

QUESTION AND ANSWER

KAREN BROSIUS

I would love to hear from any of you who would like to make a comment or ask a question about how can museums and libraries position themselves to be used and useful in the future.

MATT BRAUN

Good morning, everyone. My name is Matt Braun. I'm the Director of the Samuel Fleisher Art Memorial in Philadelphia. And it's an absolute pleasure to be here. I have a question. Maybe this is a question for you, Mark. I notice you're a graduate of Bank Street College of Education and I'm seeing something happen in Philadelphia and elsewhere where museums and or arts education organizations are kind of embracing this quality of learning the boundaries in communities by doing something specific. And that is opening a, basically, pre-K or kindergarten schools in their buildings. I see this in, I think, the Strong Museum of Play in Rochester, uh, the Settlement Music School in Philadelphia has a fabulous, pre-K, kindergarten education program. And I'm just curious to hear your impression or the impression of Melanie on this topic of, you know where do museums and libraries play a role in filling a gap in early childhood education, especially in cities that are having such difficulty fulfilling basic needs for education for young people?

MARK WRIGHT

Well, thanks for that question because that's one of the things that we at the Children's Museum are certainly focused on. We are going to have something called the Center For Learning And Innovation, which will be a pretty much a separate entity. We'll serve as a resource for parents, caregivers, teachers and professional, and professionals. And it will also be a place where, you know, lectures of professional development and that sort of thing can occur. That's a backdrop to answering your question more directly, which is certainly I think, I've noticed that too. I've had to do a little research on it in terms of thinking about the possibility of the National Children's Museum offering a similar service or product to the Prince George's County community, which is not in any way, above having some of the similar issues that we're, we're also trying to help D.C. public schools address. They are a partner of ours, D.C. public schools, as well as Prince George's County and the State Of Maryland would be as well. But I think museums do offer a unique place. I've wanted to talk to my colleagues in the Association for Children's Museums about this. They've done a report on those institutions in terms of children's museums that offer daycare, which is of course, a very separate and distinct offering. But I do think that in all of the cases that I've been able to research that the notion of daycare is very much interwoven with early childhood development and that museums obviously have a unique set of expertise and a role to play there. I'd like to see a national dialogue about it, maybe some major cities that get together and talk about what their issues are, and whether they're partnering with school systems and other service organizations. Because I think it's an untapped possibility that perhaps, and I'd lack to hear Rob's view, that some folks might want to support and maybe that's a starting point is to have that kind of conversation.

MELANIE HUGGINS

One of the reasons that we have such disparity and such basic problems in our school system with education is because children aren't going to school with the building blocks. And they, and we all know the research that says if they're not reading, you know at grade level by grade 3, you could, that's how, that's how states decide how many jail cells to build. You know that's how they decide how many prisons to build. They look at the population that is not reading at level.

So libraries have done, and you know, I'm proud to say we've done a lot of work in early literacy and just knowing that it's everybody's business to make sure that children and their families have access to books

and materials. I just know that talking to them in a certain way is part of building that but the joint use facility piece is really wonderful and fascinating to me. We're working with the Minnesota Children's Museum right now, to build some early literacy environments in our libraries because libraries are everywhere. They're in neighborhoods and they're free. And so, children who may not go to the museum could come to a public library. And we're trying to be very intentional about building these exhibits and experiences for libraries so that they're focused on these building blocks of reading. We're also talking about building a new library on the east side of Saint Paul, which is an area that's typically been an area of disinvestment. And, and we're talking about building it with the Social Services Center to have two childcare centers in the building with the library. So, I definitely think it's new territory for us but, but it makes sense that our programs would guide us our physical facilities.

ROB FINLAY

I think it's very important to know from a donor standpoint that, actually, this is a first time that I've actually truly been inspired. And we, with the two people that are speaking here, based upon wanting to give and it's very important. It's because of communication. And the bottom line is, that unless you get it out to the public, realize as a donor, you are constantly besieged with requests and everything from age research to help the homeless. So, with dollars being limited in the amount that you can give, if you can communicate your program, you'll then be able to get people to get behind those causes and want to support those causes because they know that it's going to a worthy cause. If you can put those programs on the line with everything else that's out there, you're going to get positive results.

ANNE RADICE

Amber Diersi. This is a question for Mr. Dilenschneider. You have mentored some of the top people in the world. I would love to suggest that you write an article about how we find mentors for the new donors. But if you have any comments on how you'd start out, I think people would love to hear it.

ROBERT L. DILENSCHNEIDER

I think there are two things here that are really important. Everything that's been said this morning is spot-on. And, as you step back and look out as I know you all are doing all the time, you will create and obviously do create a sense of urgency in what you do. I think it's really important. The world has changed. And if you look around the world and take a look at what's taking place in China, India, Mrs. Merkel in Germany, Sarkozy in France, Gordon Brown, things have changed. Putin's change is coming back. Things have changed all over the world. It's a huge challenge for the United States. If the United States stays rooted in the experience of the last 20 years, it's not going to be good for the next generation. So, as Melanie just pointed out, measuring how many jail cells you need by the literacy rate of young people after the third grade is kind of a frightening task. So, I think one of the things that, has to happen here is a sense of urgency needs to get invested in all the people that you reach out to. I would encourage all of you and I've encouraged every single leader of the 130,000 libraries throughout the United States to give a speech. I've read the article but to give a speech on the sense of urgency and why content, which is one you are really delivering, and why content matched with people of all generations has the capacity to raise all votes all over the country. And I would then use that speech and I'd go out to the leadership in your community. I don't care who the wealthiest person is in Minneapolis-Saint Paul. Melanie, you should reach out to that person. I don't care who the most important person in Washington is, but Mark, you should reach out to that person. All over the country, outreach should go forward to those individuals. And you should use a wonderful communications technique called shame. (LAUGH) You can use it to shame these people into coming forward to helping you because you can't do it on your own as determined, as you might be, as resilient as you might be, as able to get up off the canvas after you've been knocked down again and again as you might be. You can't do it on your own. What you got to do is you've got to get top people saying to themselves, I got here for a reason. I want to stay here and I want to help the next generation stay here. And part of the key to staying here is content. And one of the great places content emerges in society is throughout my libraries and through my museums. And that's

something I need to get behind and support. And if the fellow doesn't, or the woman doesn't come forward and say, I'm going to support the library, I'm going to support the museum, I think you should write a letter to the editor and call on people in the community to come forward. So, number one is speech, number two a letter to the editor. Number three a personal letter to these people asking them to appear. Number four, ask them to come to your library and give a talk. So, my point is engage people. With all respect to Rob Finlay, his eloquent remark started here about how, when he met Dr. Radice, he became really inspired is really significant. Rob's, with all respect Rob, the heartache and he's tough to convince of anything but Anne Radice met him and Anne Radice moved him. And so, and Anne Radice snapped. And you could do that in your own local community. And I think, in addition to all the things we've talked about here today, outreach to people not now involved in libraries and museums is absolutely critical. And I think there's a basis on which to do it. And the basis on which to do it is the urgency that has got to be reflected in this country or in our next national leader whoever that happens to be and by the next generation that takes the country forward.

PHIL THOMAS

Phil Thomas, Las Vegas, Clark County Library District. I appreciate the comments, Mr. Dilenschneider because I certainly believe that there are a great number of library leaders. Unfortunately, I think many of them are managers instead of leaders. And as we look at that and this is the kind of question that Melanie and Mark, I don't know if it's similar in museums, how do you move forward from the point of the number of people we're bringing up to be leaders aren't in fact leaders. They are actually managers and that is kind of a problem with the profession. We are having, some have a problem with creating and inspiring people to come into the impression that can really lead and to not just manage. And so, that's the question that I had and then to Rob, I certainly want to ask, what did Dr. Radice say to you in those 3 minutes (LAUGH) because I want that speech right now.

ROBERT L. DILENSCHNEIDER

Let me let me just quickly address your point, Mr. Thomas. It's a good, very good question. How they become a leader and move away from being a manager, although you're set to always continue to be a manager. I would encourage everybody when they get up in the morning and you're preparing for the day to look in the mirror and say to yourself, what am I going to do today? There's a wonderful film called The Untouchables. It stars Sean Connery and Kevin Costner. And Costner is asked by Connery as Connery's dying, what are you prepared to do? So, what are you prepared to do? What are the one or two things you're going to do that day that moves you into a leadership position and away from a managerial position and gets you to motivate people? And you know something? You'll probably fail along the way many times, but it's time to say it's a tough world out there and it's time to get with it. I mean there're people like Nancy Knowles, who has succeeded again and again and again against tremendous odds and take a lesson from a person like that. Take a lesson from a person like Ms. Peterson who's been making wonderful advances here. These people know how to lead. They know how to make a difference. That's what we should all be doing all over the country.

ROB FINLAY

You know, it's actually it was a very good question and, and I think it's been mentioned a couple of times and, and Bob had mentioned it. And I think one of the biggest things is, Ann quickly realized that as I came unguarded to the conversation because you people have to realize that, as a donor, you have a target on your back. Every time I'm, and no offense to anybody out here, but everybody who came up talked to me, that's okay, I'm going to put one hand on my wallet because quite frankly, it was a point where, do people really want me or do they want my money? And, and as all donors go through this feeling, so Dr. Radice was very smart. She said you know what Rob? I want you to be part of a power, a part of a solution. Figure out this problem, I don't want money from you. I want you to come up and help us. Could you imagine what that did for me? (LAUGH) That not only created and boosted my ego but, but also made me inspired to help and, and I think you'll find this along the way. Karen and I were talking

about, she has a patron who comes into her museum and it was an older woman who gives money and Karen will say, geez, you know and I know that I want her to give some more money. How do we get her to, you know just give money now? She's left us plenty of money but she's still around. So, how do we get more money from her? (LAUGH) And...

KAREN BROSIUS

It was...

ROB FINLAY

Sorry.

KAREN BROSIUS

It was far more elegant than that. (LAUGH)

ROB FINLAY

Yes. Sorry. Uh, yes it was. I do apologize. (LAUGH) So my point was that I can relate to that woman in that you're coming in and people want from and we understand that. That's we're old enough to realize that that's part of the game but I suggested you know, that instead of asking her for money, have you ever thought about just asking her, we don't want money from you but would you please come in and give us just a couple of hours a week to maybe give a tour to the children, maybe to see something, whatever it may be. And all of a sudden, you will realize that, you know we're smart enough. We know where the path that we're going down but let us make that decision and you would be surprised. The amount of support when we get behind it is going to be great, a, a lot bigger than just the dollars because we're going to want to bring our friends in. You'll see a couple of people in some of these tables over here. These are people who are donors. These are people who you can bring together to support the cost. So, and like the biggest thing is, realize that your donors are people. They need some encouragement. They want to get behind something. Don't just say, give me money so I can build something. Give me money and go away.

MELANIE HUGGINS

That was a great question. I thought you were my friend. Why did you ask such a hard question? (LAUGH) I think that traditionally, what libraries have valued is the people who have come up through the ranks, someone who started as a shelver and then went and got their library degree. And I think it's the same way with other businesses as well. They seem to find value with someone who has that institutional memory. And while I do think that there needs to be a group of managers, we do need managers. I mean we need people that are competent managers. What I'm trying to do, and I can only speak from my experience, is try to find those people that are in management positions that I can push to that next level of leadership. And some of the things we're doing in Saint Paul is we're creating our own emerging leaders curriculum, stealing and, you know, borrowing from all the great we're not giving back actually. So, we're stealing from (LAUGH) from all the great curriculum that already exists throughout IMLS and through ALA and we're going to put some money behind it. And we're going to actually send these folks out to libraries all over the country to interview people and to really get a taste of what's happening in other places. And then when they come back, we're going to give them a branch. We're going to give them a branch of the library to run and say, your job is to bring up, it's a branch that has poor circulation and poor attendance. And that's their job for the next year is to get that circulation and attendance up. So, we were trying, I'm trying to figure out who those people are because they're not always the people that have, you know risen to the top. There're sometimes people that didn't even know what real library leadership was about and thought well I don't want to be a manager, so I won't do that. We're trying to cull those folks out. And we've also risk taking and a lot of librarians are risk-averse. And so, and they think that we're such good stewards of the public money that we feel like we can't take any risk. And so, I'm trying again to create that culture of risk taking. I actually created an annual award called the Cliff Jumper Award for people who just try something and you know, jump off the cliff. Now, a lot of people feel like I pushed them off

a cliff (LAUGH) this past year but we gave that award out at our staff day just a few weeks ago. And for the first time we've ever given this award out, I have like 15 nominations for either people or individuals and I thought, see, there are people in our lot. We just have to find them and they're not always the people who are in management positions.

MARK WRIGHT

Well, I mean in brief, yes, it's very much the same in museums. And from my experience again, I mean I've only been in two institutions, honestly. One was the Smithsonian Institution, where I started as a Research Assistant and became Assistant Curator. And within the context of that, it was interesting because the concept of leadership from a research and curatorial place is very different than it is from an aspiring sort of administrator, an institutional leader of sorts. Because to me, I think those two things, that thing I talked about earlier about, the institutional values permeating the institution. I think that that is one of the commonalities, among an, sort of, cultivating a culture of leadership regardless of whether its museums or libraries. So, on the content side, it's about I think, people who have been in positions of leadership as curators, as interpreters, Bringing in young folks who are hungry for the experience, whether they're book lovers, not the people lovers per se, and then understanding that, sort of modeling the relationships. It may be something as simple as making sure when you have what seems to you to be a standard informational meeting with a colleague about a potential project two years down the road, That intern that you brought in comes with you to that meeting, or that they're present and see the kind of interaction that takes place, that sort of teaches the skill of planting creative seeds, so that it's not so much just about, you know, here's a lesson in leadership but it's modeling the behavior. So, I think that's one way you do it and, quite frankly, as a coach, which is one of my other passions, you know from day one, after a while, who in the group is the goal scorer. You know. Now, you might, like I do, believe that you can train others to become that goal scorer and raise the level but ultimately I think, leaderships, leaders are in some ways self-selective. And it's about giving yourself an opportunity to have a larger pool of people to see that goal scorer.

BILLY SPITZER

Billy Spitzer from New England Aquarium in Boston. A couple of thoughts about this issue of impact I wanted to throw out there. I mean one is from my perspective, there's no reason for a non-profit to exist if it doesn't have impact, doesn't have social impact. And, I think it often comes back to the mission statement of a lot of institutions that some have and many don't have the sort of so-what part of the mission. You know for us, it's all about what's happening in the ocean, what we need to do to change, humans' relationship to the ocean, so we don't lose the value of that 70 plus percent of our world. The other part of it that I thought about a lot recently is, rereading a book, called The Experience Economy, which is, about, eight or nine years old...

MARK WRIGHT

Mm hmm

BILLY SPITZER

...about you know, it's mostly about retail as a theater, right. It talks about going from sort of an economy that's based on commodities to goods, to services to experiences. And the interesting part, though, as I was rereading it, is the last chapter is going beyond the experience to really achieving transformations, really changing people. And I feel like that's kind of where we need to go. This is not just about delivering the goods, as we talked about. It's not just about even providing great services and even providing really memorable and wonderful experiences. That's all great but in the end, if you're not actually making a change in the audiences that you work with, I'm not really convinced that you're making a social difference. And I guess that's where I'd like to see us push and, he gives a great example about fitness. You know it used to be, you would go out and you know, you just buy a pair of sneakers. You don't need to think about it, right? Then you start to get the specialized goods you know, like buy

your Nikes. And then you start to well say maybe I better join a health club. That's more the service. Now, the health clubs have, you know juice bars and spas and massage. You know, that's a great experience, right? But he says now, you find there are these companies that what they will deliver for you is results, what you pay for is how many pounds are you going to lose? Is your cholesterol going to go down? And I feel like we need to hold ourselves to that same standard. What difference are we going to make? We're not going to judge ourselves by how much stuff we have, about how great our visitors tell us they, you know had a wonderful experience or you know that we provide, you know here's how many people we service. It's ultimately, what change did we make in the people that we worked with, in the society that we live in? And that to me is the next challenge. However, most of us haven't grown up with institutions that know how to do that. So that's a question I had, is if any of you have thoughts on really how to address that issue of transformation, especially given that museums and libraries have a lot of visitors. It's hard to measure transformation in visitors. We can probably measure it in people who participate in our programs over time. But you know, given the cycles of grants and programs that may last, you know one year, three years, five years, those are tough things to assess. And I'm curious if people have any thoughts on that issue of really how to measure that transformation.

MELANIE HUGGINS

Mark and I were just up here mumbling that you've just hit a real sore spot and most of the important things that I had written down here, biggest challenges and the first thing I have under it, is measuring outcomes. I mean, it truly is and I, and I'm a very visual person, so I, you know, am caught closing the circle. You know, we do all these activities. We have all these inputs. We spend all this money. We do this thing and then it's like we don't ever come back and say, what changed? It's an extraordinarily hard for libraries to do that and I would love for some of the library folks for just the reason you mentioned. We are used to, what someone referred to as the number system. You know, the number of children, butts-in-seats method of how good we are, you know? What we do is story time and 30 kids come and, woo, we did it, you know? And so, I think it's, we are trying to change our mindset but we don't have that, that lengthy relationship. We don't see the same kids everyday. It's hard to say because we did this, this happened. So, what we've tried to do is kind of hook into some things that we know because the children are read to every day for 20 minutes. We know that that helps build their reading skills and their ability to start school ready, you know ready for kindergarten, ready for school. So, we try to kind of hook onto those things that we know are proven and say, and this is how the library supports those things. It's hard to say because a child came to story time every day for six weeks that there was an outcome that was directly related to the work that we did. So I would love to hear from this group, how, how that's working and what people are doing about that because it's one of our biggest challenges. In workforce development, it's a little easier. You can say, did you apply for jobs because you came to this program or did you get a job because of your resume but so we can do those kinds of assessments. But it's also very uncomfortable for libraries who pride themselves on confidentiality and not being a part of the user's lives to do that pre-imposed kind of assessment as to what difference our programs makes and I imagine that it's very much the same with museums, as you pointed out.

MARK WRIGHT

I just have one, one thought on that, and that is that, from an institutional place, I mean the transformative experience is something that also Beverly and John, Beverly Sheppard and John Falk have written about in their Thriving in the Knowledge Age book, which really does build on The Experience Economy piece, so they do talk about that as well. From the National Children's Museum perspective, you know because we have so many spokes of desired outcomes, one of the things that we've thought about as well is, through our partnerships, how, because there are entities that do specialize and obviously I mean, we got ILI and other institutions that actually do sort of the evaluative work but really if, if I'm hearing you correctly, it's about the aspiration of the institution to provide the transformative experience and then how do you measure and confirm that. And for us, part of that is about providing opportunities for our constituents, visitors, members however we want to frame them, to tell us what kind of transformative

experience because that is what we're aspiring to do in our case. It is about inspiring children to care about and improve our world. So ultimately, we've got to be in touch with the people who are their custodians, their caregivers, their teachers, and everyone else. So for us it's going to be at multiple ways of getting feedback. And it could be the old survey route. It could be the idea of blogging, which is going to be something that in my capacity to develop the online experience, that I'm certainly looking at very hard right now. So, I think that's another thing is also meeting people where they are. So that you can actually be there and almost be a witness to that transformative experience and provide opportunities for sort of, their externalizing the experience as a process as opposed to an end point.

KATHERINE BERGER

I'm Katherine Berger. I'm part of the advisory board for IMLS. And I was wondering if any of you all have actually talked to the youth that you're talking about serving. Do you have youth advisory panels? Are you actually using them to help you create some of these programs because as Mr. Dilenschneider said last night, Facebook, iPods, Second Life, we don't live in that life. But those kids do and I've worked on the Jane Goodall Institute for a long time and we have incredible youth panels. And they have taught us so much about how to engage them and how to work with them. And so, I would just encourage everyone to take that step and actually talk to these kids.

FEMALE

Recently, I've done a lot of research on mentoring for an article I'm writing and it seems that mentoring is a huge issue in the museum field. A lot of people from the next generation or the younger generation don't know what a real mentor/mentee relationship looks like. They don't know where to find mentors. They think that their supervisor who is helping them along their path is their mentor but they're not reaching outside of their institutions to find those relationships. And then once they find or once they think that they have that relationship, they don't seek further because they don't know where to look. So, I find that it's really our responsibility as leaders in the field to look to the next generation to encourage them to be your mentee. I think a lot of this has to do with the fact that a lot of people from the next generation are being trained to work in the field. They go to school to be a museum professional. They go to school to be a library professional. They don't fall onto the field rather I know a lot of senior level management just fell into the field and they need the mentors. So they look to graduate school advisers and that type of thing but that's not all that they need. They need more than that. So, I guess I'm just encouraging everyone from the senior levels to go out there and help my generation (LAUGH) to be a mentor and I hope I can do the same for the next generation after myself.

FEMALE2

Thank you. First I wanted to thank all the panelists. I think that we've learned a lot from all of your comments and I think if anything, there are three things that I really take away from this. It's almost a tripartite approach which is to get to the next level of looking at a next generation, we have to look at, firstly, philanthropy. Secondly, programs and of course, we're all in the business of content in some shape or form. And then, thirdly, delivery and looking at new modes of delivery, not just new media but also how we can transform old media. The more kind of conventional approach is towards visitorship in museums and libraries. My work in Asia, I think that I have often found that most Asian museums actually look towards the U.S. as a model. And I think that all of you should be very proud of the fact that the U.S. actually leads the way in setting a lot of standards for museums and libraries. Now, I think one of the challenges though, that we all find, is that it is a changing world and something that Mr. Dilenschneider also identified was the emerging nations and, particularly, India and China and their role. And in fact, they're developing an enormous number of new museums that I think will enable the U.S., also, to play a role in terms of international leadership in the field. I think here in the U.S. though, we also have another challenge, which is how do we better articulate our role, that is museums' roles, in terms of educating Americans, preparing them for a new future. I think one of the things that we haven't done so well as a group, is putting out there that, in fact, museums and a lot of, especially encyclopedic

museums, are able to provide new ways of looking at the world and the world as an international place. And so, I think that that's one of the things I wanted, one of the points I wanted to make is that we need to better be able to articulate our role within society in terms of its educational possibilities for America and the world. Thank you.

FEMALE3

Hi, everyone. I wasn't going to say anything until I heard the Experience Economy come up and I was really kind of thinking about that and thinking about beyond the Experience Economy and its final idea of transformation is something that has recently really been kind of touching me. And that's the idea, the empathy economy, which really challenges all of our institutions, especially museums and libraries to look at elitism, classism, other forms of prejudice and discrimination that we don't believe our organizations, propagate. But, we talked to our users and we talked to our non-users, especially our non-users, they will say that they very much do. So, I just have two comments and a question. The question is going to be about innovation, so I'm just going to give you a heads up because this panel can definitely take it on. But I think my comments kind of began with a pomegranate. And I always think about my grandmother who's passed on and the pomegranate but my grandmother's from Louisiana. And one thing that she used to always do is she would look at your eyes and look at your tongue and she would decide that you needed blood purification. And blood purification (LAUGH) for my grandmother was boiling pomegranate hulls. And she would boil them, it would make a terrible, terrible tea but we would drink it. And of course now, pomegranate and pomegranate fruits and pomegranate drinks are so popular. And I think grand-mama was really on to something. (LAUGH) You know, she knew this. But the pomegranate has, but anyway you read all these studies now about pomegranate and we've all decided, collectively, that we should all drink, pomegranate juices. And I think that if we were to do the kinds of outcomes-base measurement, I know IMLS is pushing for it, but if we are to do the studies like Ethylene Whitmire, one of our very young, I wish she was in the room, she's one of our very young researchers in the library and information science profession. Well, she is joining the kind of research that says that students, especially students who are at risk, who use the library and who study in the library, were having higher GPAs than other students. And she really found it wasn't the number of books that they borrowed from the library but it was the time that they spent in the library. If that study were popularized, we saw that in the New York Times, I think there would be other people who would be sending their students and their young people to the library. And a lot of the mandate is on for us but I think the other thing I was just thinking about is what is the urgency? I think that one of the things I was hearing is, what's the urgency, what are you going to do? Two things that we've seen in the museum and the library world recently, are just closures. When I'm in Chicago and when I saw the closure of a free museum, the Terra Museum, I said something is wrong. This was a free museum and I never went to it until its last month when it was closing, we've been here all the time. And I thought well, where would this, where was this publicity before? And I went in to the museum, it was crowded. Where was that communication before that this museum had existed all along and it was, free. And then the other thing of course, in the library world is that we're seeing closures. We saw the near closure of the Salinas Public Library organ. Savannah had some very severe library closures, about 13 branches a couple of years ago. So there is definitely an urgency, which leads me to my question about innovation. What can we do to create an atmosphere for innovation especially when you do see leading administrators and managers, really kind of making change and in policy development, really being very territorial about that particular piece and not being very transparent. And so that you do see, especially in our profession in librarianship, you see a lot of young people coming into the library field as young mavericks and leaving within five to ten years because there's no space for innovation, and so, that's my question to you.

ROBERT L. DILENSCHNEIDER

That's a great question and I'm going to use that line about blood purification (LAUGH) with my own family tonight. That's a great point. I don't know about pomegranates but blood purification is great. (LAUGH) I think ideas come from all levels and I don't think that we should wait for ideas to come from the top. So, I

think the idea of letting everybody know whether it's the clerk at the lowest level, or the CEO at the top level, that we're looking for the best ideas we can possibly get and celebrating ideas when they come in. In other words and if ideas don't come in, celebrating the fact they don't come in by the way. So, go to your local newspaper. Make it a point that you celebrate ideas. Pat people on the back. Give them awards for doing the right thing. Let people know you want ideas and suggestions from all levels. And when the good ones come through, and there will be some good ones, celebrate innovation and talk about how innovation leads to outcomes. And try to get Ann Radice and her team to recognize what you're doing at a local level, in terms of celebration of innovation at the local level. Those are the kind of things I think, would make a big difference. It's, yeah and going back to that old word shame, (LAUGH) shame people into doing the right thing.

[END OF TAPE]