

Please stand by for realtime captions. Good afternoon everyone. Welcome to the FDLP Academy. We have another terrific webinar for you today. Resources across the generations, government resources to cover everyone from the greatest generation to GEN Z. With us today is error long time webinar presenter Jane Canfield. She has presented many webinars for us. I am sure she has another great one today for us. Jane is the coordinator of federal government information and documents at pontifical Catholic University Puerto Rico. She has 40 years of experience in the library field. She started her career as a public library and, moved into school libraries, topper six years at the Interamerican library information sciences, worked as the director of the library of a post secondary vocational school and arrived at her current job in 2007. She fell in love with the world of government documents and has taken on the special task of promoting documents that exist in other languages, especially Spanish, as one of her 100% of her users are native Spanish speakers. But before we get started, I have to go through my housekeeping reminders. If you have any questions you would like to ask Jane or if you have any technical issues, feel free to chat them in the chapbooks, which for people on desktops or laptops is located on the bottom right hand of your screen. I will keep track of the questions and read them back to Jane and she will respond to each of them. We are also recording the session and will email a link to recording and slides to everyone who registered for this webinar. We will also send you is to certificate of participation using the email you used to register for today's webinar. If anyone needs additional certificates because multiple people watch the webinar with you, please email FDLP and include the title of today's webinar along with the names and email addresses of those needing certificates. Desktop computer or laptop users may zoom in on the slides being presented. Click on the full-screen button in the bottom left side of your screen. To exit the full-screen, mouse over the blue bar at the top of your screen so it expands and then click on the blue return button to get back to the default view. Finally, at the end of the session we will share webinar satisfaction survey with you. We will let you know when the survey is available in the URL will appear in the chat box. We very much appreciate your feedback after the session, including comments on presentation style and value of the webinar. I didn't ask Jane this earlier, but if she's green chairs any part of the presentation by going to websites, etc., you will not be able to see the chat box. In that case, we will watch the chat traffic as she is presented. Mouse over the blue bar at the top, when the menu drops down, click on chat to enable the chat box. With it, I will turn the virtual microphone over to Jane who will take it from here.

Good afternoon everyone. Thank you for the nice welcome as always Joe. Before I get started, I would like to say congratulations to the new members of the depository library counsel. They look like great choices, and I hope they enjoy their time as much as I enjoyed mine. With that, I will get started. Resources across the generations. It occurred to me as a topic because of my workplace we have five generations working together in the same place. Sometimes that makes life, I am sure many of you realize, very interesting. When I started this I thought, you know, I am not going to do too much talking about the different generations and their divisions because everybody sort of knows that, and then the more I looked, the more I found interesting information. Part of today's presentation will be talking about those generations and their differences, and the second part talking about some of the resources available and where I found the information and how I did the research. I very quickly realized that this is probably

going to need a part two. Part two would cover more resources, but also I think we need to talk about the implications for how we offer services across generations and what this may imply for government publishing in the future as well. Look for a part two of resources across the generations at some point in the future, but here we go with today. Defining the generations. I thought I know the millennials are out there and I belong to the baby boomers and I know that there are younger students now coming into school and universities that belong to what we are calling generations the. What I had not thought of is, there are multiple definitions of those generations. They are not all exact. I'm going to look at two today that I found in different places. Different names and different time divisions of those generations, and also look a little bit is how within those two and their multiple others out there you cannot really totally generalize what the characteristics of anyone generation are. So let's go. I'm going to start first with a little bit. I found, you see the Internet address they are. This document was on a live cog -- library Congress research site. We will look at that site later on when we go live. This document talked about and gave lots of information on historical generations. I listed three of them here, but there are many others. I was totally unaware until I started this that other generations that are not living at the moment also were given names and had specific characteristics. I just listed three of them here for fun. The Enlightenment generation. These generations grew up in pretty good historical times. As young adults this was the generation that began -- we're talking about the American colonies. The first group of professionals, political managers and politicians, administrators. The next generation, or one of the generations after them was the generation called compromise. These are the kids that grew up in the middle of the American Revolution they became what historian Matthew Clinton the administrated founding fathers. This is the generation after the market resolution actually were involved in the formation of the United States. After that, and their another -- there is the lost generation. This is a generation I chose because my grandparents belong to this generation. And that means I am dating myself somewhat. This generation saw a whole lot of things that I had not thought about before I read this. That child labor was rampant still in the United States, that urban conditions were horrific that there was massive intergroup immigration so this was the group that became known as the flaming youth, flappers, they were the doughboys who served in World War I and this was the generation who in the middle of their lives and got hit by the great depression. Some of us may be thinking as some of you out there may think with the COVID-19 and what is happening in the economy maybe we should look at this generation and take a few lessons from them. That was a brief idea. That documented sponsor needing. I really urge you to look for it and read it because it is a fascinating look at June generations through history until we get to the living generations. This particular definition, age groups and names is somewhat different from most of the others I found. For that reason I thought it was interesting. First of the current living generation, and there are not many of these people left, the G.I. generation. This is also the generation known as the greatest generation. These are the guys that served in World War II. My parents belong to this generation. So I am dating myself. There currently in the age range of 92, the oldest ones are 113, 114. Then comes the silent generation. Who now range from 73 or so to 90. Then comes the baby boomer generation to which I belong and probably some of you out there. Then Generation X, which would be my children. One of my children fits in GENX and one into the millennial generation. In the final generation, current children under the age of 10, this particular documentation calls the

Homeland generation. Let's take a look at what those generations are and why those particular designations. The greatest generation, who basically from the beginning of the 20th -- these were early 20th century people. This was the generation that served in World War II. They were the beneficiaries of lots of advancement in terms of the economy, the understanding of vitamins, which I thought was very interesting, the implementation of child labor restrictions that led to uniform schooling for everyone. This generation also as children and young adults adored the depression and served in World War II. Members of this generation, John Kennedy, Ronald Reagan, Disney, Judy Garland, John Wayne and Walter concrete. Concrete Walter concrete. They certainly served given they endured the Great Depression and the world war as an example for the rest of us who are currently dealing with the COVID-19 pandemic. Then comes the silent generation. There is different interpretation on how you name this generation, but this generation is called the silent generation because they, for the most part, grew up in times of war and depression, yet they were too late to actually serve in the second world war, and this generation is noted for being, following the rules, holding jobs in the workplace for unusual lengths of time, and how we give service to them I think and how we give service to baby boomers to how they think house a bearing on has a bearing on how the given service in on things that are been published by the United States government as well. That is going to be what I think I will include in part two of resources across the generations. The next generation, and I go on to this generation, this generation is the generation that is currently retiring, retirement age. Very soon to be retirement age, and one of its characteristics is that many of us, for either reasons that we are still in good health, we like what we do, or economic reasons, are choosing not to retire, which has implications for the generations below us. With the -- we grew up with leave it to beaver and Doctor Spock, and we are also the generation noted as the generation for rebelling against what we saw as the characteristics of our parents. I think it is interesting that not everyone in this generation did that, but that is how we became that. We also were pretty well known as the generation that invented marijuana, not necessarily a great characteristic, but there it is. Included in this generation, two presidents, Bill Clinton and George Bush. Also included in this generation, Steve Jobs and Robin Williams. Generation X, also known as the millennial generation. These are the children and of the baby boom generation. They are the first generation that had a childhood in which there was rampant divorce. They were called the latchkey kids frequently because they are also the first generation in which it was normal that both parents worked outside of the home. These kids came of age. There was even a report called the nation at risk. This was a generation that got things like to say no to drugs. They also, this was a generation that had to deal with the advent of aids. And general -- this generation dated and married cautiously. Many of them later in life, in their late 20s or early 30s as opposed to the baby boom generation which married much earlier. And in jobs they are very happy to embrace risk and be free agents as opposed to working the same job for many years. Included in this generation are Barack Obama, Sarah Palin, Tom Cruise, Quentin Tarantino, Jeff Bezos and Michael Jordan. Here is what this division is calling the millennial generation. Some divisions group millenials and GENX together or divide them. One of my children belongs to what is be defined here as GENX and the other the millennial generation. And I do see differences in their characteristics, even though they are only separated by five years of age. This was a generation, A lot of you will remember the signs that said babies on board. I like that usage because I think that is very indicative of children became

important for whatever reason in this generation. Parenting became, these are the kids who have helicopter parents. Child abuse and child safety were hot topics. These are the kids that also belong to the generation of you can't fail. No child left behind. Everybody is great. So much of this generation really does not have a concept of dealing with failure. These kids are very close to their parents in general. And there isn't much in terms of drinking or smoking or drugs or violent crime with this group. Members of this group, and I had to look up a couple of these names to know who they were, Mark Zuckerberg, LeBron James, Miranda Cosgrove, Michelle Li, Miley Cyrus belong to this group of millennials. According to this particular document, and it is the same document from the historical generations from life scores, they are defining a homeland generation as those children born from 2005 to the present. This is the generation of Americans who will not know that there was any prosperity before the 2008 financial meltdown. They will not remember any national leader before we elected the first African-American president. These are post 9/11 children. They have -- 9/11 was not an event for them. These are the kids that have grown up under the consolidated U.S. Department of Homeland Security. Hence, the term homeland or. And they mostly fall into the category of believing that the reason the government exists is to keep us safe. That has some interesting implications for government and for our service to this coming generation. These are the children of my children. These are my grandchildren who are being raised by GENX parents who themselves took risks, but who really do not want their kids having any risk at all. Like oh my God, grandma, why are you letting the kid out in the sun all by himself three feet from the house. This generation of kids literally are spending more time at home with multiple digital platforms, in this is truly a generation, along with millennials for the most part, who do not remember a world in which technology was not a daily part of their lives. This was a document from the United States State Department on dealing with generations and teaching English as a second language. It has a slightly different division and different characteristics of the generations that are in the document. It starts with the baby boomer generation. More baby boomers were born from 1946 to 1964 than any other time in U.S. history. We are a huge generation. Generation X from 1955 to 1980, which was much smaller. In this case they are characterizing GENX as hard-working, independent and skeptical. This is a generation that is skeptical about work, about information, about how you do things. Generation Y from 1981 to 1999 and Generation X and generation Y Mac are of course now in the workplace or entering the workplace and generation Y born in the last two decades of the 20th century. This is the first generation that really does not remember a world in which there were no cell phones, in which computers did not exist, and they are confident, they are technologically advanced, all those I think some of us would say in terms of their sophistication in using academic technology tools, they may not be quite so technologically sophisticated. Finally, we come to generation Z, and they are the current students who are in their teens and early college years. This generation really hasn't received a lot of attention yet, but it is there. generation Y, and by application, generation Z, they are technologically savvy. These are the digital natives as opposed to those of us who are labeled non-digital natives but work in a technological world. These are the kids, and I chose this picture because this is literally the group that some of you probably before we all were home because of Covid, this is a picture that I frequently saw in the area I supervise of one person or several people gathered together and literally there would be a computer, several telephones, a tablet, and everyone working on all of them together. This generation is technologically savvy.

These are the kids that if you go, I have this book, they go, don't you have it in electronic format. Again, and implication for how we should consider service and feature publishing. This generation is also noted for loving entertainment and games. I thought this quote was totally interesting. Generation Y listens to the iPod on a roller coaster because the roller coaster isn't entertaining enough. This generation is the generation also that we talk in my library about, they want things in 140 characters. If you go, this book has three paragraphs that you need in this magazine article has other information that you need, they look at you basically and go, can't you just send it to me by twitter. We need to be aware that this generation thinks is information in a different format than most other generations have. This is a figure from a Census Bureau report talking about the time use of millenials and non-millenials. In this case it divides millenials as being currently ages 21 to 36 and non-millenials, anyone 37 or over. I thought this was absolutely fascinating. Those of us weren't non-millenials watch a lot more TV. Or maybe we just watched on the television and the millenials watched on other devices. The millenials spend more time socializing and communicating electronically. Those of us who are non-millenials, and I love this one, said that we spend time relaxing and thinking. I wonder -- and the next one, reading for personal interest, non-millenials also spend more time doing this. I wonder if these two things combined maybe why, at least when I talked to my younger colleagues, I am feeling less of a sense of isolation and hardship and staying home than many of them are. Food for thought out there. You guys can write in the chat box and argue with me or disagree. Playing games. Non-millenials, we just don't do much gameplaying. Millennial generation does. One of my sons is involved in some very sophisticated board gameplaying that involves boardgames and computers, and now that we can't gather because of Covid, they are actually doing it on a 3-D app on the computer. Playing games is an important part of the millennial generation. Computer use. This sort of surprised me that non-millenials and millenials are very close in their leisure time computer use. Millenials participate more in sports, exercise and recreation, and maybe that has something to do with age, not just interest, and other activities defined as anything from being with her family doing household chores, etc.. Millenials exceeded non-millenials by a little bit. I thought this was very telling in terms of how it is divided in those two groups. Let's talk a little bit about baby boomers. This was a very interesting article from the national Library of medicine. It talks about baby boomers intergenerational relationships. This is important because those of us in the baby boom generation and those of you who are not baby boomers need to also know this, we are the generation, first generation who actually, some of us still have, elderly parents, and we have children who are now approaching middle-age, and we have grandchildren. This is the first time in American history really where generations are living so long that the baby boom generation is experiencing societal and generational things that have not happened before. So that is very, it is an important thing in terms of dealing across and among the generations. One of the interesting things was, those of us of the baby boom generation, encounter different social circumstances. The women's movement, the so-called sexual revolution, divorce rates have gone up, and most of us had educational opportunities that our parents did not. Both of my parents had college degrees. I hold a Masters degree. My husbands parents, one held a two-year nursing degree in the other a college degree, and my husband has a PhD. In many instances we were the generation that enhanced educational opportunities. Societal changes keep occurring. A poor economy has led to a situation in which many baby boomers are better

off than their grandchildren and wind up having grandchildren still living at home. Grandchildren who are still studying as baby boomers are entering late life and most of the baby boomers are now in the category that would be called very early old age, many still have elderly aging parents, they are dealing with their own health problems, and they have grown children who haven't had to deal with a much more difficult economy. Many baby boomers still have children and aging parents in the home. It has made it economically and socially, I suspect some of you out there belong to the GENX generation and the millenials understand. It really has been harder for you to find jobs. To gain education and to deal economically. I'm going to use another personal example. My son and daughter-in-law chose to go back to medical school it a little more advanced age, and I absolutely had nightmares about the kind of debt they will face in federal loans along the way and the process they have had three children, and economically in order to get through their medical school, and thereby finishing up with taking exams for licensing, they happen to be living in a house that we own. I don't think I am describing a situation that is uncommon within our current generational situation. Where did the information I put about -- these are the sources that came from. From the Library of Congress, business marketing research, the national Library of medicine, the Bureau of Labor Statistics, a study from the voice of America, Joe can talk about it later, I believe we have an upcoming webinar about the voice of America. And from this article, generations in history, which was within the Library of Congress business research information. How did I find that information and how did I find resources on information about the different generations. Interestingly enough, I started off with the word generations. It did not work so well folks. What I got was nuclear generators, electric generators, links to generations of various chemical and medical tests. In addition to a few things interspersed in between about human generations. So instead, these are the terms I wound up using across the ages, young adult, generation Z, Generation X, baby boomers, millenials, child, in order to get at the information that I needed. The Library of Congress has these subject headings that are applicable to information across the generation. Aged, United States, statistics. Child consumers. I thought that was really interesting. Generations as the topic. Teenage consumers. Young adult consumers. It is interesting to me that one of the major things, and this was from their business research sources, has to do with the consumer habits of children, teenagers young adults. And middle-age consumers. There is nothing for age consumers, so I guess maybe I should stop consuming. This is a screenshot of when I looked in the catalog of publications. There were 111 things. Most of them were congressional rewards from committees having to do with various things across varying generations. This was a screenshot, interestingly enough, this was surprising, which is why I included the screenshot. When I use millenials as a search topic and a catalog, I only found two publications. There is tremendous research and information out there about millenials, but not so much in the catalog of government publications. USA.gov and USA.gov is always a good place to search and a good starting place. When I use generations, I got some state information, I got considerations in the workplace information. I am not even touching on generations in the workplace here. That may be resources across the generations part three. Learning standards for new generations from New York State. All kinds of interesting information in USA.gov. The Census Bureau. It has an amazing amount of information, including raw data that you can access, but the Census Bureau also does reports that analyze the data and the information they get. By the way, if you haven't responded to the 2020 census, you

really need to fill out your form and tell everybody else to fill out their form. It is interesting that the Census Bureau take the data they get and analyze it in terms of generational characteristics. Here is another shot. This is an article from the Census Bureau of statistics and schools,. They are it is one of their very interesting and not to will know programs for getting census information and statistics out into the schools. Here is another. Two more reports from the Census Bureau. One from the Federal Reserve which also, the Federal Reserve analyzes generational characteristics in terms of the economy, in terms of consumer characteristics. These had to do with the millenials, millenials outnumbered more than hours. I chose the two pictures because I think they are an interesting contrast in the baby boomers bringing people together and working on a task that has nothing to do with the computer. Millennial alone working on the computer. However, I think there are also characteristics here that are the same. Supplies spread out, multitasking together. So I think that, I chose the pictures deliberately to sort of.out some of the similarities and differences in those characteristics. Okay. The Centers for Disease Control and prevention. In the CDC, when I use generation, I got all kinds of medical and chemical tests I have never heard of before. So I used a [Indiscernible] and that gave me 8589 interesting results. About age differences from the CDC. Okay. This was to highlight the kinds of different things that show up. With COVID-19, by the way, these emergency kit lists are updated, here in Puerto Rico we have Covid, we are into hurricane season and there have been three named storms, and we are still having earthquakes. So emergency kits become important. Emergency kits by the CDC and also by our agencies are divided by age characteristics. This is the one for kids and families. There also information on emergency preparedness for older adults. Okay. This is the shot of the distance reference services from the Library of Congress. We should had a couple of minutes to go live to the site because it was very interesting information. The business reference of the Library of Congress having to do with generational marketing. These are a few state resources. The one at the top from Illinois is a program of volunteers, generations serving other generations and working together in a volunteer program that involves everything from education to providing meals. It is a very interesting thing to look at. From the California government information on stages of development. From their Department of Education. And from the Washington state government, information on you and your family, children, parents of families. So just a few of the state resources. USA.gov is a really good place to look for state resources. You can use your states name. You can go state resources on our generation state resources and come up with information from the different state governments that they have published on different generations. Other languages. This one was a little harder. I didn't find a whole lot. I am going to do some more looking because I did find the Spanish word for retirement and there is information out there. One of the interesting things I found was a fair amount of discussion about whether. Bilingualism. I'm tell you guys, it is not too late to learn the language. I learned Spanish when we came to Puerto Rico. Recent studies say that being bilingual improves your later live cognition. However, some days I think that maybe that I will not be able to find a word in either language when I need them were. It is an interesting thing that just popped up as serendipity in doing this, looking for information across the generations. So now let's go on. I'm going to share my desktop and go to a couple of spots to do a little search, and then I think if I do it quickly we will still have a little bit of time for questions. Here we are. I'm going to go. First to the Library of Congress. This is the page, the information I found from the Library of Congress

business reference services. I did not know that the Library of Congress have this service, and in this case it was very interesting. It is an overview and this is where I found the life force article on different generations. Very useful page. A number of articles having to do with generational differences. It has an overview. You can go to each of the different generations. Let's go look at generation Y. You get in one nice neat page a short way to get a definition for generation Y. Articles about generation Y. Books. So I thought this page, this particular page was really quite useful in providing information about the different generations and how they act, so I thought that was very it was one of the more useful resources I came across in researching for this webinar. Now I'm going to go to the CDB catalog. I'm going to put in baby boomers just to see what shows up. Here we are. There are 27 documents that have some reference to baby boomers. Many of them have the special committee on aging. Many of them have Internet access. And finally I am going to go to USA.gov. To give you an idea. Here we go. Here we are in USA.gov. For those of you with Spanish speakers, you can switch to Spanish and do searches in Spanish. Again, I'm going to put in baby boomers just to see what shows up. By 2030 all baby boomers will be 65 or over. The baby boom in the United States. When it comes to baby boomers, baby boomers adoption of consumer health technologies. A great deal of information for the baby boomer generation. With that, I'm going to stop sharing my screen. Go back to the webinar. I haven't even come close to covering all the resources that exist about the generations and across the generations. I do think, if you guys are interested, part two and maybe part three will be coming for this, including implications for how we do library service to these generations and how we work with all of these generations in the workplace. Stay tuned for parts two and three on this. With that I will say thank you. In honor of our cultural, racial and generation diversity, a very warm thank you for listening to me today. I haven't looked at the chat box. So I will let Joe --

I will check that out J. Thank you very much. Excellent webinar as always.

Thank you.

As a Philly baby boomer, sadly I mark our time, are old favorites are dying off. The rock stars I used to idolize.

I have had that same feeling.

My God, I remember that person. They just died.

Since we have been home, I have been listening to the old, golden oldies music station on the television, and I think these are not all. What is the matter with these people? songs from our generation.

Lauren makes the comment, GENX are not millenials. Bernadette makes the comment, yes, GENX and millenials are often lumped together.

But they are not -- for my reading, they are not dashing for my personal experience, they really do have different characteristics that we need to consider. From Danielle, that is nice to hear that she is a millennial and hasn't heard of some of those people on my list either.

Patrick says, no child left behind, agreed. Danielle, I am definitely not GENX. Jodi says I call myself X and millennial born in 1978. That is interesting. I think my older son was born in 1980 would probably say the same thing. That he is somewhere in between.

Anybody born after the Beatles broke up, that is 10 years after they broke up.

I have some young friends from the University who like the Beatles.

They are hard to not like. Danielle, so she has not heard of two of those people as a millennial.

Patrick says the same.

Bernadette makes the comment, I was born 79. Danielle born in 85, that is a millennial? sometimes they make them so wide. I am towards the beginning of the baby boomers or the end of it, however you want to say it. people 20 years younger in the same generation seems like I don't have a much common with those people.

My only sister is, she was born in 1960. The very tail end of the baby boomers. I am almost 11 years older than she is, 10 years older than she is. She and I talked that we really have differing characteristics. I think you're right. I think we need to make the attempt to characterize the generations, and certainly in terms of our being librarians and government with librarians, how we give service, what the government publishes, but I think being too rigid about those divisions is a mistake.

I know. I really don't know this, but the really younger, do they have an interest in books when they come into your library? your academic libraries? an actual interest in books?

I would say, to be fair, I know some students who actually genuinely like to read and read physical books.

It would be interesting getting into some of that for research.

In general, I think -- I grew up to hear from the people out there in the audience who are themselves GENX and millenials, how they see this be because they may see it differently. We find that mostly, if it exists in electronic format, they would like it in that format. We are also finding, even more so since we are all working electronically from home, that, and I do not dashing tell me if you are insulted, our students, whether they are GEN Z, incoming freshman, or grad students, quickly they are, if I have a YouTube video on my phone, I feel pretty stupid and they know how to do it. But when they need academic level information, my technological skills and being able to use the library databases and being able to use the government

databases, is better than theirs. I am slower than they are. Once they get it they have got it and they are faster than I am, but that would be my comment on things. I don't want to insult any my young friends out there by saying that.

I will skim through. A lot of people making comments. Danielle says some people my age try to escape -- Michelle says I thought I was a boomer, but I guess I am GENX. 1962. Millennials rule. Okay. Boomer LOL. The year range often overlaps. Michelle says 62, technically boomer, -- got a computer when she was 12 and did not have a cell phone until she was 16. I think Jane and I can remember before TV and rotary phones.

I remember our first television. I do. I remember, of course, rotary phones. I remember the first cell phones, the ones that are block shaped.

This would shock a lot of people, smoking on planes, in the workplace, everywhere.

Everywhere. Oh yeah.

Danielle says she can remember a life before cell phones. Patrick says perhaps it is important to point out that these games are how a lot of folks connect with one another since they can't be there in person. One thing, a comment I want to make about the Covid thing and learning, the assumption in a lot of places was that kids would take the zoom classes and virtual classes because they're always on their phones, but from the reports, the kids really hated it and in general the virtual learning has been, has not worked out very well for teachers and students and everyone else. That is the general perception. Kind of interesting.

That it has certainly been true. Many of our students who are thanking, -- begging, when can we come back. Certainly, I think that, I think of this current generation being much better. I don't do much phone chatting except with my kids in my work-study students. The only video calls I do are with my grandkids and my children, for people of my generation it is regular phone call. So I think it is surprising also. I like what he says about the games. Yes. In my reading for this, one of the things I came across was in that article on, from the State Department, that maybe we need to consider making education more game like.

Yeah. Charlie makes a comment, I remember reading the overlap between boomers and GENX [Indiscernible] the other problem, people like yourself and me Jane, keeping our jobs. Are we holding people back from advancement or entering the field? is it something the younger people are annoyed by?

That is a very interesting and important question because my particular workplace, we have people who are in their late 80s and are still working and teaching. I think that is a very important question to ask.

I think about myself my sometime. Maybe I should step away let the new generation come in. Maybe I'm holding somebody back. Kathy makes the comment, there are terms for those who

are on the cusp of each generation, customers. Kathy says libraries can also ask the CDC for free posters and other materials or download flyers and print them yourself. That is very good. Very interesting webinar but I would be curious, working at GPO, somebody snuck up on me on the websites, the chat reference. I don't know. How long has it been around? I see it on every website now. Curious about how much people use that for reference and students or what. A different concept for me.

I think one of the really big changes in library service, before we were all at home because of COVID-19, had to do with reference service becoming more virtual, including chat. I think my generation, we were used to thinking of reference services either on the phone or in person, and --

But every time I go to a website now there's a little box that pops up that says can I help you. I'm typing in questions and getting answers right away from these great librarians. I really appreciate it. anyway, people saying how they really enjoyed this webinar. Elizabeth is a boom excerpt. Presentation available for download. Yes. Tomorrow it will be available. The slides and webinar itself.

If you want the actual PowerPoint, send me an email and I will have that sent to you.

Regarding those generational measurements, is geography accounted for? it feels kind of urban biased. Growing up in rural Pennsylvania is way different from growing up in New York City.

That is a question to, that that alone can make it interesting. An interesting webinar. I, my comment, I grew up in a very small southern town, but living in Puerto Rico, the generational characteristics are somewhat different, and I think they have tended to occur perhaps 5 to 10 years later. My example of that is, my daughter in-laws mothers are within my age range, both of them are slightly older than I am, but they have far more characteristics of the greatest generation, the World War II generation, or the silent generation than I do. So I think that culture and ethnicity may also make a difference. Those would be interesting things to explore in future webinars. Send me an email and we can do a joint one. That would be fine.

Corey, please put the satisfaction survey in the chat box. We are over time but we are getting good comments.

Yes we are.

I'm also going to put in a good article on the FDLP Academy and also links to the last webinars by Jane in the science soup series. Of those a look. Marie says the teams in my public library really need to read books. I'm curious about for research too if the younger generations get into books for that.

That may have something to do with subject field. My young grandchildren who are currently 3 and almost 6, they like handling physical print books. But I don't know whether that carries over to other families are not.

And it says she is a Boomer and likes e-books for pleasure reading but for reading something to learn and understand she prefers print paper. Marie says I was born in 63 and remember smoking in the workplace. That would've been gone by the time you could remember for that. Smoking on planes. Smoking everywhere, if you can imagine. It is hard to believe.

It is. Rotary phones, our current group of undergraduate students, I suspect if you put a rotary phone in front of them they would not have any idea what it was.

And it makes the comment about smoking. She had a boss that was a chain smoker. Sometimes she had a cigarette burning in an ashtray. Speaking of Rotary phones, party lines is now the peroration of that. Five families share the same line. That is another story. What is Jane's email address?

It is in the presentation, but I will type it into the chat box.

There is the satisfaction survey. There is a link to Jane's past webinars from our archives. And there is also a link to her science soup series, six part series. I encourage you to give that a look. There is a link to our archives the past two years. We have an older archive that goes back further than that. There is the article from my colleagues. There is Jane's email in the chat box.

Okay.

This is an interesting topic.

I am glad people -- we still have people sitting here. And we are overtime. That's great.

We are overtime. Any last questions for Jane or last comments? thank you audience. Really appreciate you and Jane.

Thank you very much.

Let me just go into some real quick wrap-up comments, even though we are overtime. Again, Jane, thank you. Another great webinar. Thank you Corey, our colleague for keeping things running smoothly. Don't forget, thank you audience also. Don't forget upcoming webinars. We have -- we are doing so many more with larger attendance the normal with Covid. We have five more webinar scheduled for June. The next one is Tuesday, June 16 2020 titled get involved on history hub, remote reference for the digital age. That should be a great one. You will receive notice of all of our upcoming webinars when they are announced when you sign up for our event email alert service. From the FDLP Academy webpage which is linked to an index section at the bottom of the homepage you can view a calendar of upcoming webinars and other

events, access past webinars from the archive, and you can also volunteer to present a webinar just like Jane. If you have any topic related to government information or the FDLP in any way, please think about presenting webinars for us. Let's see if we have any other last comments. I don't see any. Sorry if I missed anybody. Mark made the comment, search serves and subject headings are very helpful. Jane, as always, -- okay. With that I think I will close things out and thanks again Jane and have a great rest of the day audience and come on back for webinars from the FDLP Academy. Thank you.

My thanks to everybody. Have a good evening. [Event Concluded]