

Title of Session: Targeting Librarians - Technology and Learning
Moderator: Lesley Farmer
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Room: Hot Tub Conference Room

LesleyF: Hi, Emily. Here to discuss technology and learning?

EmilyW: yes

LesleyF: good. While we wait for some others, want to tell me a bit about yourself? I coordinate the library media teacher program at California State University Long Beach.

LesleyF: Did you see my intro? And I was wondering about your background, and why you chose this session.

EmilyW: I graduated college a year ago with a degree in Information Technology, area of concentration in Instructional Technology, I am a web designer

LesleyF: Great! So what do you hope to get from this session?

EmilyW: My goal is to create websites for learning

LesleyF: Super! I have a challenge for you: create a role-playing web-based game that can assess learning, particularly for information literacy. Really.

DavidWe joined the room.

DavidWe waves

LesleyF: Hi, David. Here to talk about learning and technology?

EmilyW: I haven't designed games yet

DavidWe: Yes!

EmilyW: I am trying to learn Flash

LesleyF: We're sharing a bit about our backgrounds, David. I teach school librarianship in California.

DavidWe: what kind of learning and what kind of technology, Lesley?

LesleyF: My son uses Flash; he's a graphics design major.

DavidWe: I was a chemistry major

LesleyF: Good question, David. What are you interested in?

DavidWe: Lots of stuff...

DavidWe: I'm one of the Tapped In HelpDesk volunteers

DavidWe: I just did a session last night on math and technology

DavidWe: I used to work with the Math Forum - www.mathforum.org

DavidWe has been teaching teachers for a bit

LesleyF: Neat -- I'm a credentialed math teacher.

DavidWe is NOT a credentialed anything, in truth

LesleyF: For some philosophical underpinnings, you can read a chapter I've done for a book on information literacy and assessment. I uploaded it here.
[Ed. Note: Lesley's files are in the Hot Tub Conference Room]

DavidWe nods

EmilyW: I am opening it right now

JeffC joined the room.

LesleyF: Hi, Jeff. Here to talk about tech and learning?

LesleyF: What's your specific interest?

LesleyF: For us to talk about learning and technology, we need to have some common understanding about learning. Any thoughts on how you would define learning?

JeffC: Just learning

SusanR joined the room.

LesleyF: Hi, Susan, we're just starting to talk about what it means to learn. What do you say?

DavidWe is back and looking for Lesley's chapter

EmilyW: gaining knowledge

SusanR: hi Lesley..quite the question

DavidWe smiles

JeffC: I define learning as a inner process of curiosity and discovery and motivation... things that school tends to drive out of the student.

DavidWe . o O (learning == ?)

SusanR: learning is lifelong

LesleyF: drive out or draw out, Jeff?

DavidWe agrees with Jeff and Susan

JeffC: drive out... as in sucking the will to learn out of the student.

DavidWe . o O (drive, I think)

DavidWe smiles

LesleyF: Just hoping...

DavidWe: It's a good hope, Lesley

JeffC: yeah... I was hoping too.

LesleyF: Still, would you say that you have to interact with the "outside" in order to learn?

DavidWe . o O (Hope Springs Eternal)

LesleyF: And is curiosity enough?

JeffC: well... some sort of interaction with the outside is necessary... if you mean outside of the student's experience... yes.

SusanR: The acquisition of knowledge or skill

LesleyF: Is curiosity even required??

EmilyW: what do you mean by "outside"?

DavidWe believes young children are "learning machines"

LesleyF: so would we agree that learning requires interacting with something new/different -- some stimuli -- and that in the process one changes one's behaviors or internal thinking?

DavidWe . o O ("Why is the sky blue?")

LesleyF: If it were a machine, it would not have consciousness. Do you think that consciousness is a requirement for learning?

JeffC: curiosity isn't needed if by learning you mean a process of direct instruction where the teacher didactically puts forth information for the student to regurgitate... then... no... curiosity isn't needed.

LesleyF: Or one could touch a hot iron and learn that one will get burned ... No school teacher involved...

JeffC: if however you look at learning as a student-centered process... something that gets bandied about in Masters of Ed classes but gets little practicum in K-12 schools... then yes... curiosity is needed.

DavidWe avoids hot irons like the plague

LesleyF: You get hit by a car, and learn not to run into the middle of the street.

SusanR: learning can be serendipitous

LesleyF: Yes, Susan. It doesn't have to be in a syllabus.

DavidWe . o O (Isaac Newton + apple == learning)

LesleyF: Curiosity can be one MOTIVATION for learning.

KarenL joined the room.

BJB2 waves hi to Karen

LesleyF: It usually happens to be more positive and internally initiated than a punishment basis...

LesleyF: Hi, Karen. We're starting out by looking at what we mean about learning.

KarenL: Hi, everyone! sorry I'm late!!

LesleyF: So learning can occur anywhere, right?

DavidWe . o O (even in New Jersey)

KarenL: I would say so.

DavidWe smiles

EmilyW: yes

JeffC doesn't know about New Jersey though... I guess anything is possible.

DavidWe laughs

LesleyF: This business about curiosity is useful because it points out the need to be aware. One cannot learn if one is unaware of the stimulus (be it a book, TV, hot iron, good speaker, etc.).

DavidWe: Helen Keller?

LesleyF: AND curiosity usually implies that one is in a receptive mood to learn.

LesleyF: Well, Helen Keller was very curious about her world. How did she receive outside information?

DavidWe isn't exactly sure

LesleyF: An underlying point is that one needs to be in disequilibrium in order to learn, to change. Helen Keller could still touch, hear, and smell. Status doesn't work. So awareness of the "other" or "novel" may make us curious and willing to change, to seek.

DavidWe . o O (not hear)

DavidWe: Annie Sullivan was one hell of a teacher

LesleyF: True, but she could touch. Helen Keller is a good example because she had needs that weren't being met -- largely because of communication difficulties.

LesleyF: And Sullivan was able to use the senses that Helen had -- and her mental and emotional abilities to make connections.

LesleyF: So we have a person, an outside SOMETHING, and the person has to be aware of that something and be engaged with it.

LesleyF: Is it possible for someone still to not learn with those conditions?

DavidWe feels Lesley is trying to make a point

DavidWe nods yes, it's possible

LesleyF: So part of the engagement has to include comprehension.

LesleyF: If the information confirms what someone already knows, then it's not really learning. If it DIFFERS from what one already knows, then one has two choices: to reject it or accept it.

DavidWe . o O (cognitive dissonance)

LesleyF: Right, David. if the new info CONTRADICTS present knowledge, then one has to either reject the old or assimilate it with the new -- if the new information is being accepted.

DavidWe nods

LesleyF: AND as long as one keeps that new info inside/internal, it is tacit knowledge. Once it is shared, it has the potential to be explicit knowledge -- which can then be built upon.

LesleyF: SO are you with me?

LesleyF: How can technology figure into all of this?

DavidWe: blogs

SusanR . o O (ah the philosophy of learning)

LesleyF: .. you notice I haven't said a word about school...

JeffC: project based learning... yeah... best to keep school out of it!

SusanR: technology and learning..

LesleyF: What about technology and awareness?

DavidWe . o O (Stephen Hawking)

SusanR: maybe that's why home schooling has become so popular

LesleyF: How does Hawking fit in here?

SusanR: technology should be transforming the learning process

DavidWe: His EXPRESSION is facilitated by technology - it gives him an outlet that his bodied has lost the ability to do

SusanR: Seymour Papert

DavidWe . o O (his body*)

LesleyF: Schooling is a way to formalize education, to make it more time-efficient, frankly.

LesleyF: Yes, Hawking can share his knowledge using technology -- it would be interesting to know how much tech is needed for him to learn.

LesleyF: And Seymour Papert?

JeffC: Schooling is a way to warehouse kids... military style... that's how the institutions are set up.

LesleyF: Do I sense an attitude about schools, Jeff?

JeffC: Yup

DavidWe chuckles

JeffC: That's why I got into teaching.

DavidWe has been in some good schools and also in some bad schools

LesleyF: COULD schools be organized/structured in such a way that it would be freeing and positive?

JeffC: Possibly... but highly doubtful... especially given today's political climate towards incessant testing, NCLB standards, et al.

KarenL: public schools? No way!!!

DavidWe: One former music teacher/principal/superintendent from suburban Chicago told me recently (on Canyon Road in Santa Fe, NM) that nothing will change until school governance changes

JeffC: Some charter schools buck the trend... but... they usually don't last long.

DavidWe: US Department of Education isn't exactly leading us towards the "Promised Land"

LesleyF: So since more schools ARE using technology, how might technology be leveraged to help learning within these possibly dysfunctional school settings?

JeffC thinks Papert is great btw.

SusanR: way ahead of his time

SusanR: or just in time

LesleyF: And how does Papert use technology to help learning?

DavidWe smiles

LesleyF: What is it about technology that impacts learning...

DavidWe . o O (Logo)

JeffC: Tech has the possibility of creating a "plugged in" environment... but more often than not... they're acting as expensive paperweights... students are filtered out of most sites (Tapped In being one)... very little is being done to open up learning with tech.

SusanR: I was brought up on LOGO

DavidWe sends some milk to Susan

JeffC: Here's the Plugging In philosophy that played a part of the tech plan I helped write for our local school district: <http://www.ncrel.org/sdrs/edtalk/toc.htm>

JeffC: That plan now sits on a virtual shelf... virtually unused.

DavidWe appreciates Jeff's pun

LesleyF: Plug-in sounds closed, though, don't you think? Or is it connecting? When folks talk about the TV plugged-in viewers, it doesn't sound very interactive or learning-oriented.

JeffC: Tech can do wonderful things... but for the most part... lies dormant. NCREL's plugging in concept involves engaged learning... students as active participants in their own education... using tech to facilitate it.

JeffC: It's not a passive concept like turning on the tv.

LesleyF: So tech can actually down-play/distract from learning -- or it can facilitate it. What are the conditions either way/

JeffC: support

LesleyF: There we go...

JeffC: schools invest in hardware and software... but very little in bioware.

LesleyF: Have you had "movie" day where the teacher turned on the TV or video, turned off the lights, and then played the file for the period?

LesleyF: say more about bioware/

JeffC: very few teachers or students really know where to go... what to do... and as a result of being isolated online (without collaboration)... they don't do jack online.

JeffC: bioware is you and me.

JeffC: people who know about collaboration... mutual support... sustained support...

LesleyF: cute -- but a little limiting.

DavidWe: Did anyone see the Education section of the NYTimes today?

LesleyF: Ok, so can we agree that there's both the choice of what KIND of technology AND the way it is used.

LesleyF: What did it state, David?

DavidWe: Social entrepreneurship - at Harvard Ed. School

LesleyF: Interesting. I'll look at it tonight. like to think that learning is about relationships: between people, between people and ideas, and technology CAN facilitate those connections.

JeffC: Most districts have tech clamped down so hard there is really very little choice. Many don't allow email... what are you going to do then?

SusanR: perhaps we should go back and dissect some of Papert's work. He was the original expert on how technology can provide new ways to learn and his contributions go beyond education

DavidWe: I can get you the web site...

LesleyF: Yes, we DO need to not get snagged down on school CAN'T and dig deeper into the role that tech plays in learning. Period.

LesleyF: Yes, I have some web sites as well. Share yours, David, since Papert is seen as a good guy in this circle.

DavidWe: Ah, hang on a sec...

DavidWe goes to look

DavidWe: <http://www.nytimes.com/2005/08/17/education/17social.html>

DavidWe: You may need to register to get to the article, but it's interesting

LesleyF: BTW, maybe we need to define education because it's not the exact same thing as school. For the purposes of this discussion, let's think of education as a lifelong process of learning, hopefully with some kind of systematic approach.

JeffC: Papert, Vygotsky, Piaget, communities of practice, constructivism, etc... all good... all great... so... why are we still stuck with 19th Century attitudes towards learning in today's schools?

JeffC: Education is not a lifelong process... it is a means to an end. That's what the major problem is... it *should* be a lifelong process... but it isn't.

LesleyF: So back to awareness. Technology such as TV, movies, telephones can stimulate us and show us many new things. More than before technology. The world is out there and much closer.

JeffC is playing the role of "Gloomy Gus" today.

LesleyF: For the purposes of this discussion, let's "pretend" that education is lifelong or else we will be seriously bogged down in negativism.

KarenL: I'll go along with that statement.

DavidWe: Swarthmore College has offered a low-cost (to Alumni) continuing education given by retired faculty

LesleyF: Technology as a communications set of tools allows much more information to be transmitted, to be made aware of.

DavidWe: no tests, no grades, just reading and talking

JeffC: I hear you Lesley... I'm just pointing out what I see around me... that we would like education to be a lifelong process... but that students (and teachers) have become so bogged down in today's system that it's very difficult to get past what's going on in schools... and focus on how to make education truly a lifelong endeavor.

DavidWe tries NOT to be bogged down in negativism

LesleyF: So it sounds as if Swarthmore is using technology to help people become aware -- as long they KNOW / are aware of those opportunities.

DavidWe . o O (in the NYC-area we often get bogged down in traffic)

DavidWe: Not technology really, but face-to-face interactions with talented teachers who are no longer full-time faculty

LesleyF: So there's lots of stuff out there that we can be aware of -- or ignore -- because there's so much of it out there.

DavidWe: It could be done online...

LesleyF: So is the Swarthmore situation face-to-face?

DavidWe: yes, they do the session in New York City (big population center)

DavidWe: it's a small school

LesleyF: Got it.

DavidWe: But, it was interesting when they started this "Lifelong learning" program

BJB2: <http://www.seniornet.org/php/default.php>

DavidWe smiles

DavidWe: Good point, BJ!

LesleyF: Elderhostel is another venue.

LesleyF: One reason those efforts work is the social aspect, would you agree? The positive teachers and the friendships made in the process.

LesleyF: So how can technology help in that arena?

DavidWe: social aspect as well, using technology

DavidWe . o O (virtual mobility)

LesleyF: Jeff does show the impact that emotion/the affective domain has on learning. Learning is not just cognitive. If we ignore the emotional, it can snap back at us. So the social often taps that emotional/affective part and reinforces continued engagement and positive learning.

DavidWe . o O (Op-Ed piece yesterday in NYTimes on Social and emotional learning - part of the Illinois State Education Standards - very interesting)

LesleyF: For that reason, it IS frustrating when schools cut off email because it is one way for students to get in touch with peers and with subject matter experts in an intellectual and emotional interaction that leads to accepting new ideas.

DavidWe nods

LesleyF: What are other ways that students can make use of technology to communicate?

DavidWe laughs

DavidWe: cell phones, IM...

DavidWe: Do you know any 12 year olds, Lesley?

BJB2: Tapped In

DavidWe nods

DavidWe: multi-tasking on multiple technologies

LesleyF: exactly, David. My son is 19 and has been IMing for years...

DavidWe nods

LesleyF: Here's an interesting web site that talks about ways that technology can be used to connect populations for rich learning. Ready?

DavidWe: sure

KarenL: yes

LesleyF: http://www.clmer.csulb.edu/clmer/project_detail.asp?act=&id=43

DavidWe: Is it similar to I*EARN?

LesleyF: Look at Project Fresa and the global network

LesleyF: Similar, David, but much more personal.

DavidWe: personal, how?

DavidWe: Which one is Fresa?

DavidWe got stuck on the math one

LesleyF: Well, the directors of CLMER go to different communities around the world and make direct contact with them. They build a sense of community with the community, and then use that to leverage learning with technology.

DavidWe: Sounds good

LesleyF: Fresa should be listed at the bottom; it's a community-wide project where strawberry pickers' children learned about the strawberry industry and how it makes a difference in that community. They created digital products and shared them at town halls.

JeffC: CLMER is a tenant organization here.

DavidWe: My understanding is that someone started a laptop project in California for children of migrant farm workers to allow them to do school work as they migrated through the Central Valley

LesleyF: Interesting. They did a neat project connecting Samoans in Samoa, Hawaii, and Carson California.

DavidWe: You know about the Family Math program run from the Lawrence Hall of Science at Berkeley, Lesley?

LesleyF: Yes, that was Los Angeles County Office of Education. It was very successful. Students graduated from HS, all machines worked and none were stolen, families were very proud, kids had great connections with their teachers.

LesleyF: Budget dropped and the program was dropped.

DavidWe: Tends to happen when the budget is dropped

LesleyF: Now Jeff can cry at this point, with reason.

DavidWe: We've all been there...

KarenL: a lot things are dropped when the budget is dropped.

DavidWe is concerned that the disparity (in per pupil spending) is increasing in current times

LesleyF: a mind is a terrible thing to waste

LesleyF: So in the middle of this, NEA has a statement about technology and learning: <http://www.nea.org/technology/index.html>

DavidWe always worries about statements from large educational organizations

LesleyF: And here's the US government take on the subject:
<http://www.ed.gov/about/offices/list/os/technology/index.html>

DavidWe looks anyway

LesleyF: But it really comes down to the local site.

LesleyF: the one to one

JeffC: Here's a link to an article about the migrant laptop program:
<http://www.districtadministration.com/page.cfm?p=170>

LesleyF: with the Samoan kids, they videotaped local oral histories and mailed them to the other 2 sites.

LesleyF: cheap low tech before those areas had Internet connectivity.

LesleyF: Video, digital cameras, audiotapes, iPODs are ways to collect ideas.

LesleyF: and share them.

DavidWe nods

LesleyF: They offer a way to connect the internal with the external.

LesleyF: They can also provide authentic evidence that one is learning.

DavidWe . o O (project-based learning)

LesleyF: Yes, David. Can you think of other ways that tech helps kids OWN their knowledge?

DavidWe: build a website

LesleyF: yes, and

DavidWe: In high school, mid-70s for me, we did two episodes of "Biological Jeopardy" as we all took biology in 10th grade

DavidWe: Lots of silliness, but we had to come up with the answers and questions and videotape the whole thing

LesleyF: did that include technology?

LesleyF: not that it had to...

DavidWe: videotape

LesleyF: cool!

DavidWe: Yes

DavidWe: We nailed one question that was on the Bio Achievement test almost word for word

DavidWe: The real "success", I would say, is that the biology teachers at school brought the other classes to watch our production

DavidWe: They thought it had some merit

LesleyF: There you go. Yes, studies say such engagement really does work to help kids learn deeply -- and do well on those standardized tests. SO do you think that teachers and school librarians have the knowledge to use technology interactively?

DavidWe played the "Jeopardy" theme song on the piano

DavidWe: Knowledge yes; willingness to go out on a limb....?????

DavidWe . o O (NCLB)

KarenL: yes and no. I agree with David on that answer.

DavidWe smiles

LesleyF: That's where assessment is needed -- to show that project-based learning, that interactive technology, does help students meet those standards. But it takes LOTS of faith.

DavidWe: It's rarely about knowledge, in my humble opinion. It's more about leadership and freedom to teach

LesleyF: I agree completely

KarenL: Some teachers just teach to the test or what is in the teacher's manual. That is it.

DavidWe: As it is what they are being ASKED to do

LesleyF: maybe the next definition to think about is "What is a teacher?"....

DavidWe . o O (what is an educational leader)

LesleyF: When people are threatened, they tend to regress and huddle for protection.

LesleyF: They "play it safe" -- not necessarily wisely

DavidWe: Earl Warren, as governor of California in the early 50's, wanted all state employees to take a loyalty oath

KarenL: or told to do.

DavidWe . o O (McCarthyism)

LesleyF: That loyalty oath is still a requirement, in case you didn't know...

DavidWe: Clark Kerr, as a faculty member (future UC President), described how most people, in that situation, are going to take an oath rather than lose their job - what's the purpose of the oath

DavidWe smiles

KarenL: yes, Lesley, unfortunately that is true. Then, it becomes less about "educating students" and more about doing what I'm being told to do.

LesleyF: if you're not willing to take the oath, it's a consideration for not hiring.

DavidWe . o O ("Stay within the lines; the lines are your friends")

DavidWe: Should it be, Lesley?

DavidWe wrote a report about the internment of the Japanese-Americans during World War II

LesleyF: The purpose? the cynic side of me says that if you are subversive (not following the oath), then those are grounds for dismissal because you are lying. It's to cover the administration's behind if the public asks.... So admin are doing what they are asked to do as well.

DavidWe . o O (My country right or wrong?)

DavidWe wonders if good teaching is a subversive activity

KarenL: wasn't there a book about teaching as a subversive activity?

LesleyF: The nice part of me says that as a government official/worker, which public school folks are, then they SHOULD feel ok about saying that they will be loyal to the

state. If they don't want to be loyal to the state, then I would think they might be unhappy working for the state (maybe this is my realistic side).

DavidWe: I think so, Karen. I was trying to remember a title or author

LesleyF: Yes, great book, Karen.

LesleyF: I have it on my shelf.

DavidWe: <http://www.inspiredinside.com/learning/postman1.htm>

DavidWe: Neal Postman

KarenL: well, I think I need to find another job. I am not that loyal to the state. I do not agree with the state tests, and wish parents would protest the test.

DavidWe . o O (and Charles Weingartner - 1969)

DavidWe: Bravo for you, Karen

SusanR: do parents have the option to remove their child from state testing

LesleyF: And that is a good place for closure because learning requires change. If we teach the status quo, then we are not learning. If teachers are not learning, it is difficult for them to motivate kids to learn. That is why I still maintain that education IS a lifelong process, wherever it occurs.

KarenL: But here is my dilemma, I want to teach those students to think for themselves, for them to protest the tests, for them to protest on issues that affect them.

LesleyF: Administrators are in a strange situation because they have to provide some stability but they need to facilitate change and growth. A framework for change. Remember, when threatened, we are less likely to feel like learning.

KarenL: Well, depending on the school district, some do. I remember in New York, an affluent school district, mothers united together to remove their children from taking the test.

DavidWe . o O ("No Emotion Left Behind" by Timothy P. Shriver and Roger P. Weissberg - from yesterday's NYTimes Op-Ed page described the Illinois State leadership in this aspect of education)

DavidWe: <http://www.nytimes.com/2005/08/16/opinion/16shriver.html>

KarenL: As a matter of fact, I believe a student also removed himself from taking the test.

KarenL: And some states are fighting NCLB, which would mean they are inherently fighting the mandated testing.

LesleyF: So technology can be a way to facilitate new ways of thinking, new ways of engaging, new ways of expressing knowledge.

KarenL: yes

LesleyF: If we're not in the business of learning, then schools are not doing their job.

LesleyF: If you meet the Buddha, kill him...

DavidWe: That's one way to put it

DavidWe smiles

LesleyF: Well, very stimulating -- thoughts about next month's discussion? I am going to upload another file of URLs I WAS going to share. Look above...[Ed. Note: files are in the Hot Tub Conference Room]

KarenL: sad to say, some schools are not doing their job.

DavidWe: some parents aren't either

KarenL: so true!!!!!!!!!!!!!!!!!!!!!!

DavidWe: Thanks for leading the discussion, Lesley

LesleyF: For next month shall we look at the conditions for successful tech integration within schools, or not worry about those institutions?

KarenL: yes

LesleyF: another topic might be tech and lifelong learning

LesleyF: Karen, is that a yes for the topic or a Yes for ignoring institutions?

SusanR likes the topic of Tech and Lifelong Learning

DavidWe smiles

BJB2: September's TI Theme is back to school...

BJB2: so how about the first suggestion, Lesley?

LesleyF: sounds good to me, BJ.

KarenL: Lesley, the answer is yes to both. . .

LesleyF: thanks, folks, for sharing. I'm glad you felt comfortable enough to go out on some very precarious limbs...

KarenL: although we really cannot ignore institutions. Perhaps we can work around them.

DavidWe . o O (create new ones?)

LesleyF: or co-opt them. That's more my style.

KarenL: sounds good to me!

SusanR agrees with Karen

SusanR: work around them

LesleyF: As a good Catholic, I never let my religion get in the way of my relationship with God.

DavidWe smiles

KarenL: I've often thought about starting my own school. But I would need a staff that would be willing to be a team, and think beyond the textbook and state type of teaching.

DavidWe will be on Karen's team

DavidWe: Can I play guard?

LesleyF: I think that you would find many people in agreement with you, Karen.

SusanR: count me in

DavidWe smiles

KarenL chuckles at David.

KarenL: yes, David you could be the guard. I'm an organizer, not really an administrator, so I would need a good leader.

LesleyF: ... BTW, what several of you are proposing is a public library, which is also known as the poor person's university.

LesleyF: speaking as a former public librarian.

DavidWe nods

KarenL: interesting thought. . .

DavidWe collects library cards from places he visits

DavidWe: I've got 6, I think

DavidWe . o O (some can be expensive)

KarenL: I've got one.

LesleyF: just as a parting shot, -- think of the whole school as a library where the students have a personal 1-hour dialog with the teacher each week. It equates to what students now get...

DavidWe: The tutor system at Cambridge/Oxford

LesleyF: yep

KarenL: hmhhh

BJB2 waves goodnight and heads to bed.

DavidWe hugs BJ goodnight

LesleyF: only everyone would be in the library as an intellectual commons...

LesleyF: Ciao...

KarenL: goodnight everyone. thought-provoking discussion, Lesley.