing, all of our reading, is beneficial to your child's brain. The more you participate, the more you join in, the more you remember the songs and stories that we have done and the finger plays that we're doing and the more you can repeat them at home, and the better it is for your child's development."

Rachel: I've had very, very little push-back on that. I had one lady who just absolutely, and it was at [a residential library branch], and she just absolutely refused to get off her phone. Her kid's tugging on her skirt, like, "Mom, mom, mom, mom," and it was getting distracting, and the other parents were looking at her balefully, like, "Ah, she said turn off your phone." I said, "I'm sorry. Could you please turn that off?" She said, "No," and I went, "Did you just say no," and she picked up her kid and she walked out.

Interviewer: Okay, her choice.

Rachel: That's fine. I had one mom at [the other branch], I don't have this problem quite so much here at [this branch], but one mom at [the other branch] who came in late, set up her own laptop on the floor so she was working, and handed her phone to her kid.

Interviewer: Wow.

Rachel: After story time had started. Obviously, she didn't get the message at the beginning of story time, and I wasn't going to call her out right in the middle, but afterwards I gave her the information.

Interviewer: How did she respond?

Rachel: She's like, "Oh, oh, I'm sorry. I didn't know. I didn't know," whatever. You still see people sneaking their phones out, and if I don't say it, if I don't absolutely say it every single time, even though they're the same darn parents that were there the week before, they will take their phones out.

Interviewer: That's funny.

Rachel: They'll be like, "Oh, well she didn't say ..."

Interviewer: It's habit. Yeah, yeah. It's so tempting.

Rachel: Yeah. The ones that really bother ... It's not the parents so much that bother me, but when it's the childcare providers, who ...

Interviewer: Who bring whole groups of kids?

Rachel: Bring large groups of kids, and then they check out on their phones, that just irks me, because it's like, "You are being paid to be here and interacting with your kids."

Interviewer: You're doing a lot of modeling for parents, for daycare providers as well.

Rachel: Yes.

Interviewer: You're teaching basically.

Rachel: Yeah, yeah.

Interviewer: That's interesting.

Rachel: I have talked to a couple of them after story time when they're gathering up their kids. I'm like, "Really, you need to not be on your phone. It's so rude. It's so rude," particularly when somebody's asked you not to do it.

Interviewer: Oh, yeah, yeah, yeah, yeah.

Rachel: Okay.

Interviewer: Does the library, or do you disseminate information about screen devices, advice about screen devices?

Rachel: I guess probably yeah. [Youth Service colleague] puts out her app. The library does app recommendations, and certainly we guide people to those when they're asking, guide people to Common Sense Media. I don't necessarily do a big stumping promotion of apps during story time.

Interviewer: Yeah, yeah, yeah.

Rachel: Just because I'm old. First of all, I don't think about it in story time. I don't. It's a good thing that you're going to anonymize me, because I'm not necessarily of the rank and file mind, but while I'm in story time, I'm not thinking about what's a great app that would go along with this.

Interviewer: Right, right, right.

Rachel: I'm thinking, "What's a great book? What's a great song? What's a great flannel board? What's a great thing for parents to do when they get home to interact with their kids? What are they going to do on the drive

home? Are they going to sing this song, on the bus, on the way home?" Those are the kinds of things that I'm thinking about. I'm not thinking about what app connects to this.

Interviewer: Yeah, yeah.

Rachel: Yeah.

Interviewer: Now let's switch to the reference desk.

Rachel: Okay.

Interviewer: What happens there? What's the most frequently issue?

Rachel: Usually what happens there is somebody, a parent will come up to me and say, "Do you know about (sound effect)?" Minecraft or Pokemon Go or whatever this thing is. If I know about it, then I'll say, "Oh, yeah, I have a 12-year-old, and she does Minecraft, and she does this and she does that." They'll say, "Well, what's it all about," kind of thing.

Interviewer: Okay. That's helpful.

Rachel: That's the point where I say, "Oh, let's look at Common Sense Media."

Interviewer: Yeah.

Rachel: "Let's look at this reviewing website, this neutral source website." Sometimes I'm like, "I don't know anything about that."

Interviewer: Well, it's changing all the time.

Rachel: Yeah.

Interviewer: "That's so last week" really does apply.

Rachel: Yes, exactly, exactly. If my daughter isn't necessarily into it, then I don't really hear about it at home, so I'm like, "I really don't know anything about that. Let's look that up on ..." I rely a lot on Common Sense ...

Interviewer: Common Sense Media, yeah, yeah. They're asking about specific games it sounds like or specific apps or really ... They're not asking about screens generally or iPads or any devices generally?

Rachel: Not ... No. No. They're kind of asking about specific products. I think the whole, is this material, is this resource, or whatever you want to call it, is are screens part of our day-to-day life, the gate's open on that.

Interviewer: Right.

Rachel: The cow is out in the road.

Interviewer: They don't see you as a resource for helping them navigate that space, like, "How do I fit or not fit, you know, screens into my life?"

Rachel: I think that they do in a sense. I think when they're asking about a particular game, they're asking about, "How do I fit this into our family's life?" We get to talk about limitations and what the American Academy of Pediatrics says and advertising and in-app advertising, in-app purchases, and things like that. I think that they're coming with a very narrow question, but I think that what they really want to find out about is a much wider, broader base of knowledge.

Interviewer: Yeah, yeah, yeah. When they first come and they say, "What's this all about," what do you think, what is the question they're immediately worried about?

Rachel: I think they're immediately worried about, "This is something my kid really wants, because he experienced it, or she, experienced it at her cousin's house. Is this appropriate?"

Interviewer: Age appropriate in terms of content?

Rachel: Content.

Interviewer: Social interaction.

Rachel: Right.

Interviewer: All of that.

Rachel: Right, yeah. "Is this going to be something that's damaging to my child? Is this going to open my child up to predators or any of that kind of thing?" I think they're really initially asking about the safety of ...

Interviewer: How does it shift to, open up to broader?

Rachel: I think when we start talking about the resources that are available through Common Sense Media, you can see these things, you can get recommendations, then they start feeling like they can ask the broader questions. "Oh, that's a really cool website. I've not heard of that one before. Does it tell you about X, Y and Z? Does it give you recommendations for this kind of thing?" Then the questions become a little bit ... I think that if the patron feels like, the parent feels like, "I'm not going to get blasted by the librarian for asking this question that ..."

Interviewer: Or considering this product.

Rachel: Considering this product. Sometimes I'll say, "Well, this product says it's for ... It's not rated for 17, an R-17 kind of thing. That's up to what happens at your house, if you're okay with that." They'll just be like, "Nope, not happening."

Interviewer: You're really, again, taking that neutral stance?

Rachel: Right.

Interviewer: "This is what this website says, but it's really up to you."

Rachel: Right. Absolutely. Absolutely. There are very few times, I can't think of any, can't think of any time that I've said, "Oh, hell, no" to a parent about ... We let kids play first person shooter games without their parents' knowledge at the library. I have no leg to stand on when it comes to what that parent should have on their own device for their own child.

Interviewer: Right, right, right, right, right.

Rachel: Because I make a first person shooter game available.

Interviewer: Tell me about that. Where are they playing first person shooter games?

Rachel: You can get them ... I should back up. I don't know if this is still the policy, because it's been in flux, but a couple of years ago, there was some talk about should we allow first person shooter games on library internet computers, and that's where kids are gathered around in the YA section or in the teen section ... This happened when I was at [another library branch]. They're playing the first person shooter game. The blood's splattering and the rifle kicking back in the screen. I was not the least bit comfortable at all with the ... Then the policy came down that we weren't going to allow first person shooter games. I was like, "Oh," but then you have to police.

Interviewer: Right.

Rachel: Because you can't necessarily block every single website that has a first person shooter game on it. Then if you see the kids playing, you've got to tell them to get to, stop, and then you got to go back and tell them to stop again. It's all that thing. Then apparently it changed again, where we really, where administration didn't feel like we had the right. I mean, we can block other images of damaging material. We can say no to porn, and even if it's just an image and it's not really happening, it's still something that we say is library inappropriate. I would think from my standpoint that even though it's an image and not really happening, shooting someone would be up there with porn.

Interviewer: Okay. The current policy is ...

Rachel: As far as I know, yeah.

Interviewer: You don't have ...

Rachel: These three computers down here are internet access computers. The other three are library catalog computers. They do not get as used as much as the iPads, which are preloaded with appropriate games. What actually happens on these is that kids watch DVDs.

Interviewer: Oh, okay.

Rachel: They watch library DVDs on our computers. I don't see that many kids surfing the web.

Interviewer: Yeah, yeah, yeah, and so you haven't had the issue with first person shooters here?

Rachel: Right.

Interviewer: Right, right, and there are other places in the library.

Rachel: Yeah. I don't know if that's more of something that happens in the teen section. I don't know if that happens on the teen computers or what [teen services librarian] might say about that.

Interviewer: Yeah, yeah.

Rachel: It just doesn't really happen down here anymore.



Interviewer: Do parents have questions about the tablets? The tablets are preloaded with what you called appropriate apps.

Rachel: Right. They want to know where to get them.

Interviewer: Oh, okay.

Rachel: There's a hairstyling app that's on there right now that is just ... Tuesday night, honestly, Tuesday night when I was here and I was shutting down the preschool apps, every single iPad had this hairstyling app on it.

Interviewer: Oh, funny.

Rachel: It was just, boys, girls, doesn't matter, they're all in there messing around, styling hair. It's been a huge, huge, huge hit.

Interviewer: That's funny. Parents ask you where they can get those games?

Rachel: Right.

Interviewer: Do they complain about the tablets being there right as you enter the library, or ...?

Rachel: No, no, they don't. Nope. No, I've not ... I don't think I've fielded a complaint.

Interviewer: You haven't had any push-back about, "We come here to get away from screens, and there they are, right near the entrance."

Rachel: They don't say it directly to me, but I do hear them say it to their kids. The parents are definitely setting time limitations or saying, "We need to pick our books first, and then you can have five minutes of tablet time. We came here to get books." I hear that the parents are saying that to the children, but they're not necessarily expressing that directly to me. I do a little (sound effect), interior, "Go, mom," kind of thing.

Interviewer: Yeah, yeah.

Rachel: Particularly with the really young kids. They are obviously just drawn like little moths to the tablets. The parents kind of are either, "Yeah, go play on the tablets, and I'm going to sit here on my phone," or they're very much the, "We are here for books. After books, then you can have a limited amount of app time."

Interviewer: Yeah, yeah. What do you think parents most struggle with?

Rachel: What do I think parents most struggle with? I think, as a parent ...

Interviewer: We're looking at five-to-11-year-olds.

Rachel: Okay. Getting my daughter to do something else is sometimes really, really hard. I think I see that with the parents as well when they're talking about, "You were just on the computer all morning. Now you want to come here and be on the computer. We have to do something else." For me, it's really interesting from the parent point of view as well as probably from the librarian point of view is that she can't really, my daughter can't really think of anything to do once we say, "Okay, it's time to shut it down. You got to stop. You've got to do something else." She kind of panics, like, "What else is there to do?" We have to write down lists. "Here are the things you can do besides being on the computer." I don't think that that's an unusual experience for the parents who are coming in here as well.

Interviewer: Yeah.

Rachel: Getting the kids to get off the iPads because they got to go, "We got to catch a bus. You need to finish up. You need to be done." I'm sure that they don't probably know where the off button is, but at my house, we just turn it off. It's like, "You need to be done."

Interviewer: It's partly, like you started with, it's about integrating into routines and having a space for that, where it's integrated in with all their other things that they do during the day?

Rachel: Right. Right.

Interviewer: And transitioning. All of that is about routines, family routines, how it integrates or how it expands within there, yeah.

Rachel: Yeah. I will say that there are days when some Saturday afternoons when I'm exhausted and she's happily playing Minecraft or writing a story on Google Docs with a friend of hers and they're chatting on FaceTime or whatever, where I'm kind of happy. Maybe it's gone on a little bit longer, I'm not perfect, than I would want it to. It's hard to think about going through the process of finding something else to do. "I don't want to do that. I don't want to do that. Nah, I don't want to do that." It's just like, (sound effect).

Interviewer: That tween thing, yeah.

Rachel: It's a struggle. She's a good kid.

Interviewer: Yeah, yeah, I'm sure.

Rachel: She's a real good kid, but ...

Interviewer: Yeah, it makes sense.

Rachel: When I say she's a good kid, I think to myself, she's a pretty aware kid. I can talk to her and explain things to her, and she gets it. I'm thinking, "Boy, I am so fortunate, because what about the family where the parent doesn't have the background that my husband and I have, where it's difficult for them to come up with alternatives, or parenting is hard from them, or the kid who is not, either can't or won't, probably can't, wrap their brain around something other than what they want.

Interviewer: It is such an individual thing, both from the parents and from the kids. What if you are working three jobs and are exhausted all the time and need to do laundry and cook supper.

Rachel: Yeah. For you, it's a respite to have your kid playing Minecraft or watching YouTube videos endlessly.

Interviewer: Yeah. Are there any other resources that you refer parents to or that parents have told you about that they've consulted?

Rachel: I pretty much, I tend to gravitate towards scripts, because that keeps me from going off the rails.

Interviewer: Yeah, yeah, yeah.

Rachel: I have a couple of top things, the library's app web page, Common Sense Media, [youth service colleague's] phone number. Really, I have referred people to [youth service colleague] just because she's the person who has the most experience with this. To the American Academy of Pediatrics. I have my top four or five that I pull out of my pocket. I guess I haven't felt the need to have more than that, because a reference interaction is so short.

Interviewer: Exactly. Common Sense Media's nice, because of all, it does all media. [Youth service colleague's] is really app-focused, so having the two of them.

Rachel: Right. Right.

Interviewer: Then with the American Academy of Pediatrics, have you referred them to the family plan thing?

Rachel: I don't think I know about that.

Interviewer: I'm just curious.

Rachel: No, now I'm going to.

Interviewer: It's their new thing. They suddenly were like, oh, yeah, staying to our time limit or half an hour for, really is not effective, and so they came up with a much more complex way of figuring out, so it's more specific to each family context, but it's so complex that I haven't heard of anyone using it yet, so I'm really curious.

Rachel: Okay.

Interviewer: Let's see. We're onto number six. Is there any other information you feel like is a gap in your menu of options?

Rachel: I don't know. Are there any other options that are a gap in my ... Probably, but I don't know what I don't know.

Interviewer: Yeah, yeah, yeah, yeah.

Rachel: I'm thinking, "Oh, there's probably a section in School Library Journal about apps, and I'm just not paying attention. There's probably something in Booklist about apps, and I'm just not paying attention.

Interviewer: There's nothing that has stumped you, where parents have come and you're like, "Ooh, I hadn't really thought about that?"

Rachel: No. I haven't had a parent come and rave about anything in particular or rail about anything in particular.

Interviewer: What about YouTube? I've done 15 parent interviews, and YouTube is their biggest concern, within this age range. They feel like they have enough controls, like, password controls or Netflix for kids, but YouTube is like (sound effect), and there are a lot of scary stories about YouTube.

Rachel: Yes, and I can certainly say that YouTube, as a parent, makes me, "Oh, I was watching YouTube videos," and I'll say, "Well, were they

appropriate?" "Oh, yeah." I'm like, "Gosh, I hope so." I suppose I could go back through the history and look, but it's kind of like ...

Interviewer: Parents, they don't see you as a resource for that yet?

Rachel: No, no, not yet.

Interviewer: That might be interesting to think about, your role as a librarian.

Rachel: Yes, the YouTube librarian, yeah.

Interviewer: Just how to advise ... That's part of kids' media diet, right?

Rachel: Right.

Interviewer: But parents aren't thinking to ask you about that, and yet they're struggling with that.

Rachel: Right.

Interviewer: But there are no answers, easy answers to that, to that one, let me tell you.

Rachel: It's one of those things where it's like certainly I have gone down the YouTube rabbit hole personally and clicked on the next video and come up with a series of, and pretty soon before, within just a couple of clicks, there's some weird stuff coming up. Nobody has actually said anything, I think, to me about that. No patrons, but I am aware that you can get into some really unpleasant stuff really fast.

Interviewer: Yeah, yeah, yeah. Number seven is, did you receive any training about being a media mentor or ...?

Rachel: Certainly not in library school in the early 1990's. We were learning about online OCLC and how exciting that was. I would say not anything really structured or really designed to ... I can't even ... I was at [a major library conference] this last fall, and I can't even ...

Interviewer: Good question, yeah.

Rachel: ... remember if there was anything about kids and media as an offering.

Interviewer: And parenting advice.

Rachel: Right.

Interviewer: Yeah, yeah, yeah, yeah.

Rachel: Media, kids, parents, what's the librarian's role.

Interviewer: Yeah, yeah, yeah.

Rachel: I don't even think ... Put together a [major library conference] presentation.

Interviewer: We might just do that.

Rachel: I don't even remember seeing anything on the docket about that.

Interviewer: Yeah, yeah, yeah.

Rachel: Of course, we get app reviews from Connie, and she'll talk about apps in our staff meeting and things like that, but it's not anything that's super-structured or that is super in-depth or academic in that sense. It's not like, we're going to a seminar in August on interacting with people who are homeless.

Interviewer: Right, right.

Rachel: But there isn't a half-day seminar that SCLS has presented as far as I know about being a media ...

Interviewer: Mentor.

Rachel: ... mentor. Yeah, that's the word I was looking for. It's not like, "Hey, public librarians, come and learn about being a media mentor." If it's happened, I haven't paid attention.

Interviewer: We're just wrapping up. Is there anything else you'd like us to know about becoming a media mentor or gaps or is it of interest, do you think it's necessary?

Rachel: I definitely think it's necessary just because there's so much to weed through. I think that if there were some ... If there was something that I were looking for, maybe it would be like ... and maybe this exists and I just haven't been paying attention. I have quite a few other things to pay attention to. I'm going to say, it's on the tape that I don't pay attention.

Interviewer: No, but that's what we're doing for you is we want to know what is helpful for you.

Rachel: If there were webinars about media mentorship or if there were something where top, maybe you can get this from Common Sense Media, I don't know. "We're going to send you our list of best apps or worst apps for the week or for the month." You get those things in the email. I look at them. It's like, "Oh, best XYZ for the month," or, "Here's our top picks," or something like that.

Interviewer: It's interesting because it sounds like in terms of advising about family routines, you feel really comfortable because you're approaching that the same as you do any family routine.

Rachel: Right.

Interviewer: You are the expert in your family dynamics.

Rachel: Right, absolutely.

Interviewer: You make the decisions.

Rachel: Right.

Interviewer: You have the principles apply. They can carry over, but it's the specifics that get, they're coming fast and furiously ...

Rachel: Absolutely, yes. It's still librarianship. Even though it's not necessarily a printed book, it's still, "You decide for your family. I'm here to guide you to the best materials for your family, which may not be the best materials, but they're the best materials for your family." That's my role.

Interviewer: That's the same with books.

Rachel: Right, exactly.

Interviewer: Or any library material.

Rachel: Yes, yes.

Interviewer: Again, you're applying those principles.

Rachel: Yes. I'm sorry. The way I said yes is that there's a lot of times when I feel like I'm, as a librarian, there are a lot of added-on roles.

Interviewer: There are.

Rachel: To say, "I'm doing this, and this is librarianship" is a big relief. I'm still being a librarian. I'm not being a social worker.

Interviewer: Right, right, right.

Rachel: You don't want me as your social worker, trust me. I'm mean. When people are in crisis, I'm like, "Snap out of it. Get your act together." No, I'm really not. I'm really not.

Interviewer: I'm sure you're not, yeah.

Rachel: The kind of extended roles that go beyond and, yeah, and I went to school a long time ago. My theory and background is from a pre-internet age, and so it just feels really good to go, "Okay, this is just another aspect of librarianship."

Interviewer: Librarianship, exactly.

Rachel: That's why I was sighing so big, not that I was frustrated with you or anything.

Interviewer: No, no. It's those principles.

Rachel: Yes.

Interviewer: That's what library school is about, is getting those core principles embedded in you so then you can make those decisions as they emerge in the field and as times change and as different families come, but you need those principles, right?

Rachel: Yeah. Oh, absolutely, yeah. You need, yes, the principles.

Interviewer: Yeah, yeah, yeah.

Rachel: I don't have to tell you what the principles are. You teach those.

Interviewer: I do have, this is going off script, the iPads. The other library I'm working with is under renovation, and they are thinking about where to put their iPads. What would you say?

Rachel: First of all, get more iPads than what you think you need.



Interviewer: Oh, interesting. Okay.

Rachel: Because there's always more kids that want to be using iPads than what we have iPads for at any given time, particularly if you have a lot of daycare groups or school groups coming in.

Interviewer: Oh, yeah, yeah.

Rachel: Then there's a lot. I think we need more than four iPads with Minecraft on them over here. Put the iPads where the parents congregate so that parents can be supervising their kids on the iPads.

Interviewer: Nice one.

Rachel: Because parents congregate over here, where the couches are. The school age iPads are out of the parents' line of sight. I would probably say, and there isn't really a nice ... There's kind of the benchy area over there where some parents do hang out, but it's not super comfy in comparison to the couches that are over here, so the parents are over here, particularly if they have younger kids, and the school agers are outside their supervisory vision. I would say probably, the iPads where the staff can see them. I'm sure that there's some people who are saying, "Let's not put the iPads front and center," but by the same token, you have SAT people who have to monitor that material.

Interviewer: Good point, yeah, yeah.

Rachel: If one of the iPads over here shuts down, which they have a tendency to do, then it's difficult for the kid to let us know that we need to restart the iPad. If it's a shy kid, they're just going to give up on it and they're going to go ...

Interviewer: You won't know.

Rachel: I won't know unless I walk ... I don't usually walk the long way around the library, so I'm not necessarily seeing that right away. I would put them someplace where parents, it's easy for parents to supervise them, that it's easy for staff to supervise. The ones that are, the preschool ones that are over here next to the desk, it's very easy to notice if one of them is not acting right or if one's been abandoned and there's some really annoying little music playing.

Interviewer: I didn't know. Those ones have different apps on them?

Rachel:

Yeah. These are considered school age, and this is where the Minecraft and that kind of stuff is, [inaudible 00:39:51] blocks and whatever they have over there. These are preschool apps over here that are for younger kids.