Michelle: 00:00  Thank you so much for agreeing to meet with me today. I am Michelle Ciocchella and it is 2:14 on Friday, October 25th, 2019. I am with Miss Lauren Younger in the conference room in the basement of Braniff library. I want to clarify that I'm going to record this interview, and it will be uploaded to the UD Oral History Repository. Is that all right?

Lauren Younger: 00:28  That’s all right. Yes.

Michelle: 00:29  Okay, let's start. So first question, did you attend a public or private secondary school?

Lauren Younger: 00:36  I attended a private high school. I attended Fort Worth Christian in North Richland Hills, Texas. And uh, prior to that I attended public school.

Michelle: 00:46  And how would you say your experiences differed between the two?

Lauren Younger: 00:49  Between the two? Um, my private high school was much smaller. Uh, so the student body was several hundred students, but my particular graduating class was only 65 students,

Michelle: 01:00  Oh, wow.

Lauren Younger: 01:01  So everyone knew everyone. Um, it also, it also altered the curriculum that we had and we had a really unique approach to the history and literature classes in particular. They were combined. So you would have a double period of history and English, uh, from the same instructor.

Michelle: 01:18  Hmm.
Lauren Younger: 01:19 Um, so whatever we were reading in our English class reflected that specific time period in history that we were studying. So usually freshmen year was antiquities, sophomore year was middle ages and you moved further up in time as you progressed as a student until you got to more modern texts as your senior year.

Michelle: 01:41 So do you think that helped you understand history better or?

Lauren Younger: 01:46 Um, I'm not sure if it helped me understand history better, but it did put things into context for me that I was reading. Um, and I came away from, from my high school program fairly well read in terms of with what are considered classics by most institutions.

Michelle: 02:02 It’s kinda like the Odyssey and the Iliad.

Lauren Younger: 02:04 We, you know, we read the Aeneid in our Latin class and had to recite the beginning of it, you know, Iliad, Odyssey, um, Beowulf, all of those things, Epic of Gilgamesh, things that are taught at UD. We had to read in high school as well. And I won't say that I understood them at the level that necessarily you might in a class here at UD, but we did get through the text and got familiar with the text.

Michelle: 02:30 Mhm. Okay. So, um, next question. So who or what inspired you to become a librarian?

Lauren Younger: 02:36 Uh, it was definitely a slow burn. I did not grow up wanting to be a librarian or imagining that I would be here today in this capacity. Um, I grew up, in fact not
really wanting to go to the library for story time with my sister. Um, I remember my mom having to bribe us that if we went to story time and sat through with the librarian that we would get to see the guinea pigs that were sitting.

Michelle: 02:59 [Laughing]

Lauren Younger: 03:00 behind the librarian after the story time. So that was our sale for getting us into the library. Um, I've, I've always liked books. I've always liked reading. Um, but I kind of came to it from a different angle. So I had a couple experiences as an undergraduate student at Pepperdine University that led me towards, uh, wanting to work in the field of literacy promotion. Not necessarily librarianship, but something to do with literacy and social work.

Lauren Younger: 03:29 Um, and so those experiences were, first of all, I worked, uh, in the Jumpstart Program, which pairs college students with Headstart schools, low income schools; and a team of college students basically goes into a preschool classroom a couple times a week and does a program for the class, um, and then pairs off with the students who are at higher risk for, um, maybe not getting what they need at home in terms of, in terms of literacy advancement, um, and works one on one with those students in particular: reading together, having the child read to you, reading to the child. Um, and I did that for a couple of years as a student at Pepperdine. Um, and that made a big impression on me.
We worked in the Santa Monica school district and I saw how important it was to catch people when they’re very, very young in terms of fostering a love of reading and a love of learning. Um, but at the time I was a sociology major, not, not anything to do with librarianship. Um, more headed in the direction of wanting to be a social worker. [smacks lips] And then when I was a senior at Pepperdine, I volunteered as a tutor in a juvenile detention center, Camp David Gonzalez, um, very close to Pepperdine. And a couple of times a week, I, um, drove, drove to the detention center with a few other students, and we sat one on one with different teenage boys who were reading at, sometimes first grade reading level,

Sometimes a little higher than that, but nobody was at a high school reading level.

And we would read, you know, Sports Illustrated or just whatever magazine they wanted, something that wasn’t too difficult. Um, but we would read together and get them talking and kind of dreaming of what it would be like when they were no longer in the camp.

And they were put back to the real world. And uh, that, that also marked me, um, in terms of realizing the, the really, the importance of literacy in terms of empowering yourself and
allowing yourself to have choices and opening doors rather than closing them. Because a lot of these, these guys I worked with didn’t, wouldn't have the capacity to fill out a job application form or to get a high school diploma or even even finish a GED because of their reading level. Um, so I saw, you know, four-year olds and then I saw teenagers and I thought I want to do something.

Michelle: 05:59 Mhhm.

Lauren Younger: 05:59 Related to literacy but I don't know what it is. [smacks lips] Um, and I was working in human resources after college at a tutoring company, partnering tutors with students. And I had a family friend who was a law librarian, [smacks lips], and I kept talking to him about my frustration that I couldn't really seem to find a graduate program in social work that had what I wanted to learn, which was something related to literacy.

Lauren Younger: 06:29 And he said, Lauren, I know you don't want my job. I know you don't want to be like a law librarian,

Michelle: 06:35 [Laughs]

Lauren Younger: 06:35 but I think the degree I got to be a librarian is the degree that you're looking for. Um, so he really encouraged me to start looking at library science programs and to start thinking of social work through the lens of librarianship, which had never occurred to me before. [Smacks lips] Um, so I, I did, I started researching programs, and I thought, this sounds really on point for what I want to learn, but then what, what would you do with it? You know? Um, so being a
researcher [laughs], I started volunteering at one of our graduate campuses, um, in Los Angeles for Pepperdine University. So I worked there in the academic library for the graduate school of education and psychology and with our business students. And then I started volunteering, um, also at the Los Angeles city library system.

Lauren Younger: 07:23 There's, there's two systems there: a city and a county. And I thought, I want to experience in a public library and in an academic library, and I want to see if maybe one of these is the direction that I could go in. Um, and those two experiences, while very, very different, both served to convince me, actually, I think I will give this librarianship thing a try. So long answer. But yeah, that's how I, that's how I wound.

Michelle: 07:48 No, that was great.

Lauren Younger: 07:48 my way from thinking social work into librarianship.

Michelle: 07:53 No, that's really cool. That's a good progression. So did you join any book clubs like while in high school and did how did your experiences like influence your decision to work in the library?

Lauren Younger: 08:08 Yeah, no, that's, that's.

Michelle: 08:09 [Inaudible]

Lauren Younger: 08:09 an interesting question. Um, I mean the short answer would be it didn't really, it didn't really influence my decision to want to work in a library.
Lauren Younger: 08:19 Um, I was not a part of any book clubs in high school. Uh, although I did love to read and loved to share what I was reading with friends and read the same thing at the same time. [smacks lips] And um, my mom and my sister often, we try and read the same book at the same time just to chat about it. Um, but in terms of a formal book club, I wasn't a part of a book club until college and I joined a Jane Austen book club.


Lauren Younger: 08:49 Well you won't, you won't like the, where the story goes. Um, so with four other friends, we started, we were just gonna each take a turn, kind of like the movie and, and do a different book. And, uh, one friend and I were, had read the books before and were really invested and were excited to defend characters we liked.

Lauren Younger: 09:08 And, um, maybe texts that were like a little less popular. Um, and we realized after a couple of meetings that the other, other girls in our group were actually just watching the movies and not reading the books because.

Michelle: 09:21 [Laughs]

Lauren Younger: 09:21 they would make funny comments that were, you know, only things that were in the films.

Michelle: 09:25 Mmmh.

Lauren Younger: 09:25 So someone talked about Emma being blonde and I was thinking, I don't remember her hair being blonde and that, but you know, things like that. And
we realized, okay, they're just watching the movies and kind of started teasing them about it. Um, so we, the book club fairly well dissipated and we ended up just meeting every month to watch one of the films together cause that's what they really wanted to do and having a little potluck. So that's the only a, a book club I was a part of um, in college. Since then, I've been parts of various book clubs, especially professionally at the libraries I've.

Michelle: 10:00 Mmhmm.

Lauren Younger: 10:00 worked at.

Lauren Younger: 10:01 We have a book club that meets right here in the conference room where we're recording, um, made up of UD faculty and staff. I don't know if you knew that the Cowen Blakely Literary Society.

Michelle: 10:12 I don't believe I did know that.

Lauren Younger: 10:13 Yeah. Yeah. So our acquisitions librarian, Debbie Hathaway runs the book club, um, but different members take turns in presenting the book and asking questions. And the last book that we read is, was *The Silent Patient*. Um, and we're coming up on a book by Naomi Novik called *Spinning Silver*. That's going to be our next read.

Michelle: 10:34 That's interesting.

Lauren Younger: 10:34 Some stuff runs the gamut in terms of um, the genre. This one is like, it's very detailed fantasy that switches narrative voices. The last one was a suspense thriller. Um, so we like to mix it up a little bit, but anybody at UD that works
here at UD is welcome to be a part of the book club. We have people from College of Business, Career Services, all over campus that come in and take a moment once a month to sit and talk about a book.

Michelle: 11:03 That's cool.
Lauren Younger: 11:04 Mhmm.
Michelle: 11:05 That's a great idea.
Lauren Younger: 11:06 Yeah.
Michelle: 11:07 So you mentioned working prior to the library faculty at UD,
Lauren Younger: 11:10 Mhmm.
Michelle: 11:11 So how did those institutions' libraries compare to ours?
Lauren Younger: 11:15 Sure. Um, so, so before I came here to UD, I worked at the New York Public Library, so very, very different.
Michelle: 11:23 Mhmm.
Lauren Younger: 11:23 Um, so not an academic institution, although does have a research branch, a research section. Um, so the New York Public Library serves three boroughs, um, in New York City and is made up of 88 neighborhood branches. and 4 research libraries.
Michelle: 11:40 That's a lot.
Lauren Younger: 11:42 And, um, my position in your public library was to manage the youth services department at the 53rd Street branch. So, um, as a public librarian, I managed a team of seven children's librarians and teen librarians. And then as well as paraprofessional library assistants who
were still working towards their library science degrees. So I don't know if you know this, you have to have a master's degree to be a librarian.

Michelle: 12:09 Did not know that.

Lauren Younger: 12:10 Yeah. Yeah. So all of your librarians here have either an MLIS, a master's in library and information science or an MLS, a master's in library science. And our accrediting institution is the American Library Association. And there's roughly 50 programs in North America that offer that degree program. It's a pretty small degree program. Um, but, uh, that's the, the difference between someone who would call a librarian and someone who we would say maybe as a library assistant. Um, so that was my, that was my job at the New York Public Library. Um, I did a lot of programming, especially for children and teenagers. Um, so we did approximately three baby story times a week, two to three toddler programs a week, a program for preschool students. And then after school, between the three and five hours, we did programming for older students who would be coming in after their school day.

Lauren Younger: 13:08 Um, and then during the afternoon and during night we did programs for our teens. So, uh, I don't really do any of that here at UD. Right. It's very, very different. Although programming is still something I'm passionate about.


Lauren Younger: 13:21 Um, another big difference is the library itself. Um, so aside from New York
Public Library being the largest library [laughs] anywhere near where we are now, other than the Library of Congress. Um, it also uses the Dewey decimal classification system.

Michelle: 13:39 Oh, interesting.

Lauren Younger: 13:39 And we use the library of Congress system here at UD and at other universities we use Library of Congress system. So, uh, you know, when you look for a book in the library that the different letters stand, stand for.

Michelle: 13:51 Mhhmm.

Lauren Younger: 13:51 subjects and in the system, public libraries typically use, those are going to be numbers instead of letters. So each set of numbers has an equivalent subject. So it's kind of like learning a whole new, a whole new language, if you will.

Lauren Younger: 14:06 Um, and I really have enjoyed the challenge of trying something different and trying something new. Um, I also teach a class. I teach the library research.

Lauren Younger: 14:14 Mhhmm.

Lauren Younger: 14:14 class. Um, and that's something I hadn't done before in a formal capacity. Um, although I had done lots of instruction as a public librarian, especially with, um, computer help for public patrons, but working with the public and working with students and faculty is very, very different. Um, you all typically come into the library knowing what you are looking for.

Michelle: 14:38 Mhhmm.
Lauren Younger: 14:38 and that sounds like a simple thing. I'm researching, you know, Achilles and this is what I would like to, this is the type of article I'd like to find or even knowing that you want an article. For example, um in a public library, my typical experience with someone coming in not knowing if they wanted to get anything, maybe they just wanted a warm place to rest, because it was raining outside, or maybe they thought they wanted to read something that was a mystery but didn't know what.

Lauren Younger: 15:08 So you do a lot more advising, um, making reading recommendations, but also you just kind of providing a safe haven for someone who doesn't have another place to go. There are very few places you can go and not spend any money [laughs] and.

Michelle: 15:24 Mhmm.

Lauren Younger: 15:24 sit down and, and rest. And the public library is one of those few remaining places in most communities where you can just go and put your feet up and, um, not feel like you have to buy a cup of coffee to.

Michelle: 15:37 Mhmm.

Lauren Younger: 15:37 kind of pay your way. So very, very different in terms of the type of help that I'm giving students here and faculty and staff here versus the, the type of help I gave the public. Um, but I, I really welcomed the change. I really, really enjoy it, and I enjoy being in Texas.
Michelle: 15:56  So kind of to jump off of that question, why did you choose to work at the University of Dallas?

Lauren Younger: 16:02  Yeah. Um, so I, I did not know the University of Dallas existed. Um, I did, I grew up in Fort Worth as I mentioned, did not know this, this place was here, had never heard of it. Um, I moved back to Texas with my husband in March of 2018. Um, and he transferred positions. So it was working for the same company. I did not have a job and was, was looking around for work, and we attended a birthday party, um, of a friend and I met our circulation coordinators, Sylvia Thenayan at the birthday party. So we had a friend in common. And she told me about a different position that was open here at the library and encouraged me to check it out and think about applying. Um, and uh, even though that's not the position I ended up applying for and, and fulfilling here at UD, that's the first reason I had heard of the University of Dallas or, or knew anything about it.

Lauren Younger: 17:00  Um, and the, the mutual friend we have had attended here as a student. So I thought to ask him kind of a little bit about UD's culture as well.

Michelle: 17:08  That seems to be a fairly common thread with UD,

Lauren Younger: 17:10  Serendipitous.

Michelle: 17:10  To know a person of a person.

Lauren Younger: 17:12  Yes. Word of mouth, I would say. Um, but I, I really was impressed with our Dean Cherie Hohertz in my, in my
interview and excited about her, her leadership and the, the takes. She was, she was the way she was taking the library, the direction she was taking. So I had very good vibes, if you will, about um, the staff here. Mhmm.

Michelle: 17:38 So kind of going more off of that question, I guess, what specifically do you love the most about your profession? Being a librarian?

Lauren Younger: 17:48 Yeah. Um, what I love is the same thing I loved when I was a public librarian, but at a different, a different level.

Lauren Younger: 17:57 I love that moment when you are connecting someone with the resource they needed, even if maybe they didn't know it's what they needed.

Michelle: 18:04 mhmm.

Lauren Younger: 18:05 And their eyes kind of light up, and they're like, that's the thing I was looking for. And um, you know, years ago when I was a children's librarian that might've been putting a really cool truck book into the hand of a three-year old and seeing their face just really light up. Here, it looks a little bit different, but I love those aha moments where you show someone either a resource that they needed that exactly fits the bill in terms of their research, or maybe it's just a way to save time. Um, a citation tool generator or, um, a really neat database or how to activate their New York Times subscription and they're like, I didn't know I could do that.

Lauren Younger: 18:44 So I love those, "I didn't know that you had that or I didn't know I could do that"
moments. Um, and that's what I spend most of my time doing. I'm the Instructional Services Librarian, so I go into classrooms and demonstrate resources and have students visit us here in the library. And I do a lot of, a lot of kind of like PR for things we already have that already exist, but maybe you just hadn't heard about.

Michelle: 19:08 Mhmm.

Lauren Younger: 19:08 And I need a lot of demonstrating. Um, and I love it when, what I have to say meshes with what someone else needs. So, I enjoy that.

Michelle: 19:17 Kind of the humanitarian aspect.

Lauren Younger: 19:19 Yeah.

Michelle: 19:19 I guess.

Lauren Younger: 19:19 Yeah. When, when we can save you time, or save you money or prevent you from having to go drive somewhere and purchase something. Um, any of those things, that's what I live for. That's why I come to work every day to see you guys be like, “Oh, that's what I was looking for” or “Oh, I didn't know about that.”

Michelle: 19:42 [laughs] So because you are the instructional librarian, I guess. So what is your personal experience with libraries' Incorporation of electronic sources? Like electronic books or JSTOR or EBSCOhost?

Lauren Younger: 19:54 Yeah, yeah. Um, I am, you know, not, I'm, not terribly ancient. I'm only 33, so I, I have, you know, grown up and attended graduate school and undergrad in a time where that was normal. Um, so
I kind of grew up in the age [laughs] of electronic resources, so it's not as much a shock to me as it might be for some of my older colleagues. Um, but my general take, in to answer your question, would be ready or not, here they come. Um, you, you better learn to use it, because that's what's coming down the pipeline. And, um, we're a little different here at UD. We still have, you know, a really large, uh, print collection of journals. Some institutions only have electronic access to journal articles, and we have both. We have both print and electronic. Um, but I would say, um, in terms of, of access, electronic is much, much easier.

Michelle: 20:52 Mhmm.
Lauren Younger: 20:53 Not only can you look up something on the computer, um, you don't have to look it up and then go somewhere else to get it. You just, you get, you get it right there and can read it right there. In terms of the reading experience, um, that is very different and it's not necessarily a good different. I think it really depends on the individual. Um, but again, ready or not, here it comes, like get, get used to accessing things that way. Electronic resources save students money.

Michelle: 21:23 mhmm.
Lauren Younger: 21:23 on purchasing textbooks. Um, they're convenient, um, and they're easy to share. So I'm, I'm not one of those librarians who is anti-Google by any means.

Michelle: 21:34 [Laughing]
Lauren Younger: 21:35 It makes our lives easier. Um, I think we just have to be smart about how we use those tools. And the reason, um, we have database subscriptions that you can access through the library website is, because you can, you know that when you go to those resources, they're vetted safe places to do your research.

Lauren Younger: 21:55 You mentioned JSTOR, which stands

Michelle: 21:56 Mhmm.

Lauren Younger: 21:56 for journal storage. Um, can you imagine that huge repository of articles? Can you imagine having to go physically and look through a stack of journals to find that, that article that came up in a 15 second search? I mean, you're really making yourself a much more efficient researcher by using electronic resources. Um, if you gave me a choice and said like, “Hey Lauren, do you want to read this ebook or listen to this audio book or do you want the paper one?” I want the paper one. Um, if I'm going on a trip and I'm going to be on an airplane, I take a paperback copy of something-that's my preference. Um, but if the ebook version is the only thing available, or there's an audio book that has an interesting narrator, that's fine with me, too. Um, but print is still my preference.

Michelle: 22:49 Alright. So because we have those electronic sources, I know a lot of teachers have agreed that students learn better from print and have kind of forbidden students from reading off their laptops in their classrooms.

Lauren Younger: 23:06 Mhmm.
Michelle: 23:06  So what is your opinion on that? Do you think students learn better from print or electronic sources?

Lauren Younger: 23:10  Yeah, that's something that's being hotly debated right now.

Lauren Younger: 23:14  And,

Michelle: 23:14  Mhmm.

Lauren Younger: 23:14  and papers are, we haven't, we don't have a final say on that subject. I don't, I don't feel like. Um, and it's something that librarians care a lot about. Um, as I mentioned earlier, we're going the way of electronic access, so it's coming anyway. So, we're going to have to adapt, um, just because of the practicalities. But my general take on, on the research I have read,-which kind of runs the gamut in terms of people's opinions and, and different studies that have been done-is that the downside to electronic resources is that if I presented you with a printed article, or I asked you to read the same article online, it's going to take you longer to read it online in terms of comprehending the same amount that you would by, um, interacting with the physical text.

Lauren Younger: 24:05  And uh, um, that could be for a variety of different reasons.

Michelle: 24:09  Mhmm.

Lauren Younger: 24:09  But when we engage with paper, um, it does something where we kind of remember a particular word place on the page. We can visualize it in a different way that, um, in some electronic formats, the page is never ending. It's an
endless scroll of words, and it's more difficult for us to stamp in our minds the important bits. So, to, to get the same level of, of knowledge from that information, you might have to read it twice, or you might have to use, um, use a highlighter. And there are different tools available where you can, um, you can use a digital highlighter. You can turn a PDF into an audio file through free programs like the, the software program, Natural Reader that we have on our library, um, public computers upstairs. There are a lot of tools out there that would allow you to engage differently in electronic texts.

Lauren Younger: 25:07 Um, but I do think it's, it's not quite as easy as reading the print. Um, I think we're retraining our brains a little bit, and we're kind of in this awkward phase.

Michelle: 25:18 [Laughs]

Lauren Younger: 25:18 of, of not knowing, um, which is better. Um, so yeah, my preference again, is for print personally, but we're, we're all gonna have to get used to reading things online.

Michelle: 25:30 So you do the problem with reading online is kind of a sensory or information overload?

Lauren Younger: 25:35 Yeah, I think it's, um, it's, I think it's a visual issue in terms of not knowing where to look and not having little cues that this section is ending, and this section is beginning.

Michelle: 25:49 Mhmm.
Um, and when you look back on what you've read and try and recall it not being able, if you're a visual learner, which many of our students are visual learners. Not being able to remember the location, um, makes it more challenging for you to remember the information itself. Mhmm.

So I know a lot of companies like Nook or Kindle, they have new like Kindles, I guess, new technology.

Yeah.

Where they have something called a Paperwhite or a Paperlight where you can make it look like an actual book.

Mhmm. Yeah.

So I'm wondering what's your opinion on that?

I think it's, it's totally up to the individual and what they prefer and what feels comfortable. Um, in terms of, of, in terms of their vision and their eyes in the way that they learn. Um, someone who has dyslexia, might prefer a black background with white text. Um, I know that if I was reading, I would probably prefer a white background with black text, but it's, it's really individualized in terms of what's gonna work for you as a learner. And I think that's something that as a presenter and as a faculty member, I have to really keep in mind when I'm talking to groups, not just groups of students but also my colleagues.

Mhmm.
Um, you have to think not only there are lots of different learning styles in this room, and I need to present my information in multiple formats. That's, that's the first thing to remember. Second thing is someone might be unwilling or uncomfortable in terms of letting you know what they need. So, someone, uh, might really, really need a handout but be afraid that they're being too much trouble or really, really not be able to see the colors you used in your PowerPoint, but not feel comfortable saying something to you. So, you kind of have to employ universal design principles and uh, kind of appreciate the idea that what you might be doing for the good of an individual that you think of as having a disability is probably going to be beneficial to people who don't have disabilities as well and making something easier to use is helpful to anybody, um, whether they have a disability or not.

So, um, it takes a lot of slowing down in your planning and, and thinking about little details in terms of how you're delivering your information.

Mhmm.

Um, and what I like to do in the art of library research class and also when I'm presenting in classrooms is try and mix it up. So, have a visual but also have verbal, have a handout, have a place for people to write things, because it's going to depend on the learner, what works for them. And they might not always feel comfortable saying what they need, or maybe they, they don't even know what
they need. They just know that this is not it.

Lauren Younger: 28:42  [Laughs]

Lauren Younger: 28:42  Um, so I, I think hidden disability is something to keep in mind when.

Michelle: 28:47  So do you...

Lauren Younger: 28:47  you're an educator.

Michelle: 28:48  So do you think the technology aspect of like electronically learning, do you think that helps with disabilities?

Lauren Younger: 28:57  Um, there are a lot of really wonderful tools out there, especially when it comes to converting speech to text or text to speech that empower people with vision.

Michelle: 29:08  Mhmm.

Lauren Younger: 29:08  impairments to learn more and more easily.

Lauren Younger: 29:12  So I think in terms of access and disability, technology is absolutely our friend and, um, allows for a lot more than even 10, 20 years ago. Um, so that's a good thing. Not a bad thing, but we just have to keep in mind that different learning styles are out there and, um, you can't lump everyone into the same group in terms of what's going to work for them.

Michelle: 29:40  So, individuality.

Lauren Younger: 29:40  Also different. Yup. Individuality and also different ways of presenting their information. So, when it comes to assessment, um, you know, are there different options? You know, the
dreaded group project or a research paper.

Michelle: 29:54 [Laughs]

Lauren Younger: 29:54 or a verbal presentation. Um, could you, could you allow students to have the choice between a written test and a verbal presentation? If it works for your subject, why not, you know, allow people to express their mastery of the subject in a way that fits with their own learning style.

Michelle: 30:16 So kind of like breaking the mold.

Lauren Younger: 30:17 Mhmm.

Michelle: 30:20 Ideal?

Lauren Younger: 30:20 Mhmm. I think so. I think so. And the more we can, can do that, I think the more we will have a good gauge of what students are actually learning.

Michelle: 30:30 All right. So, is there anything else you would like to add on the subject or anything we talked about?

Lauren Younger: 30:35 Um, uh, uh, I guess I'll just a little plug for libraries and librarians. Um, sometimes people ask, you know, Oh, are you in a dying profession, or are you sad about Google? That, things like that. And I just wanted to say, you know, on behalf of librarians, we're fine and.

Michelle: 30:57 [Laughs]

Lauren Younger: 30:57 alive and well and, and very needed. And with the increase in our reliance on technology and digital resources, um, as, as the way we consume our information, the need for librarians has not gone down. If anything, it's increased, because
you need a guide to navigate through that new land.

Michelle: 31:21 Absolutely.

Lauren Younger: 31:23 Um, so we're not, we're not endangered. We're doing okay.

Michelle: 31:26 [Laughs]

Lauren Younger: 31:26 Um, and we're here to help you is the other thing I would say. Don't ever feel like you're interrupting or, um, embarrassed to ask for help, because we really are here for you guys and you know, the students and faculty are the reason we get up every morning and come here and do this. We want to help you access the information that you need and to make your research easier. So, use us, and let us know how we can help you. And that's all I'd like to say. Yeah.

Michelle: 31:55 Alright. Thank you so much.

Lauren Younger: 31:56 You're very welcome.

Michelle: 31:57 And that is the end of our interview.