

TECHNOLOGY SUMMIT

PANEL DISCUSSION

Sponsored by the
Rye Public Library Strategic
Planning Committee

Rye Public Library
581 Washington Road
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September 29, 2011

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ANDREW RICHMOND: There's an audio recording. We're going to make a video recording, as well.

But, Sheila, if you could start with a little bit of how you're connected with technology, and potentially libraries, but a little background?

SHEILA ADAMS: Okay, yes. I'm Sheila Adams. I teach seventh-grade science over at the junior high school, the middle school. And I've had some of your children. So I've been there for a while. I've had some other people, too, as students, so I've been there a while. And my focus has obviously been science, and then I've really gotten into the technology part of it all and how technology can be used as a tool to really create, communicate and collaborate. And I am so interested in it that I really want to see New Hampshire kind of move forward with this. So I just yesterday became the past president of NHSTE, which is the New Hampshire affiliate of Society and Technology in Education. So I've been involved with that organization for quite some time, too. So it's nice to see what's going on in the whole state. And librarians are a part of our group,

too.

A. RICHMOND: Tim?

TIM MOYNAHAN: My name's Tim Moynahan, and I currently work for the Rye School District. I support the Rye Junior High School as well as the Rye Elementary School. And I wear many hats. I do break-fix, I do budgeting. We actually have a technology plan and a committee that Sheila sits on, as well, to talk about the visioning for the district.

As far as the libraries, I work closely with Mary Coombs with the connection that we have here to the public library, to make sure that that work is up and running.

A. RICHMOND: Just as a side note, we, the Rye Public Library, shares a network with the middle and now elementary schools in our (indiscernible).

T. MOYNAHAN: Yes. And I was asked to be on the panel to give some input.

D. SCOTT CAMPBELL: I'm D. Scott Campbell, Director of the library in Newington, Langdon Public Library. I feel like I've drawn the short straw here. Certainly, Leslie or Pam or someone in here could do as well or better than me in this

panel. But my chops, I guess, I came back to library work from about a decade in high tech marketing and public relations. So I was in -- you know, I was at the -- actually, I was at the UNH library before that. So I started in library work, went into high tech private sector, did that for about 10 years, and then came back to library work. So I've got kind of an interesting perspective. And I was working with companies that were developing high-end websites, you know, couple of hundred thousand dollar jobs, on one day; and then the next day I was a free-lance consultant. That's what they call it, right?

And I started in Newington about four and a half years ago. And I remember the first thing I said to them was, "Can I see your budget? I want to know what your technology line item is." And they said, "We don't have one. We don't have a technology line item." I said, "Well, we're going to fix that."

And so my charge, my self-appointed charge, is to drag that library kicking and screaming into the 21st century, whether they like it or not. And so far, so good. So that's kind of how I ended up here today.

A. RICHMOND: All right.

MATTHEW CRAIG: I'm Matthew Craig. I'm a computer consultant here in town, and I (indiscernible) the librarians here are very knowledgeable, and I don't want to present myself as one. I have a passing interest in books on computers, and I was asked to come here today. I was pleased to have that opportunity and honor.

But I've been reading books on electronic devices for a while. I think it was 1997 that I got an eBookMan. I think it's one of the first e-readers. And I was looking at it recently. I forgot to bring it today. But I think it had 4 megabytes of memory on it. Even back then, it was more than enough to carry enough books to read for months. And I knew that there was a lot of future in ebooks from that point on.

So I've been following technology as it relates to books, and I have a strong interest in open devices and free software and freely distributable information, free software licenses and creative common licenses. I follow it just as a hobby but (indiscernible).

Thanks for having me.

A. RICHMOND: So structurally, we are --

if you have an outline, we're following a very basic layout that initially poses the question what will technology look like in 2025. So, of course, I don't expect that anyone really will be able to predict that, although if you will, I will watch for it in the financial pages. But my first question would be what's technology going to do about the weather in 20 or 30 years.

But Sheila was going to introduce that as our starting point.

SHEILA ADAMS: So everybody take out your device. We'll collaborate on one document.

I think when we hear technology sometimes we think just the tool. But, I mean, yeah, I'd like to start out with in the year 2025 what do you think we'll be doing and then kind of look back at what the technology will need for that.

M. CRAIG: I would say I'd like to take out my device, but it's actually charging because the battery doesn't last long enough.

D. CAMPBELL: I was going to say the same thing. I left my iPhone on the charger at home. I mean, clearly, that's an issue, the way, you know, the technology has advanced faster than the battery can keep up. So I think there's a -- maybe you're

familiar with this new kind of electronic, electro-magnetic field that they're going to use to charge things without plugging in.

M. CRAIG: Yeah, it works by, is it resonance, magnetic resonance, charges the battery remotely.

D. CAMPBELL: I think that's going to be --

M. CRAIG: It's already, I think, in stores already, isn't it?

D. CAMPBELL: In a Best Buy near you.

A. RICHMOND: So that's without a connection to an outlet?

D. CAMPBELL: Right.

A. RICHMOND: Does the device itself have a connection to an outlet?

D. CAMPBELL: It can.

A. RICHMOND: So we should probably have a resonance charger in the entryway so people can --

UNIDENTIFIED: So people can stand in the entryway and get their devices --

D. CAMPBELL: I've already envisioned charging stations at conferences and in public libraries where you come in and, you know, a pit stop you can make, maybe use the bathroom and

recharge the thing while you're there and pick up a book at the same time.

But, no, clearly, clearly, the technology on the battery side has not kept up.

SHEILA ADAMS: So that would be, like, one service the library could provide is getting your devices up and going or something like that?

D. CAMPBELL: Well, I'm already supporting -- you know, half the town of Newington, it seems like, has brought in a Kindle or an iPad or a Nook or something and said -- actually, mainly iPads, to which I go (makes sound.) And I'm working with them on it. So I'm free tech support. And that is one interesting aspect of modern librarianship, I think. We could continue down that path.

SHEILA ADAMS: And then I was thinking, too, as far as a service provider, that also having the technology here. I know a lot of people don't have some of the technology, so they come here to use the computers and things like that. Do you see a library as being a place where that will happen, or do you think it will be so ubiquitous that --

A. RICHMOND: We're actually at a point that we started out as a sampling center, basically. And then we were lucky enough to be able to offer Kindles,

initially, but then built up an assortment: Sony e-Reader, Nook, Nook Color. We have an iPad. So that people can actually get their first experience. But from a practical management point of view, I'm at the point -- especially, one bit of news just this week was that the Amazon Kindle has opened its accessibility to downloadable ebook content via public library websites all over the country for the first time. So now, since we have two Kindles, I'm thinking of fulfilling this fleet, as it were, of six, which is also one content purchase loads across six devices, so that as an actual acquisitions method. So more than a technology thing, it's a collection-development issue for our library. At this point it's kind of seeping into where this will be an everyday -- we're still catching people up to the concept, I think. But five years from now, I think it will be so commonplace that it will just be another way people expect that they'll be able to take their books out.

M. CRAIG: I'm watching a project that's in development and should be out by the end of the year. It's called Raspberry Pi -- the pi is spelled p-i -- and it's being developed in the United Kingdom, but it will be available for worldwide distribution. It's a \$25 computer that has a USB port and an HDMI port so that

you can plug it into a monitor or a television and you can -- I suspect this is going to be very popular and we'll see other devices like this in the future where -- and there's really no reason to expect that the prices won't continue to go down. So we may have \$5 devices. And if I were to predict for 2025, that we may have a book-buying experience where you buy the book on an electronic device like a Kindle and the device is included in the price of the book.

D. CAMPBELL: If I can piggyback on that, in fact what I thought you were going to say was not only that the Kindle has become library friendly, finally, after much delay -- but Amazon announced the Kindle Fire, their color touchpad version of the Nook -- I brought a prop. My iPhone's still on the charger, but I did bring my color Nook, which I like a lot. You know, it's not an iPad, but -- a poor man's iPad, let's call it. So Amazon finally came up with a color touch-screen device, and they're selling it at a price that analysts now compute is at a loss, because they want them in your hands, because they want you to buy stuff. And they're envisioning this as a mobile shopping cart. You're not just at the computer building a shopping cart and ordering stuff; you're oh, you like that book, okay, I'll just buy it. So that's what they're envisioning,

you know, and you're connected 3G. So the gist of it is is that these companies are not afraid to lose money to propagate the platforms. It's interesting and kind of scary.

M. CRAIG: So I would -- just throw out there that as libraries start to use the Kindle and the Kindle interface, are we seeing a layer of commercialization on top of the library experience that used to be a public free arena? Are we allowing corporations to be the information gatekeepers and have to abide by their terms --

D. CAMPBELL: Are you peeking at my notes? I was going to say the same thing.

M. CRAIG: And where does areas of fair use fall into this and what -- when we read or don't read the Terms of Service for these devices and software, where do libraries come into play in promoting those services?

D. CAMPBELL: Well, in fact, they don't cover them at all, library use of Kindles and Nooks and things like that, or even -- like, I have a Netflix account, and we still don't know if it's okay for the library to have a Netflix account or not, because it's not really spelled out in the Terms of Service. They've largely just marginalized us, and they don't even consider us in

that process, which is interesting.

M. CRAIG: I happened to be looking at the Overdrive interface before we started here. And I don't use it; it doesn't work on my computer here, but I did look at the Terms of Service or -- not Terms of Service. I think I still have it up -- Important Copyright Information. And it talks about how it's so important that when you use these texts, that you not transmit, assign, sell, broadcast, print, share, lend, modify, adapt, edit or sublicense or otherwise blah-blah-blah the content. But some of what they have is public-domain works, which you are allowed to do these things.

D. CAMPBELL: Yes, that's absolutely true.

M. CRAIG: So it's not even a case of fair use. This is -- these are works that you have full permission to, at least legal permission, to adapt and modify. Yet, their -- if you were to read the Terms of Service, which I assume most people wouldn't, but if you wanted to be legal about it, you would get the impression that you were not allowed to make modifications to this place. And so I wonder if libraries, in promoting these services, need to take special care to let people know about and educate them about what's public domain and what their rights are as users of the information.

D. CAMPBELL: I mean, Matt's quite right. When I got my Kindle for the library, I went and plugged it into -- well, actually, first I had it in my hands, and I tried to find the free books, the books that are public domain so I could start loading it. And you can't get there from here. They don't want you to do that. They want you to pay for books. So they had it kind of buried levels down in your Kindle interface on the device; whereas, if you went online on your computer, plugged your Kindle in and then went in, okay, so these are free. Okay, and I brought in H. G. Wells' *Time Machine* and I brought in *Art of War* and I brought in *Pride and Prejudice* and I brought in a few things to have on the machine. But it wasn't easy. They weren't -- you know, they weren't putting it up there. They wanted to sell it. And some of their books were 99 cents or \$1.99. And, you know, I know they're public domain.

M. CRAIG: Right. And if I remember right, it's kind of tied in with all their other books, so you kind of have to sort through --

D. CAMPBELL: Yeah, oh, yeah. Yeah, they don't make it easy at all.

S. ADAMS: And I was reading through part

of this from Minnesota, that they also are looking at maybe the future, as you walk in, their device will then -- say you're near this book, and it will start to work with your interests, I guess, like an RFID card or something like that. And, again, whereas, the commercials versus the real true interest. Do you think that's a possibility, that that's --

D. CAMPBELL: Oh, RFID is going to happen, I mean, almost no doubt. Each item will be broadcasting its own little identification.

S. ADAMS: Are people familiar with that?

AUDIENCE: No.

D. CAMPBELL: Uh-oh. Radio frequency identification. RFID. So each book will have a little beacon, I guess you'd call it. And in fact, you wouldn't even have to check it out; you could just walk out the door, and the sensors at the door would know that it left the building.

M. CRAIG: Actually, it works on resonance. Incidentally, we were just talking about resonances in charging, but it's a -- this one sends a microwave to a little antenna that bounces around and then gets enough energy from bouncing around and is able to transmit a little

bit of information back, so --

A. RICHMOND: A lot of consumer products are invented current, so it's not too much of a leap.

M. CRAIG: What's exciting is that they're so inexpensive that you can put one on a device for fractions of a penny. So they talk about putting them on all the products in a grocery store so when you walk out, you don't need to scan anything; your cart just passes by a sensor, and it will tell you how much everything is.

(Indiscernible audience comments.)

D. CAMPBELL: Check your receipt, though.

M. CRAIG: Be sure to check your receipt.

S. ADAMS: I guess that brings up --

(Indiscernible audience comments.)

M. CRAIG: I'd like to mention something on that. I think that the more libraries or other institutions look at open technologies rather than, as I say, and the -- as I say walled gardens, which I think we see with the Kindle devices, the more opportunities there are to include other technologies, such as RFID, in the functionality of that -- what do I want to say? Like, you can add your RFID to your library collection if you haven't already locked that entire collection

away behind a Kindle device, you know. And so the more open it is, the more opportunities you'll see for more technology to be added to it, which I think is interesting.

S. ADAMS: And do you think by 2025 there'll be more open programs and --

M. CRAIG: So this is something that I can maybe talk quite a long time on, so I hope I -- I don't want to censor myself -- yeah, somebody do it for me.

D. CAMPBELL: I'll throw myself at --

M. CRAIG: The way I see it, there seems to be -- I don't know, maybe "war" is too strong a word -- but definitely a battle of information going on right now where there seem to be entities that are looking to close off more open information and opportunities for people to use open devices and open -- or I should say freely distributed information to open things up. I think right now we're at a funny point where we have a lot of closed devices and a lot of open information. We have the World Wide Web that's largely open and unrestricted; there's no checkpoints where you have to say, "Okay, here's my identification; now give me the information." But largely we're seeing more and more of that as it goes along. An example

might be The New York Times with their pay wall that they just put into place.

D. CAMPBELL: And all the local newspapers. Foster's just -- I just went around my library today and set up all my public PCs and then our PCs with the log-in for Foster's so that we could get the free access to the news that they have now walled. And I did that three months ago for Portsmouth Herald. And I guess I'm going to have to do it again for The Globe in about a month.

M. CRAIG: So there's nothing wrong per se about setting these things up. And, certainly, if you own the rights to the copyright, you can do whatever you want --

D. CAMPBELL: They're creative content.

M. CRAIG: Yeah, right. If it's yours, you can certainly lock it away, if that's what you wanted to do.

D. CAMPBELL: But --

M. CRAIG: But the devices come into play. And if you are promoting devices that allow the access to this information and that becomes the status quo or is something that is required de facto; you know, you go to school, you need to have this device in order to access the school's

information, then we create a network or a world of information where everything is locked away and you need to abide by either the terms of use of the device or terms of use of the software before you can access this information. And I don't think that both worlds can exist. I don't think we can have an entirely open world or partially open world and a partially closed world. I think by 2025 we're going to probably see the result of that. I'm not sure which way it's going to break, but I think around this time period we will start to see the results of either one or the other.

Maybe I'm going into the realm of science fiction now, but --

D. CAMPBELL: What about the schools' roles in that? My daughter goes to school in Maine, and they cut a great deal with Apple where they got MacBooks for sixth- and seventh-graders, I think it was. And now she's lost it into eighth grade, and she doesn't have the laptop anymore. So now it's up to me to decide what to get her. But there are cases where, you know, some schools are giving the kids iPads to use in the classrooms, and that's where they're going to -- that's their little tablet that they're going to be using

instead of a chalkboard.

And then before that, even, Bill Gates was seeding schools free or cheap computers just to indoctrinate them into Windows world. How do you guys -- I'm curious to hear about it from the educational standpoint.

T. MOYNAHAN: So two or three years ago, we put a committee together and talked about netbooks -- you know, netbooks were the craze, and they're still pretty viable now -- with the talk of going tablet in the industry, tablets are going to be up and coming by 2015. So we had put a committee together and talked about how could we get more technology in schools in the hands of the students.

So we had done a one-to-one initiative, and we looked at several different models of netbooks and decided to do the Acer Aspire Ones because they were cost effective, because netbook -- the cost ranged from \$250 to \$850, and we had to do something cost effective for the budget. So Sheila was on the committee with -- you remember we talked about it for a good year before actually we were able to get something in place. We were funded by the Rye Education Foundation for our first integration, and we had chosen seventh grade because it was actually our smallest class at the time,

and we could do it as a pilot group. And I can let Sheila speak more to the actual infusing into the curriculum area; whereas, I was more of the how is it going to impact our infrastructure, you know, our network; how many students are going to be on at the same time; the licensing issues that you have, because we are predominantly a Windows environment.

But as I see going forward -- and not as far forward as 2025 -- is -- Google has just come out with their Chromebooks, which are -- they're around the same price but they boot in eight seconds. You know, and so that's -- if you're talking a classroom, eight seconds is --

D. CAMPBELL: You should see this thing boot up. It's crazy.

T. MOYNAHAN: Well, it's a Mac.

It's -- you know, you talk about before, how your class time, you have to think about the speed of how fast they can get to access whatever resource it may be at the time. So it's real exciting to see the technologies as we go along; they are getting faster and they are getting cheaper, based on this competition, whether it be Apple, Microsoft, Google. You know, it's nice to see that.

S. ADAMS: And we were just -- at the meeting

last night, we were just talking about Maine and what's going to happen with the Chromebook, because that's definitely going to be a good alternative to the Mac licensing. But I know Maine got a very good deal with Apple.

T. MOYNAHAN: Oh, yeah, a great deal, yeah.

S. ADAMS: And then the other thing is we talk about one-to-one classrooms, but sometimes one-to-one doesn't mean everybody has all the same computer. So it could just be different devices.

I know of a kindergarten class that has a one-to-one program. Basically it's -- there's some Flip video cameras here, there's some recording devices here -- I mean three players or something, and there might be a couple of computers here and there. So it doesn't necessarily mean that it's one device.

And then we're also looking into -- I just had a situation last year. We went on a field trip and I gave the students cameras from our school to take pictures while we were going, because we were going to do a project to report back what we found out. And most of the students had their own cameras because they were on their phones. And so then the project that had to come back was to create something. Well, one of the students went home that night and created a video on his

phone. And so we have to start looking at bringing your own device and how that's going to play in. And that's obviously a cost saving to the schools, if people bring their own devices.

D. CAMPBELL: Well, the price pressure is going to be such that -- I mean, do you see any kid not having a device? I mean, they're all texting now at fifth grade.

M. CRAIG: Right. Yeah. I would categorize most cell phones these days as a computer device.

D. CAMPBELL: What's the computing power of a cell phone today versus 15 years --

M. CRAIG: I haven't looked at it in a while, but --

D. CAMPBELL: What's 2025 from now? That's 12 years, 13 years.

M. CRAIG: Right, but, yeah, I would say it's --

D. CAMPBELL: So a 12-year-old computer --

M. CRAIG: I'd say five years, and a cell phone probably equivalent to, you know, five, seven years ago, so, yeah. Yeah, it doesn't take too long. And especially as -- I think there's going to be more focus on better devices, we'll see that start to go faster and faster, as the mobile devices getting

comparable to modern desktop devices.

AUDIENCE MEMBER: Well, I'm just wondering what libraries in schools -- because we talked about this a little bit at school -- would have to do to support all those different devices with their infrastructure and --

D. CAMPBELL: It's network connectivity, right? I mean, that's really what you're --

AUDIENCE MEMBER: Is there a trade-off with price? But I don't know (indiscernible).

T. MOYNAHAN: I think there's a lot of things, I mean, when we separate us from a school versus, you know, phones with carriers and whatnot, because, I mean, carriers are what -- you hear 4G all the time, and you see the Verizon commercials and the lightning, you know, there's nothing around here right now. You know, so you talk 4G, well, it's not here. Is it going to be here? You know, you hope so, you know, but will they be looking at 5G at that point, by the time --you know, it's one of those.

The same thing with a school. You know, you say we want N-technology for our access points in the building so that we can all walk from room to room but not be separate little rooms. But is N-technology -- you know, it's supposed to be the last -- is that going

to be the final technology you're going to need for wireless? So you know, we're playing the best we can with what we have. But with newer devices coming out, with (indiscernible) device, which we have conversations about how does that fit into -- because you have dual, you know, two-pronged: We have this, we want that, how do we get there with this and that and, you know, not impacting in-school environment. (indiscernible) like I said, 45-minute class periods, you really want it to come up at either -- or even in the library, do you want it -- they want to do research -- you want to have that computer, if it's not already on, be able to boot up fairly quickly for them to be able to get into the Rye Cat. So that networking important there is making sure your firewall or your VPN connection is up and running, which now you're relying on your ISP. So Comcast has to be just as viable a solution.

M. CRAIG: Something I suspect you've probably seen in the school is as your applications have gone from residing on the hard drive to residing on a web page, it's become easier to support the computers that make that all happen. I think Blackboard is probably something you use at your school?

T. MOYNAHAN: No, we don't use Blackboard.

M. CRAIG: No? Okay.

T. MOYNAHAN: We use, like, Google apps.

M. CRAIG: Okay. So that's an example right there to -- if all you need is any old computer that has Firefox on it, then it's no problem to get that up and running. But the more programs that have to run on the computer, now you have to start worrying is the computer fast enough, does it have enough memory; you know, what's it going to take to swap in and out. That's when the costs start coming up, and all of a sudden you're like, "Okay, well, I need to buy this exact type of computer for this exact type of place," and they can dictate how much that's going to cost rather than you say, "Oh, well, you know, little Jimmy, you can bring in any old computer you want to, and it's going to work in this environment."

A. RICHMOND: That was definitely a discussion point in a lot of the literature that just in terms of our structure here, the four leading questions that we've aimed for came out of the Minnesota Library Future. The other notes are pieces that I found through other resources. And cloud computing was definitely in that 10-year horizon as one of the strongest directions that were commonly or just across the board that I would recognize. So that things that are non-resident on the actual devices seem to be headed in a strong trajectory.

M. CRAIG: Can I just follow up on that point? And the reason why it's easy to do that is because it's an open device. And I could -- you guys know this -- but when you access a web page, these are all open protocols that are free to use, the specifications are open, you don't have to pay a licensing fee, and there's no gatekeepers in the technology who are going to raise their hands and say, No, no, no, you can't use it on this device without paying me a patent fee, which is what you see in a lot of the computer world. So I think sometimes we take for granted, those of us that are not working in it, that when you click on a web page, a lot of technology is happening in the background in order for that to occur and that you're riding on a lot of innovation that was done without licensing fees and without patent restrictions. So --

D. CAMPBELL: Well, I mean, I brought a prop. These came in useful. This is an old umbrella I have from Genuity. You all know what Genuity is?

S. ADAMS: No.

D. CAMPBELL: They're the company that -- the name became Genuity. It used to be BBN. BBN invented the "at" symbol in your e-mail. They're not charging us for that. That's a good point.

A. RICHMOND: But don't they get patent income from that somehow? I know that Google's buying patents like crazy right now. They're going to set themselves up.

D. CAMPBELL: I don't know. But you're, you know, you're quite right that, you know, these open formats, I guess --

M. CRAIG: And e-mail's a good example of that. It seems like e-mail's everywhere because we are not restricted on the usage.

D. CAMPBELL: That's right.

T. MOYNAHAN: It was based on a certain architecture. And what I want to piggyback off what you were saying, with the web, it would be nice if there were more standardization because there are some sites that you can't see or certain applications that are used on some sites, for example, Flash on some sites, and you have to have that particular software. It would be nice to see, you know, they're talking HTML 5 kind of bridging that gap so that it doesn't matter what device you have, you're going to see it on it. You know, you're not going to have to have this software, that software, this software.

S. ADAMS: If the content is going to be on the cloud, then how would that affect libraries?

D. CAMPBELL: First of all, am I the only one who's sick of the cloud already? "The cloud"? I'm sick of it. I'm over it. The cloud, of course, for us with thinning white hair, I mean, we're back to -- yeah, you know, we're back to where we were before with deck and way. They had microcomputers that were dumb terminals and the amber and green screens, and that thing wasn't a computer; it was a monitor and a keyboard. Maybe you had a floppy drive. Doubtful. But the computing was happening in the central server. Now it's just up in the air, I guess. It's come back around -- this is not a new idea is my point. And I'm not sure that that means it's the be all and end all. I have a feeling then you'll end up, when stuff gets so much on the cloud, that that's going to create a demand for information that is locked down and in a silo and available only to certain people in an intranet, for example, or a database that's subscriber only. Those things are going to become more valuable because so much is going to be up there free for --

A. RICHMOND: I'd say in a purely --

D. CAMPBELL: And it's just going to keep going back and forth.

A. RICHMOND: If a public library and its physical space could be changed if we're holding collections that aren't physical or building more of those, it frees up space that would have had to have been committed to physical items previously. So just probably the design of library buildings will evolve relative to that change, too.

D. CAMPBELL: I was at an interesting talk with an architect from Tappe Associates in Boston, who specializes in library design. And he said the libraries were built initially mainly in the turn of the century, 100 years ago, to house books. And so the books were what the building was around, okay, in a stack, lots of stacks. The building kind of protects those stacks. And now libraries are being built -- it was an awesome talk -- libraries are being built inside-out where they're being built for people, and the content, the books and movies and the media, are around the edges. Then again, you know, 100 years from now --

A. RICHMOND: Yeah, I mean, I'm always --

D. CAMPBELL: -- we could back it down.

A. RICHMOND: -- held to the fact that as technology, especially in the social sense, creates the opportunity to connect without personal space,

you know, requirements, there will be a backlash of the desire to congregate, be in personal situations. And then our goal can envelope that, as well as providing the technology to go forward for (indiscernible).

M. CRAIG: That's a really fascinating point, the idea of libraries as public spaces. And just public spaces in general, I don't know if it's a regional or a country-wide or a western-civ type thing, but it seems to be that we don't have many public spaces anymore. It seems like everything is being privatized. And libraries, and almost to a lesser extent parks, are really the only places that we have that people can congregate and feel comfortable about going to without --

D. CAMPBELL: Purchasing something.

M. CRAIG: Yeah, right. I was looking for a nice way to say that, but --

So, you know, it had me thinking this last weekend where public spaces are going to be in 2025 and whether we'll need more of them or less of them, whether we'll have public spaces online, in the cloud, or whether we will need to get together to do flash-mob dancing. I didn't come up with very many answers.

(Several voices at once.)

A. RICHMOND: Well, there's already -- I mean, an outgrowth of Twitter is the tweet-up where actual people meet who, you know, the tag that you've been dealing with, you see who that person is. So there's a human element, I think, that's always going to want to be in proximity to other people, so --

D. CAMPBELL: Yeah, and your name tag is your Twitter handle.

A. RICHMOND: Yeah, yeah.

D. CAMPBELL: Oh, you're -- you know --

S. ADAMS: Hey, don't knock it. That's how I saw the last shuttle flight, so -- NASA Tweet-up.

A. RICHMOND: Oh, cool.

D. CAMPBELL: Cool. No, I'm not knocking it at all. I think it's quite -- it's good.

A. RICHMOND: So we probably should move into 2 and 3 and (indiscernible) where the library wants to place itself in advance of change that you anticipate or incorporate.

Right in the front is the first four questions. They're kind of -- so "How will technology serve library patrons?" I think the RFID was one concept there where you are fielding suggestions as you

move through an aisle and potentially -- plus that whole catalog to a location that's schematic of organizing information that could become, you know, you could go right to what you needed to find --

D. CAMPBELL: GPS-style.

A. RICHMOND: Yeah, exactly. And how can we be preparing for it.

D. CAMPBELL: So which question do we want to answer, then?

A. RICHMOND: Well, it's probably time to kind of look at both of those in one group.

S. ADAMS: How can we prepare for that technology? I heard conductivity of the network.

D. CAMPBELL: Yeah, I would -- yeah, okay, there you go. That's number one. In fact, in my opinion, the library should not have the, as is typical, the slow, out-of-date computer. Turn that around. The library should have the fattest pipe in town, and that pipe should be going to the absolute, top-of-the-line machine and so that you're getting something for coming in the building, and that is higher-speed connectivity, more computing power --

T. MOYNAHAN: That can handle video and data, you know.

D. CAMPBELL: You know, software that isn't

typically available to you. A Photoshop that costs \$500, that's on there. I'm making that available, you know, above and beyond what people can afford on their own, in the same way that somebody might come into a library to borrow a book that they couldn't afford or didn't want to afford on their own. So I think --

A. RICHMOND: Yeah, and I would suggest it's sharing books is a physical artifact that's too expensive --

D. CAMPBELL: Hard to get.

AUDIENCE MEMBER: And we are resource-sharing institutions. That's at the core of what we do. That's our model. That's what museum passes are about. That's what programs are about. All those experiences. It's ways for people to pool their money together and get something that they wouldn't necessarily be able to get or that they can get at a much lower cost than individually.

But I think we have some concerns about that as far as technology goes when we're looking at -- you talk about cost effectiveness -- what we're looking at right now, where we're at the beginnings of all these technologies, I mean, our ebook circulation is still a really small percentage of our overall circulation, which means that we're spending a lot of money to serve

a few people. And part of that is preparation. We're saying, "Hey, we know this is coming. Let's grab the earlier doctors, and they'll help us pull everybody else along" and do all of that. But as new technologies continually rise up, we have to be continuing. I mean, there's all these music download services out there now, and they're outrageously expensive. And there's no way to justify it. But where is that tipping point? It's serving enough people in the community or enough people in the community in a year or two years is going to want it and it's worth spending tax dollars on. That resource sharing is a really fine balance.

A. RICHMOND: I think there's an educational role, too, though, to sort of help lay the groundwork for people that are a couple of steps behind to adopt in a comfortable atmosphere that I think we definitely, in our demographic, play a big role there. And I think libraries have as another avenue that we can maximize is to help educate. But I do think the trend is not a trend; it's the way of the future.

AUDIENCE MEMBER: But what if we had tried to help people use (indiscernible)?

A. RICHMOND: True. Oh, yeah, yeah, I see what you mean. That's right.

AUDIENCE MEMBER: I mean, it's just -- I'm not

saying we shouldn't do that. I think that is our role. I think with the current e-readers, I mean, that has become -- so, I mean, that's clearly, regardless of which devices rise to the top, the ability --

A. RICHMOND: Right. Just the idea of reading --

AUDIENCE MEMBER: -- the ability to do it and figure it out and all that stuff is going to be important. But I think as technology has come along, I mean, you're doing a lot of trying to figure out -- you know, we don't want to invest a ton of money in something that's going to turn out --

A. RICHMOND: I'm waiting for Raspberry Pi, myself.

M. CRAIG: Well, let me put this concept out there. When a library presents a Kindle, is it not better use of the library's time to say, Look, you can put information on the Kindle by way of plugging it into a USB drive, taking a bunch of information, maybe web pages, maybe music, maybe all these different things, putting it onto the Kindle and then bring it home with you and using the Kindle that way, rather than saying, Here's how to log into the Kindle interface, here's how to put in your credit card number, here's how to purchase books. You see, the first way can be used

for any type of device, but an understanding of how to transfer information from a central computer downloaded onto a device and then -- and use it at home is a skill that I think crosses device boundaries. Whereas, learning how to buy books on Kindle is only going to work on a Kindle.

So I would say that's one area. Like, when you're talking about learning and skills training across patrons, I would say that's one area that's really important is just a concept of using information on devices without being locked down to the device's restrictions.

D. CAMPBELL: Well, just as a point of order, we're not doing that. We're not showing people how to buy books on our --

AUDIENCE MEMBER: No, we're showing them how to log onto the library --

M. CRAIG: Well, I've got these instructions in front of me here that talk about --

D. CAMPBELL: Yeah, but you're borrowing, you're not buying in this case. And --

(Several voices at once.)

M. CRAIG: Well, I mean, this is a proprietary interface, so I mean whether or not my credit card information went in here, I still had to

agree to terms and --

D. CAMPBELL: Quite right. And you bring up kind of what I was -- where I was going earlier. But I think librarians by nature are, you know, sort of our freedom-of-information mission, we're technology agnostic. But unless you've got a strong predilection toward one thing or another, we're -- I purchased a Nook and a Kindle and -- I haven't got the Sony yet. And I haven't got the --

M. CRAIG: But you know what I'm saying, most people don't know that you can plug a Kindle in and use it like a memory drive.

D. CAMPBELL: Like a thumb drive.

M. CRAIG: Yeah. And then you can transfer music onto it. I blew people away just by saying, oh, yeah, you can put an mp3 on it and listen to it.

D. CAMPBELL: Sure.

M. CRAIG: Like that's a folder; it says --

D. CAMPBELL: But my overall point is we're not pushing any one technology or one device. In fact, Kindle only just recently played with us. So we might actually have been shunning them for the last two years because they didn't want us to play in their sandbox, in their little silo. So just as a point of order, I don't think we're promoting any one -- and, of course,

you run into that in the school, you know.

M. CRAIG: But how much --

D. CAMPBELL: Microsoft and Apple were both chastised for putting themselves in schools cynically toward their own benefit.

S. ADAMS: But the whole purchasing thing, which I think you probably all have protocols, too -- and we do, too -- is what do you need to do, and then find the device that will help you to do that.

D. CAMPBELL: Because that's a tool.

S. ADAMS: Right.

D. CAMPBELL: Because technology is a tool.

S. ADAMS: Yes. So what will the libraries in 2025 want to do?

AUDIENCE MEMBER: I hope we have a really different model for borrowing, because Overdrive is the pits. Don't send them this tape. Obviously, I can't have a subscription anymore, and they're the only game in town. But -- for example --

D. CAMPBELL: Clunky, overly --

AUDIENCE MEMBER: -- we originally started with just the downloadable audio books before OverDrive got the ebooks. And so we had our subscription to OverDrive through the state library, and we also had NetLibrary, which also does downloadable audio books,

which now has changed to One Click Digital, but that's a whole different story. But the two models were with OverDrive people could check out three things at a time, one person could be using that digital information at any one time, which I don't know what anybody else -- I feel really stupid saying to somebody, "Oh, I've got a waiting list for that digital thing," that doesn't exist anywhere --

D. CAMPBELL: It's asinine.

AUDIENCE MEMBER: -- and that eight people can access at a time, "Oh, no, you have to get on a list for that."

D. CAMPBELL: It's bizarre.

AUDIENCE MEMBER: And you get it for seven days. And I don't know that many people who can listen to an audio book in seven days unless their commute is like from here to New York.

So -- and then NetLibrary, people can have 10 things at a time, as many people who wanted to access an item at any one time, they could, no waiting lists, no whatever. Now, the pricing structure was really different. We were paying -- I mean, it's changed a lot now -- but we were probably paying \$800 for our OverDrive subscription and paying \$3,000 for our NetLibrary subscription. But in our community telling

people, "Yeah, that digital thing is locked up by somebody." I mean, they understand if the physical book has walked out of the building with someone, but they're all looking at me like, "I don't think you understand technology." And I go, "Oh, no, I do. It's OverDrive that doesn't."

D. CAMPBELL: Yeah. And I'll add to that. When I'm doing that, I always say, take pains to say, "It's not me, it's not the library, it's not any librarians that are making these restrictions. It's the publisher."

(Several voices at once.)

M. CRAIG: But couldn't the library take more ownership over the content?

D. CAMPBELL: We do when we buy a physical book.

M. CRAIG: When you say it's the only game in town, I mean, the libraries have the money. They're the ones that can dictate the terms or are in a position to potentially dictate the terms.

A. RICHMOND: We can --

M. CRAIG: I've been in a situation myself where I've said, "Look, I want to distribute this free content and" -- well, to elaborate, I was putting together collections of free content to hand out to

people. And there was this one e-text where the author had given permission to republish his book. However, the artwork was not under his copyright control, so he couldn't give me that authorization. He said, "Contact Duke Press." And he said, "They probably won't be able to do anything for you." And I told them what I was doing, and they gave me a letter that said that I was authorized to make duplications of the electronic assets, the electronic information, for 500 devices, no more.

It seems to me that if a library goes to a publisher -- not every publisher, of course -- but in some situations they may be able to say, "Look, we'll buy five of your printed books. Can we have permission to make 300 copies of the text?" And maybe even part of that might be, "And we'll remind them in a week to delete the text from their --you know, when they're supposed to return it."

It seems to me that there doesn't necessarily have to be the only game in town, because there are a lot of publishers, there are a lot of authors who have their own copyright ownership and can negotiate terms.

A. RICHMOND: A couple of projects that are growing, Smashwords and Gluejar are both outlets for authors that are more flexible on allowing e-rights to

their material. And that's a potential for growth. I think it's mimicking the music world, to some extent. I think the publishing world is still figuring out how (indiscernible) that work and how people are going to get a piece of the pie. But Smashwords and Gluejar are both stables of authors who are growing and contributing to an open sharing of their material.

AUDIENCE MEMBER: I think that's great. But look at what people are downloading at Overdrive. It's James Patterson --

A. RICHMOND: Exactly.

D. CAMPBELL: Well, I was just going to say --

AUDIENCE MEMBER: -- and it's John Grisham. And Piper Collins won't even play because they say if you're going to use it more than 26 times, then forget it; we're not going to do it. And the publishing industry has shrunk a lot. I mean, I totally agree, and I think -- I do feel like part of our mission is introducing people to things beyond the best sellers that they -- again, this is an affordability kind of thing. People can't walk into a bookstore and just pick up 10, you know, independent books to try them out and see if they like them. But you can do that with the library because you feel like it's not costing you

anything because it's prepaid from your taxes. But there is still this emphasis and this -- you know, the people walking through our doors, you know, I can say to them, "Hey, James Patterson's publishers are jerks and they won't work with us." And they're like, "I don't really care. I want the new James Patterson," you know. So I think there is a real struggle there, like you said, between kind of this open information model and a locked-down one. And libraries don't seem to have a lot of power right now. And that's why --

M. CRAIG: But I would say that's an area that, you know, in the next X number of years that's an area that libraries could, like, work on education, too, and say, "Yes, you can get the new James Patterson book in print, but also have you considered these lesser-known authors that are available electronically? And we have a license to distribute 50 copies. Would you like one?" and see where it goes.

S. ADAMS: So in order to prepare our libraries, I'm hearing that there really needs to be a collaboration with libraries, them working together to work with publishers?

A. RICHMOND: Oh, yeah, nationwide sales --
(Several voices at once.)

A. RICHMOND: -- there was an immediate

nationwide boycott of Harper Collins' content when they put the cap on. And just to broaden that, for the whole audience, that their limit was 24 circulation, basically, of an ebook that you purchased outright before you would have to buy it again. So it's like putting a lifetime on a physical purchase. And it was a model that was the first time anyone had gone so far to do it. And immediately libraries responded. I don't know whether Harper Collins changed anything relative to that. I haven't seen any news on that. But the message --

D. CAMPBELL: Nothing yet.

A. RICHMOND: -- was strong that it wasn't smart. But if they're holding to their guns, unfortunately, it could be a sad model of what publishers will aim for.

D. CAMPBELL: Right. If I'm looking ahead to 2025, I'm shocked that James Patterson hasn't already done this, dumped the publisher and sell directly to the consumer. I mean, if anybody can do it, he can do it. I would say I'm less inclined to work with the publisher and more inclined to let them go bye-bye. And then we really will be more of an open-source purveyor of content because the author will be in control of where that goes and the rights that he or she attaches to the

content they create.

A. RICHMOND: And I think the fear of losing sales based on a library's circulation is unfounded.

D. CAMPBELL: Well, obviously, yeah.

A. RICHMOND: People are going to be taken by an author, and they're going to buy books that they read probably more than once or they're not going to finish and want -- you know, it's not an impediment to the author making money. I mean --

D. CAMPBELL: When I explained the rules and regulations associated with Overdrive to Leslie (indiscernible) I say, "It's not us, it's the publishers." And they say, "Well, why?" And I say, "They're afraid of being Napstered."

A. RICHMOND: Yeah, exactly.

D. CAMPBELL: And I make it a verb and say -- and, you know, the music publishers have survived, but I wouldn't say well. I don't know, they're -- I mean, Apple saved their butts with iTunes, giving them a 99-cent price point. I can't even imagine what the music-publishing world would be like without Apple's iTunes establishing that. So you'll see --

M. CRAIG: But that hasn't stopped people from being able to download any song they wanted to online.

D. CAMPBELL: No.

M. CRAIG: And you can still download any ebook you want to online. So --

D. CAMPBELL: But the price is going up.

M. CRAIG: Right.

D. CAMPBELL: The price is actually going up for ebooks, by the way.

M. CRAIG: I just wonder what the -- when Overdrive -- when you say, "Well, it's Overdrive because they don't want to be Napstered." Well, the Napstering of ebooks already exists. So --

D. CAMPBELL: Does it? Can you go on and get digital version of --

M. CRAIG: Is this being recorded? I've heard. I've heard. I don't have any first-hand knowledge of it.

AUDIENCE MEMBER: The average user really can't, though, I mean, I think most of the people who are using ebooks in our libraries --

M. CRAIG: I've heard they're indexed on Google -- I've heard.

AUDIENCE MEMBER: But not the new James Patterson.

D. CAMPBELL: Well, that's just it, right.

(Several voices at once.)

A. RICHMOND: And what is an interesting perspective that Matthew shared with me about ebooks is that they are websites. They're a stripped-down --

M. CRAIG: Right. They're compressed websites into a file. That's a new thing I found out recently.

So when we talk about ebooks, we're talking about websites. You know, we're talking about information.

A. RICHMOND: That could flow as freely as other websites out there.

D. CAMPBELL: I never thought of that.

M. CRAIG: Sure. And it's literally web pages being restricted, you know, when we're talking about --

D. CAMPBELL: Just blew my mind a little bit.

S. ADAMS: What about the role of social media?

M. CRAIG: Well, something I've talked about here at Rye is the idea of some sort of review site that the library might maintain or might use a media wiki-software somewhere else online where patrons could go in and type reviews for books that they read and go through kind of maybe somewhat anonymously, maybe through handles or something like that, just be able to connect

reviews so that when they find a patron who likes the same type of books that they like, that they have other recommendations along with that. So that it's kind of like Amazon reviews but just for the library books.

A. RICHMOND: There are --

D. CAMPBELL: And just in your town?

M. CRAIG: Sure, yeah.

A. RICHMOND: There are integrated library systems that offer that option. Ours does not, unfortunately.

D. CAMPBELL: A commenting tool, yeah.

A. RICHMOND: But I'm going to start pushing hard for CLC to take that into their next --

M. CRAIG: But to be able to do it at home or somewhere where it's leisurely; you don't have to be right there at the library to --

A. RICHMOND: Yeah. But then it ties into the catalog, too, so that when you're looking at a book in the catalog, you can click into patron reviews, which is a great resource. But it's not -- it's built in, so it's not another -- although we could, I'm sure, link to the other. But it's a very valuable idea.

D. CAMPBELL: Well, in the meantime, I'm

using Good Reads for that. Good Reads is an app. It's a website, it's a Facebook app, it's a mobile-device app.

A. RICHMOND: So you can get at it from lots of --

D. CAMPBELL: So you can get it from a lot of -- and, you know, you create a handle, and you go in there and you rate all the books that you've read Netflix style, you know.

M. CRAIG: Yeah. Or Netflix --

D. CAMPBELL: Yeah. "*Heart of Darkness* is a five-star book, in my opinion," and people can comment on that.

S. ADAMS: Are there any groups in Good Reads? That's what I've been trying to find out.

D. CAMPBELL: And then you can create a virtual book club, if you want to. That's been --

AUDIENCE MEMBER: So you can do it through a book club? Because that's what we've been trying to figure out, is how do -- a lot of us use it individually, but how could you create something within the overall Good Reads community, which is worldwide --

(Several voices at once.)

AUDIENCE MEMBER: -- that would be

identified as Rye's patron reviews, you know.

AUDIENCE MEMBER: I think Library Thing
might --

D. CAMPBELL: I think Library Thing
might --

AUDIENCE MEMBER: We just got started down
the Good Reads path, and I had wanted to stay
there.

S. ADAMS: Well, the reason I brought up
social media, beyond the reviews, is the comment
that you had made that you want to expose people
beyond the best sellers. And I just was at a --
last night talking with someone from NASA. And
they are not allowed to advertise at all. And so
they have to have a zero budget for advertising.
And they use social media all the time. That's
their advertising. So I was thinking that this is
probably a good way to use Twitter. Someone tweets
out book pieces or you have a little chat online.
You can have a chat at a certain night or something
like that for the Rye Book Club or something like
that. But do you think that's -- the social
media's going to be around in 10 years?

D. CAMPBELL: Oh, yeah. Get used to it.
These are ideas whose time have come, for sure,

Facebook and Twitter.

S. ADAMS: And the leverage that have the virtual book talks online. Because in education that's what we do at certain times on Thursday from 8:00 to 9:00, and we all use the same hashtag on Twitter and just kind of watch things flow.

A. RICHMOND: So there's a set time that you communicate?

S. ADAMS: Mm-hmm.

D. CAMPBELL: That's interesting, although I wonder if you might be more free to talk if it was a chat room, old-school message board, something like that.

AUDIENCE MEMBER: You could always use Second Life.

M. CRAIG: Any kind of bulletin board. I mean, you can -- to the point of a physical bulletin board where you could just tack up something and say, "Hey, have you read this?" But, you know, you'd, obviously, want to use technology to somehow --

S. ADAMS: Facebook and (indiscernible)
(Several voices at once.)

AUDIENCE MEMBER: I was recently at a UNH art exhibit in their museum or gallery, whatever

they call it. And they had this one area, just this big wall, with stacks of Post-It notes on these little tables around it. And people were just writing down what they thought of the exhibit and sticking Post-It notes up. And I was like -- it was so interesting to read all the comments. And that's not that different from Facebook or -- it's just while people are right there.

M. CRAIG: Character limitations and everything.

AUDIENCE MEMBER: Yeah, exactly. You've got a Post-It. Some people write really small. And a few people cheated and stuck two notes together. But, you know, you can't control everything.

A. RICHMOND: How about Game Room?

S. ADAMS: That's an education piece.

D. CAMPBELL: It's a social interaction piece I think we talked about before where you're at home or you're at work or you're in your car, right? What else is there?

A. RICHMOND: Bed.

D. CAMPBELL: You know, maybe you go to a bar or -- you know, I don't know, what else is there? So that extra -- the library's role in -- help me out folks -- the library models, library as

third place, library as virtual living room. They all have different names.

AUDIENCE MEMBER: Yeah. I mean, I know what you're talking about, but --

D. CAMPBELL: Well, they have little monikers to tell you which model is which. But I find the idea of library as that third place, the library as that, you know, virtual living room or virtual game room or virtual public space, like we were talking about before, being a real place where people can get together. You know, people look at -- I sell my game days on the premise that, you know, because we'll have the PlayStation 2 set up old-school with Guitar Hero and games like that, you know, a Star Wars game or Harry Potter game or whatever, and, you know, I'll inevitably get the, "What's this got to do with books and learning and reading?" And I have to -- I go, "You know what, would you rather them being at home in their bedroom or the basement playing this game by themselves?"

A. RICHMOND: Right.

D. CAMPBELL: Because that's what they're doing.

A. RICHMOND: Have you had any pushback on that game, Lisa?

AUDIENCE MEMBER: Well, first I wanted to say didn't Gamers just unlock the key to the enzyme about AIDS or something? There were -- it's an online game; it was just featured in (indiscernible).

AUDIENCE MEMBER: Yes, I read that.

AUDIENCE MEMBER: So don't --

D. CAMPBELL: Don't diss the Gamers?

(Several voices at once.)

AUDIENCE MEMBER: There was something in the (indiscernible) the other day, too, about gaming in schools.

T. MOYNAHAN: I was going to ask if there's a connection with the school system.

S. ADAMS: From -- I also go to the national conference, and from that there is more and more gaming coming in as a source of education. So as you go through the game, you're learning as you go. So that is huge. So you could do something like that here, take your education programs, and you can do it through the game.

T. MOYNAHAN: So have you heard any commentary negative to --

AUDIENCE MEMBER: No, just positive, so far.

S. ADAMS: There's multi-user games, too, the multi-user games and --

(Several voices at once.)

AUDIENCE MEMBER: We're still figuring out that multi-user part, but the Xbox 360 with Kinect still seems to be relatively new technology, so the kids are kind of excited and impressed that it's at the library.

A. RICHMOND: And it's physical movement, too.

AUDIENCE MEMBER: Right. Your hand controls the menu.

D. CAMPBELL: Yeah. And this little thing isn't going to last much longer, right?

AUDIENCE MEMBER: No, it's gone. It's gone.

S. ADAMS: And it's -- going with the gestures, too, having the light tables. I mean, I've actually seen the light tables and used one where you just use your hand and everything's on the table.

T. MOYNAHAN: Like they do in the air in the movies.

S. ADAMS: Like "NCI" has.

(Several voices at once.)

AUDIENCE MEMBER: Kinect is like that, too. You know, this is the screen, and your hand is controlling everything. It just freaks me out. I'm not used to it yet, but it's fun.

D. CAMPBELL: My daughter reports, and then

what they do, they're going through files, they're moving things with their hands.

S. ADAMS: And, actually, the light table became as a result of the movie.

A. RICHMOND: Oh, really?

S. ADAMS: Yeah. From one of the developers, anyway.

AUDIENCE MEMBER: I think one of our big challenges has to do with staffing, though, too. I mean, I think about, you know, we're trying to do a lot of different social media things and different things in the library. It's an incredible amount of time. I mean, at least to say, you know, even just to think through, okay, here are the authors or the books we'd like to introduce people to, so let's get an excerpt from this one, let's do this little bio thing about this author because it's so interesting, da-da-da. I mean, that's all time. So it takes someone who knows how to do it, which in our libraries we often have a mix of people on the technology spectrum. And maybe that's changing --

D. CAMPBELL: That's diplomatically said. That was very diplomatically said.

AUDIENCE MEMBER: We're talking a lot about, in our current strategic plan that we're working on, is,

you know, ways to talk with funders and the community about how people have a tendency to think, "Oh, more technology equals fewer people." That's the equation that people who aren't working in the field oftentimes think. They think, well, if you can just have a self-check-out station, then you don't need anybody at the circulation desk -- well, except for all the people who can't figure out how to use the self-check-out station and all the times it breaks down and it loses its connection and all that stuff. Or, you know, that if you have, you know, doing collection development on the Kindle, that somehow that doesn't require as many people. Or running a Twitter feed or having a Facebook page or any of these things; where, in fact, what I see is that I need extremely well-trained people who can do the technology side and do the customer-service side, which is not always a match. And to me, that spells expensive.

That's what I think. And so I think we have a lot of education to do with our funders and our communities as to, okay, if you want us to be able to help you with these things, provide these things, do these things in this way, we actually may need either more people or better-trained people.

S. ADAMS: Especially in this transition of

getting to 2025. So there's going to be a lot of work to --

AUDIENCE MEMBER: Building staffs.

A. RICHMOND: So that's a preparation --

AUDIENCE MEMBER: Technology competencies, I think that's something that libraries are going to be dealing with a lot is having set, you know, competencies that people have to reach in order to be successful in the --

M. CRAIG: And also depending on what type of technology you would be having and how fast that may change in order to keep up with those -- the competencies and the skill sets.

D. CAMPBELL: Right.

AUDIENCE MEMBER: Yeah. And that involves training, which is expensive.

D. CAMPBELL: I mean, you're quite right. So you're saying -- I mean, a librarian's purpose, one of them is, you know, distilling information, right, from a giant pile of information to help the person get what they need, what they want to know. And it may be just a book recommendation. Well, you're still distilling all that, whether you're just talking to them in person or, you know, putting a Facebook post up. And I think we all do a pretty

good job at that. You know, I'm fans of everybody on Facebook, you know, and we'll be, "Hey, by the way, it's Dr. Seuss's birthday. Did you know" -- and can you recommend -- and you go like that. And you're serving that purpose just with using the technology.

But you're quite right, you know, some -- you can't --

AUDIENCE MEMBER: I'll tell you, we've gotten much better at it. I just recently got a volunteer. She's been wanting to volunteer for the library, but she has kids and she works and she's really busy. But she spends whatever little time she has left over on Facebook herself. And she came to me and said, "I'd love to help out with the Facebook page. I get all your e-mails, I get all the different stuff that's going on at the library. While I'm on there, I'll just post." So she takes stuff out of our newsletter, she takes stuff off our website, creates a little post, puts a little picture with it. And she has more time to do that than I do. And she loves the library and wants to support us and --

AUDIENCE MEMBER: She's a volunteer?

AUDIENCE MEMBER: She's a volunteer. I

mean, she is now. She wasn't before, but this was a way she found that she could help the library. And our Facebook page, we've gained, just since she started doing it, I think we've gotten 200 new likes. And she's been doing it about a month.

(Several voices at once.)

S. ADAMS: By 2025, what will be the role of volunteers?

AUDIENCE MEMBER: Well, the way the Department of Labor is going, we won't have any volunteers, because they're making it nearly impossible for people to volunteer at libraries or anywhere. That's a different problem.

AUDIENCE MEMBER: Well, in schools you have to have a TB test and a police check and a whole long list of paperwork. And you have to pay for it. It's nuts. Even just to volunteer in a classroom.

S. ADAMS: So any more about how the technology will look in 2025?

AUDIENCE MEMBER: How will we know if we've succeeded? That's --

AUDIENCE MEMBER: I've just got one question. Does everyone think it's getting smaller? Is everything going to get smaller? Are we going to get --

(Several voices at once.)

T. MOYNAHAN: Okay. Here's where fiction needs to come to reality. There's the commercial where the guy unfolds his thing, and it just gets bigger. And they --

(Several voices at once.)

M. CRAIG: You can probably expect the screens to be about this size. And this size paper has worked out for a long time; it's probably going to suit us for a long time in the future.

AUDIENCE MEMBER: They're a little bit bigger, because I just got a -- came into the technology era and got myself a new phone. And it's an Evo 4G, whatever. And just holding it to my ear feels ridiculous because it's so large.

AUDIENCE MEMBER: It's like when you watch movies from the '80s and the people on Wall Street have those big phones.

AUDIENCE MEMBER: That's right.

M. CRAIG: Isn't it in "Fahrenheit 451," they said it's going to be wall-sized phone monitors, so maybe it will go that way, too.

AUDIENCE MEMBER: And the (indiscernible).

T. MOYNAHAN: That's what I always think of when I see the big screens in houses is "1984"

or --

AUDIENCE MEMBER: And "Fahrenheit, " yeah.

D. CAMPBELL: Well, I can see virtual-reality rooms and, you know, 3-D movie-screening spaces in libraries in 2025, I can see that.

AUDIENCE MEMBER: I couldn't find those programs (indiscernible).

(Several voices at once.)

AUDIENCE MEMBER: -- with these kids who have graduated from our schools and will have all the skills that your department needs --

AUDIENCE MEMBER: Well, except that the technology will have -- I mean, they'll be just like I was. I was on the cutting edge when I was 22. And then the technology moves on without you.

AUDIENCE MEMBER: Well, I ran the time. From the time it took to develop the computer until now, which is what? Can you help me out here with like --

M. CRAIG: Want to call it 40 years?

AUDIENCE MEMBER: Fifty?

M. CRAIG: Fifty? Yeah, 50 is probably --

AUDIENCE MEMBER: Okay. That time in development now occurs in minutes and days. So it's moving so quickly that --

M. CRAIG: What develops?

AUDIENCE MEMBER: Okay. So -- I know, I can never explain this, but it makes sense in my head. The time it took to develop the computer, 40 years, the advancement of technology over that period of time now takes place in days, hours, weeks. So 40 years' worth of advancement is now just happening; it's just too fast.

AUDIENCE MEMBER: Except that's also -- I feel like some of it isn't even really an event. I mean, honestly, the Kindle Fire came out, and I was just like, oh, really? I mean, what, you can do any one of the things they're saying you can do on that on 800 of the devices that are already out. And most people don't do half of the stuff with their device. I mean, it's like, they come out with -- (indiscernible) tablets come out. I mean, that's what I have. And this is the 7", and I really like it. And then they came out with the 10. And now they're coming out with an 8.9 within, like, three weeks of each other. And it's like -- it's like that's -- I suppose they consider that that's part of the advancement. Oh, size has changed. It took a long time for sizes to change before, and now they change really quickly. But

it's not really an advancement.

D. CAMPBELL: It's like the --

AUDIENCE MEMBER: It's a bigger box of
crayons, I mean; it's --

D. CAMPBELL: It's like that Best Buy
commercial where he buys the HD TV or the 3-D TV,
and then the truck goes by --

M. CRAIG: With the four --

D. CAMPBELL: -- and he's like, "Oh,
stupid!"

(Several voices at once.)

S. ADAMS: I want to throw out one more
thing that I was reading, too, is that the data-
analysis type of thing, do you think the library's
going to be a source for a lot of data, and then
they'll be able to compile it and have it as a
resource?

M. CRAIG: I'd like to chime in on that.

S. ADAMS: Sure, yeah.

M. CRAIG: So the library that I envision,
one that has as lot of information, is really
(indiscernible). That -- actually, let me take a
step back. I was thinking about roles of
libraries, as Andy started us off here, as
originally being a place of common ownership of

expensive information. I think it's changing now, as the cost of information is going down, to \$3 a book and less and even no cost of making electronic duplications. What is the expense of asset? And the expense of asset is that needs to be shared is librarians. Yes, I'm pandering to you guys.

So what is the role of the librarians? I think it's the information brokers. Right? I think people who can get through that information and say, "Okay, here's a digest of what you need," or, "Here's a starting-off point," or "Here's the list of books that will get you started," you know, or citations from another book.

D. CAMPBELL: Bibliography building and things like that.

A. RICHMOND: And back to the long-time role of assessing for quality, too, like what's good and what's a waste of time.

D. CAMPBELL: Right.

A. RICHMOND: Essentially for all (indiscernible). Yeah, that was in the meeting idea, that it seemed like that role was defining itself too, is to help interpret and process a lot of information.

D. CAMPBELL: Well, there's Neil Gaiman's

quote, isn't there? I had the privilege to see Neil Gaiman in person at the Music Hall a few months ago. And he is what happens when an author becomes a rock star or a rock star becomes an author. You know, he wore all black with the big hair. And he came out. And he was the ALA spokesperson last year. And he's well-trained on his talking points for supporting libraries. And he said -- you know, "We've waxed on and on about how wonderful librarians were." And I was blushing. I said, "Boy, I hope I can live up to this guy's expectations of me." But he said, the great quote is, you know, "Google can give you 10,000 answers; a librarian can give you the right answer." And it's distilling that information and making a recommendation that is still the brain -- the human brain is still best suited for that if it's trained right.

S. ADAMS: And wasn't there a movie about that in the 1940s with Katherine Hepburn? What was that movie?

AUDIENCE MEMBER: "Desk Set."

S. ADAMS: There you go.

T. MOYNAHAN: Well, the whole Ask.com, you know --

AUDIENCE MEMBER: It's Katherine Hepburn and Spencer Tracy. It's a total chick flick.

D. CAMPBELL: Well, I might watch it, anyway.

AUDIENCE MEMBER: It's sad we have to go all the way back to the '40s to find a good librarian.

D. CAMPBELL: Yeah, it is.

A. RICHMOND: Maybe if we can just make a couple of comments on success or how we know when we're reaching it, we can begin to wrap up?

I think one comment or observation I've made is that as our service changes, the way we talk to each other and to our funders about success is going to have to change. And there's an annual collection of numbers that we put into the state system every year, and I think it's becoming a little antiquated in terms of what it asks for and records and tabulates.

D. CAMPBELL: I think that's fair to say.

A. RICHMOND: And, you know, this is a little bit library-centric, but I do think -- and I've got some material that's -- you know, it's not a new topic, but getting New Hampshire to rally around changing those -- the way we view and measure and -- because the classic measurement is how many books go out the door. And that really is not describing our service anymore. So that

is another preparation, I think, but it will help us determine how we're doing in a more meaningful way.

D. CAMPBELL: Yeah, we're going to need new metrics, new success metrics, to even be able to answer that question in 2025. And my simple, off-the-cuff, you know, flip answer is if we're still around, we're still surviving and relevant and in town and funded at a level that is appropriate, then we're succeeding. I don't know any other way to measure it until we establish those new metrics.

AUDIENCE MEMBER: And even when we establish the metrics, sometimes -- I mean, I get all the information brokering and all of that stuff -- some people don't really care; they would just as soon get the 10,000 answers from Google. So we can do a lot of metrics, and I think that's important, and they definitely need to change. I mean, that's something we've been working on a lot. But I think if people are still thinking to turn to the library for information needs that they have, then we're succeeding. Because people will stop if -- it only takes about one time, maybe two times, to fail somebody, and they'll just go someplace else.

S. ADAMS: So I'm hearing that -- kind of I went through some notes, because I'm a note-taker, but

for services, lending support, whether it's for individuals coming in or for devices here, things like that. And the sampling of devices, having the technology here where people can take a look at it and see if they're of interest for them. To distill information. And to be the best. This is a place where you can be the best. The resource-sharing, the common ownership, a place of social interaction. Sampling I have again. Educating with skills, not necessarily devices, but the skills that you need to do searches or things like that, to find information. Again, the support piece. To look at cost-effectiveness. And expose beyond the best seller. And being on the cutting edge, that this is the place where the cutting edge is. People can come here, and you can showcase things here.

A. RICHMOND: But it's an interesting mix, too, of the tradition and the tried-and-true and the cutting edge. I think we welcome -- and it creates a comfort level, in my mind, people that know and love libraries can come in and, "Oh, maybe I will look at, you know, an ebook," or whatever the case may be. So in New England I think we'll continue for a good long stretch to have a mix of both, and that, you know, physical print is not going to go anywhere fast. But --

D. CAMPBELL: I was waiting for somebody to say that.

A. RICHMOND: Bridget, you, too.

AUDIENCE MEMBER: The what now? Print?

S. ADAMS: And then the needs are definitely going to be connectivity; there's going to be a cost with network. And we kind of talked a little bit about the cloud computing and commercialism.

And the terms of service, we're going to have to look at that. And collaborating with other -- really, a stronger collaboration with libraries, even a national, global scale, probably, too.

And the building, the design itself, we talked a little bit about that, how that will change; and that this is -- maybe other purposes besides the library, that as a public space.

And taking a look at staffing, and the staffing's going to have to have new skills and constantly updating their skills.

And the last thing I heard was changing the definition of success and, I think, educating everyone about that, not just the state but the whole community.

A. RICHMOND: One of the articles I've read that addresses that new measurement of the metrics required to talk about current services, one of the end

products is contacts, whether that is circulation, physical visits, electronic visits, programming. You know, it's contacts, touching --

D. CAMPBELL: They call them touches, yeah, patron touch, yeah.

A. RICHMOND: Which is a --

AUDIENCE MEMBER: Measuring your website and the --

A. RICHMOND: Yeah, all the --

D. CAMPBELL: Yeah, everything.

A. RICHMOND: It's a tough, tough measure to keep track of, but it says a lot. And I think experience is really a market that we are in; and whether that's a new author or a thought that you, you know, a new idea, shared group experiences, it's just that I think is our direction, you know, in a big sense.

D. CAMPBELL: I was looking for a place to tie this point in, so thank you, Andy, for that. I heard recently that libraries can be seen as a place for imagination, that it's an area where you can come in and develop new ideas off of the things that you find there, whether they're pictures on the wall or the books or interactions that you have with the librarians or the computers or the owls in the front lobby. Whatever it is, your mind is energized to come up with whatever it

is you're working on at the time. And if people in the future continue to see libraries as a place where they can construct new ideas, then I think that's a point of success, too. But then how do you measure that? I'm not sure. But I think you know it when you see it.

S. ADAMS: So maybe another measure of success would be in the social medium and how people are communicating that out to other people.

A. RICHMOND: Shall we round up thoughts or --

D. CAMPBELL: I had a whole spiel, but I wasn't able to sneak it in.

AUDIENCE MEMBER: Can you give us a --

D. CAMPBELL: Well, I mean, it's sort of like what Matt was saying before about the freedom of information and the, you know, open -- I'm not going to say open source because I'm --

M. CRAIG: I'm sorry I beat you to it.

D. CAMPBELL: But I had a kind of an epiphany recently on the subject of library's role in the face of the new technology purveyors: Apple, Google, Netflix. I mean, right? Comcast --

M. CRAIG: Yeah, I know --

D. CAMPBELL: -- did, right? All these corporations, for-profit corporations, are providing

information to us that we desire, entertainment, whatever. And when they control that, they control the free flow of information. And looking forward to 2025, if it's not, you know, it could be more like 1984, where you're not in control of the access to the information. And maybe the library is the last place in town where you can get it without a log-in ID, without a credit card, without a Terms of Service agreement. And if you doubt that these corporations aren't out for the dollar and not to --

A. RICHMOND: Better the world.

D. CAMPBELL: -- right -- better the world, you don't have to look far. When Kindle introduced the ebooks, they actually pulled 1984 -- irony not lost -- off of people's Kindles, because they realized they had a copyright problem.

A. RICHMOND: You bought it, you owned it, and then overnight --

D. CAMPBELL: And all of a sudden, it's gone.

AUDIENCE MEMBER: Are you kidding?

D. CAMPBELL: They can also --

A. RICHMOND: The book 1984 to be --

D. CAMPBELL: -- they can also edit the content as easily as editing a website's blog-in post.

M. CRAIG: Right from the book 1984, yeah.

D. CAMPBELL: The -- what's it? -- the *Huck Finn* or *Tom Sawyer*, right, the new version, cleaned up, all they'd have to do is -- okay, well, now it's not there anymore. Well, where's the original version? It's a paper book, right? And that's got to live somewhere or it's lost. So --

M. CRAIG: So libraries could enter the fight for the side of the patrons.

D. CAMPBELL: Yeah, could be the last fortress --

M. CRAIG: -- if they choose to enter that agreement.

D. CAMPBELL: Right. And I'm a huge Apple guy and a huge Google guy and a huge Netflix guy. Look at what Netflix has done. Whoops, it's available to stream right now. You don't need the library. You don't have to borrow it from the library; you can stream it from your house at anytime. Well, no, actually, it's not available anymore. Some other movie's available now, but that one wasn't. And they'll keep doing that based on what the profit margin is.

So it's a cautionary note. And I've had this epiphany recently. And the more I see with the price of ebooks actually going up, when they promised they would drive it down. Now it's 14.99 an ebook. I can buy the

physical book for 14.99 and loan it as many times as I want because I'm making the rules as the librarian as to how it can be distributed. Because I purchased it and I own it. So it's a --

M. CRAIG: And (indiscernible) terms?

D. CAMPBELL: Yes. So, I mean, I -- now I'm on my soapbox, and I wanted to get that in there. But it's occurred to me recently, and it's scary.

Victor, you had something.

AUDIENCE MEMBER: Yeah. I guess I have more questions than I know how to articulate. But I see library technology having a large intersection with information technology and where that information resides. And libraries have, for a long time, been the repositories for information. It happens to be print information, but now we're moving off in other directions, which may or may not include that print information, which is part of what you're saying. You know, I'm just wondering what the future holds, whether in three years or 14 years or however many years. I see the people who will work in libraries, if you can put it that way, being the purveyors of information, the distillers of information, whether it's from off the bookshelves, if they continue to exist, or if it's from

somewhere in cyberspace, should that continue to exist. Seeing the library as a living room. And all the other things that you recited earlier, which I agree. So will the people who work in libraries be the facilitators as well as the distillers or the brokers --

D. CAMPBELL: I sure hope so, yeah.

AUDIENCE MEMBER: -- where you have all of those activities and interfaces? Will the library continue to have the various devices that we see now and we can't be able to foresee will come to exist in the future, some of it driven by changes in technology, some of it driven by marketing departments who have a need to have a new device, presumably updated device, every six weeks or whatever? So I'm wondering what the role of the librarians will be, even the libraries will be, what the shape of the buildings, if they continue to exist, will be. And even for the information that doesn't continue to exist in print form in many places, even now, does that lead to -- one of the possibilities I see is the vulnerability of the system is so much of this information is committed to places and things that we can't even see or understand, whether they exist in clouds or

somewhere else that nobody has yet invented. And knowing that people who sometimes would do things because they wish us harm or others who take great pride that they can hack other people's activities, whether they're governmental resources or information resources or people's individual resources, whether on Facebook or elsewhere, what protections do we have that we'll have a system in whatever form that would continue to be viable and predictable and there for us, when we as individuals and we as keepers of an institution want it to continue to exist. I guess that's a long question and maybe more commentary than a question, but I --

D. CAMPBELL: Can I pipe in?

AUDIENCE MEMBER: -- when you see a book on a shelf, well, you know it's tangible and it's going to be there unless the building burns down. But when we --

D. CAMPBELL: Digitize it.

AUDIENCE MEMBER: -- are committing ever more information to somewhere else and something else, and you can't find --

A. RICHMOND: What is the archive?

AUDIENCE MEMBER: -- and put your hand on it.

M. CRAIG: One thing we didn't talk about but I was maybe hoping it would get brought up, is the role of the librarian as the archivist. And I just want to toss some numbers out to you. There is, just as a collection of information to look at, the Library of Congress has 26 million volumes. And those -- a book could be put into ASCII text format in about 500 kb. So for about 13 terabytes of storage, which is something that's very conceivable to get for a desktop tower computer, for disc drives, figure about 500, 600, 800 dollars, you can store every book ever published in the United States. That's a place where libraries could get to right now.

AUDIENCE MEMBER: And where would we keep those things?

M. CRAIG: We could store it on a desktop computer for --

(Several voices at once.)

D. CAMPBELL: -- (indiscernible) hard drives inside.

AUDIENCE MEMBER: On a new --

M. CRAIG: What's that?

AUDIENCE MEMBER: Where would we keep those devices?

M. CRAIG: Under your desk.

AUDIENCE MEMBER: One under my desk and --

M. CRAIG: Sure. Put one under everybody's desk. You know, it's information worth keeping. It's everything we've ever published. So, sure. Make lots of copies. Give one to everybody. Give one to every patron. You could pay for it in 10 years of library dues. You know, you can have every book ever published.

AUDIENCE MEMBER: And do those things or will those things last forever? Is there any shelf life?

M. CRAIG: That's the role of the librarian, right, to archive that information, to make sure it's there forever, right?

AUDIENCE MEMBER: (indiscernible).

M. CRAIG: Sure. I mean, ASCII text has been around since computers have been here, so that's a pretty good format. But if you wanted to compress it, you know, zip is fairly -- you know, I mean, whatever you're good with. You know, you could certainly get it down from 13 terabytes, but that's a starting point, and it's not hard to get to.

A. RICHMOND: Yeah, I've often heard the phrase that the print, you know, we can now be allowed 500-year-old print materials are still around. In 500 years, will we have an individual who will be able to

access it?

M. CRAIG: Duplicate, duplicate, duplicate.

T. MOYNAHAN: But in that duplication, things can get lost and things can get edited.

M. CRAIG: That's why you need lots of copies.

A. RICHMOND: But another concern, privacy, was touched on in a lot of the conjecture -- reading I did. And most, it was sort of brushed aside, in that -- this was around cloud-based access to things that you didn't really have physically and then corresponding privacy issues -- and it was mostly written off as, "Oh, technology will solve that, too," you know.

D. CAMPBELL: Huh.

S. ADAMS: But still keep a local copy.

A. RICHMOND: Yeah.

AUDIENCE MEMBER: Yeah, like the people checking out the Kindle books from OverDrive and all the books they're reading being tied to their Amazon account.

A. RICHMOND: Yes, exactly. That woman that started out here and had time commitments and she had to leave, but was telling me that -- just that; you know, she was using Kindle to borrow a book and then started to think, "Well, how did it go from OverDrive, when I

used my library card number, to my Amazon account?" So it's just sort of this mysterious --

D. CAMPBELL: Well, of course, Amazon's now building a dossier on her.

AUDIENCE MEMBER: Exactly.

(Several voices at once.)

A. RICHMOND: And following her in her car right now.

AUDIENCE MEMBER: Every ad that she sees from now on will be related to what she -- the choices she's made on --

AUDIENCE MEMBER: But do any of you ever talk with your patrons about that? My patrons are like, "Oh, what I read is so boring. No one would ever want to look at what I read." I mean, I feel like you're protecting people's privacy who don't want you to protect their -- they couldn't care less.

D. CAMPBELL: They'll thank us later, Leslie. They'll thank us later.

AUDIENCE MEMBER: They leave their passwords in the public computers.

D. CAMPBELL: I know.

AUDIENCE MEMBER: You know, so it also -- I mean, I like the advances in technology. Like, in the ILS that we have now, patrons can choose for

themselves whether they want their reading history to be kept or not. And as far as I'm concerned, great; then you deal with it. It's your privacy. If you want -- if someone comes in and takes our server or takes -- actually, when their server takes the server that's off the -- you know, wherever it is, you know, then, hey, those of you who chose not to have your reading history kept, no one will know what you've been reading. But everybody else, you're on your own.

But I feel better about that than -- they used to complain all the time, oh, you don't keep the reading (indiscernible). How am I supposed to know if I read this book before or not? You know, and it's like now they can choose for themselves.

So some of the privacy issues I'd like to see go more towards the individual user making a choice instead of me making a choice for them.

D. CAMPBELL: Oh, I treat it like HIPAA for libraries, you know. If I'm left to it, you know --

AUDIENCE MEMBER: Right. Then you have to make a choice.

D. CAMPBELL: I'm going to go to the mat to protect your reading history, James Patterson

book after James Patterson book.

AUDIENCE MEMBER: And that's what we did, too. And now we don't have to do that.

D. CAMPBELL: But, you know, Facebook and Amazon and Apple and Google are not.

AUDIENCE MEMBER: Oh, absolutely not.

D. CAMPBELL: They're selling it to the highest bidder.

AUDIENCE MEMBER: Absolutely.

D. CAMPBELL: That's a big difference.

M. CRAIG: And the lowest bidders.

D. CAMPBELL: And the lowest bidders. And the little bidders.

AUDIENCE MEMBER: Anybody with money.

D. CAMPBELL: Anybody with money.

S. ADAMS: So librarians are going to be and still are archivists, facilitators, educators, keeping people safe. And one of the things that I really liked was inspire, to inspire other people.

AUDIENCE MEMBER: I'm not keeping people safe. I'm not. That's not my job. A dangerous librarian is much better than a safe librarian any day of the week.

S. ADAMS: Being ethical, do it that way.

AUDIENCE MEMBER: Ethical's fine. But it's not my job to keep people safe. They need to keep

themselves safe.

When you start to talk about keeping people safe, then parents come to you and say, "I can't believe you let my child check out *Tangled Maze 3*." It's not my job to keep your child safe.

D. CAMPBELL: And *Dangerous Ideas*.

AUDIENCE MEMBER: I love *Dangerous Ideas*.

S. ADAMS: Any other comments?

A. RICHMOND: Well, I think we owe some thanks to our outstanding panel.

And thank you, all, for coming out on a rough night. But we need to clear these plates. And thank you very much.

(End of recording.)

TECHNOLOGY SUMMIT PANEL DISCUSSION
 RYE PUBLIC LIBRARY STRATEGIC PLANNING COMMITTEE

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