

Please stand by for real-time captions.

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Good afternoon everyone and welcome to the Academy webinar. Open educational resources. Build a government resources. My name is Ashley Darling and I'm an outreach coordinator. I will walk you through a few housekeeping reminders. If you have questions you would like to ask the presenter or have technical issues feel free to use the chat box located in the bottom right-hand corner of your screen. I will keep track of the questions and the presenters will respond to each. We are recording today's sessions and email a link to everyone who registered. We will send you a certificate of participation using the email address you used to register. If you need additional certificates because multiple people are watching with you, email us and include the title of today's webinar along with the names and email addresses of those needing the certificates. If you need to zoom in, you can click on the full-screen button in the bottom left side of your screen. To exit, mouse over the blue bar at the top so it expands and then click on the please return to get to the default view. At the end of the session we will share the survey with you. We will let you know when the survey is available. We would appreciate your feedback after the session including your comments on the style and value of the webinar.

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The presenters today are on the library at Southeast Missouri State University. We have Stephanie Helen who is an education information library and and Pat Willingham whose the government documents library and. At southeast Missouri State University. They will present on ways to incorporate government information in the curriculum. I will hand the microphone to Stephanie.

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Hello. As mentioned, I am the education information library and Pat Willingham who will be speaking shortly is the government documents library and. We had a third person originally with us who is an instructional designer and unfortunately could not attend today's webinar. I want to give you some background as far as how this whole project got started.

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Originally, I was collaborating with the instructional designer to develop I heart who we are [ Indiscernible ] We celebrate February . This is a series of online courses and in person webinars and panels to help faculty understand how to use [ Indiscernible ] And how to integrate OER into their teaching. I also just recently completed a workshop with Pat to high school librarians. They were very interested in learning how to access free resources and government resources. So between these two, we came up with the idea of how we could use government resources that do fall in the public domain and thus would be in OER. And the re-instructional resource. So that is how this came about

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Before we get into the presentation, let me go were be a few basic terms. You probably are familiar with but just to clarify and make sure, first off, open educational resources. Open educational resources are anything that are licensed that allow for reuse and redistribution and we will go into the other things that are available and those are usually under [ Indiscernible ] Selection or in the public domain.

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As you know anything you create or can be seen such as performance like theater or dance or music, is automatically copyrighted. It doesn't have to necessarily go to the copyright office. Now, there are some exceptions to copyright where you can actually use the copyrighted

information based on fair use. Fair use follows the fair use principal. The purpose of what is being used so if for educational purpose that would meet the fair purposes requirement. The amount, how much of the resource is actually being used. The nature so is the work published and copyrighted officially? And the effect on the market. So as I mentioned, [ Indiscernible ] Is one of the types of license that can be and OER. Or other license and free to comments is the most common. There actually six different licenses and having slightly different terms of use. And create a comment is in its fourth iteration. Because now it is taking into context the international scope of copyright and so now it is delivered internationally as well. As you know, this is anything that is no longer under copyright or was originally put in the public domain. So public domain you can use just about anything you want without necessarily asking for permission.

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These are the five R's, the permissions that OER's can allow you to have. First off, open educational resource, the creative [ Indiscernible ] To obtain as much of their rights as they want. They can decide what you can and cannot do with the resource. Based on the six different license. It also allows someone else to use or reuse this creation. It allows them to revise it so let's say, you found an OER textbook that you liked and you want to rewrite it in French. Based on the terms of use, you could do that and that will be an example of revision. Then remixing, maybe you find something that is helpful from one resource and something else you want to incorporate into maybe some text like a graph or a video that supplements and really helps your students understand the concepts or even create your own original content. That is a Remax and you can reorganize things. Then you can redistribute it, you can share with others and you don't have to ask permission of the creative to do that which you would have had if it were copyrighted.

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As you are thinking about these things, we came upon open pedagogy. Open pedagogy is a practice of engaging the students as creative information rather than simply consumer [ Indiscernible ]. This allows students not only to more deeply engage but it helps them to apply critical thinking, analytical skills and to be participants in the [ Indiscernible ] Process. What better resource within the government document, easily accessible, students can access his materials whether they are in school or out of school. It provides them with a resource that they can learn to use for the rest of their life. They are affordable, interactive and as more are becoming online, there becoming portable and access them through your smart phone if you want, you don't need a computer. They are adaptable to different grade levels.

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I want to show you the next light. We look at how can we create the lesson and what kind of framework and goals and objectives could we be using. We looked at the APR framework with the Association of College and research library. They have a framework called research as input. You can see organizing information and meaningful ways. Synthesizing the information and analyzing it, interpreting it. Then at southeast Missouri State University, we have some general studies objectives and right in line with those as well. So here again, research and evaluating information, expressing the discovery and articulating points of views, so students have the opportunity to take these resources and integrate them and create new information, to create new stories. [ Indiscernible ] Is the Missouri office of education for preschool through high school. Again they have very similar options for lesson objectives. Here we've got synthesizing information of two different text, using technology to corroborate collaborate and share

information. This became the basis for the presentation and the approach that we are going to be using to use open educational resources, specifically government documents.

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Before we got started, we knew we needed to have a guiding thing or concept. For which the students could focus their ideas and not feel lost. There was something they could look through a lens, as they were interpreting and creating stories with these government documents. We knew that there was a lot of material that was available about World War II. Thinking about World War II, this was a time of a lot of sacrifices lots happened during work. So as we were highlighting different stories that could be told about World War II, we developed the guiding thing of sacrifice, what did this person sacrifice. Maybe it was a relationship or maybe a career thing or their life, all kinds of different sacrifices that were able to be shown through the stories and resources as they put them together.

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Speaking of resources, Pat was able to find more resources and she's going to be talking about her process and how she came about doing so.

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As usual, nothing ever happened in a quite forward [ Indiscernible ]. I was working the reference desk and [ Indiscernible - audio muffled ]. It was a very quiet [ Indiscernible - audio muffled ]. I was thinking about a friend of mine who had spent [ Indiscernible - audio muffled ] in California. If you are not familiar with [ Indiscernible ] It was one of and relocation camps were Japanese-Americans who were on the west coast during World War II. They were basically [ Indiscernible - audio muffled ] in the middle of nowhere. Concentration camps. By came upon a wonderful little book called [ Indiscernible - audio muffled ].

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Can you hear me?

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This is Ashley, your audio is very sketchy. Is your phone heating up?

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[ Indiscernible - audio muffled ].

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It is very, very faint and I am having a hard time hearing you. Pat, can I get you to hang up your phone and then read Dale into the audio when you hang up your phone, the audio box should pop up. That might clear up the issue. I am not sure, though.

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Okay.

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Sorry, attendees, we were planning on having the presentation done on Canvas , however everyone is working from home. Everyone has been trying to find audio devices that will connect with virtual software. Patent is actually on a cell phone right now. I promise you, when we talked about 20 minutes ago her audio was coming in perfectly fine. 26 [ Silence ]

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We will give Pat a chance to connect. She has to dial and everything so it will take a little bit of time. I am glad to see that there is still some humor in the community. Thank you all for your design, we appreciate it.

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All right, Pat I see you are back, how do you sound?

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Is this any better?

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I think so, a little bit. So far.

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Okay we gave up on speaker and I'm holding it up to my ear. Do I need to start over?

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What you go back maybe a paragraph or so.

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You know I am ad-libbing this, right?

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I am very jealous of your ability.

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I work off of outlines. I was looking at things in the library catalog, having to do with the Japanese relocation camps. Because I have a friend who grew up in one of them. I was originally from California, she grew up in Manson Art which is in Southern California. I came across a book called when the Okamoto's went to work. War. Can you move the slide?

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You have the ball, somehow you got the ball. That wasn't present a few minutes ago.

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I change the slide. This is the book where they Okamoto's went to war, when I found this I was so excited because it is beyond fantastic. That is so cool. It has really, really nice features in it like this map which actually is on the website for the American battle lines commission. You can go into it and see timelines from different time periods of the war years from 1919 to 1945. With pictures, all kinds of things. You can get the map -- I am not driving this.

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Can you hear me, Pat? The map feature, this is yours for some reason.

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After the webinar, get on this link because we have pushed it out to you and it will show you the slides and you will love it. You can actually work with students and show them by time period what was happening where. The map changes color depending on whether the Atlas powers or the Allied powers were holding more territory. You can see the shifting of the map that way. You can get it into a chart format where for the year like in the case of 1919 to 1938, the Spanish years, you get a sideways bar graph that shows when different events happened so you can see how these events interact and overlap. It is the most fantastic teaching tool, your faculty and your students will love it.

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This was just one of the wonderful things we found when they Okamoto's went to war.

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Is it in the document?

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This is a government document. It is why 3.A.m. train to. [ Indiscernible ]. The maps on the battle monuments commission site, they are public domain. They are well worth getting your fingers on.

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There are several other maps in this book that you want to find. The book is available both tangible and digital. Through the depository program. Unfortunately, on closer inspection we discovered this wonderful little sucker is copyrighted. How dare they? It was actually produced as part of a program between the American battle monuments commission at national history Day as a grant project called understanding sacrifice and it was written by a social studies teacher at the Singapore American school. It is copyrighted. But the maps are not. We now have included some really cool material that you could use. So that meant back to the drawing board. So I was looking around and I wanted stuff like eye candy. I came across a [ Indiscernible ]. Ought to boy, we happen to have in three versions in our library. We have the tangible through GPO, we have the digital through GPO. And then in the [ Indiscernible ] Collection you will find the University of Alaska reprint. As long as you get a hold of one with the picture of the little boy on the Japanese soldiers back, you have the official government publication. It is public domain, do as you will.

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Then we have a space problem in our library. This book, a great misfortune on the a and M Indianapolis think sinking came in. And there was absolutely no way to crowbar it into a place where it belonged so the students whose shelving just flopped it on top of what was there. I happen to come through and find it. I think it has my favorite copyright statement of all time. Or should we say public domain. You notice it has the authentication [ Indiscernible ]. And then it says basically this is the official U.S. government version of this book. Do what you want to with it but get your own ISBN, you can't use ours. That cracks me up. Every time I read it. I think it is so perfect. This book actually, it just came out the end of 2018. It includes a and appendices with information on Hunter Scott's research project for history day. He was in middle school student who was watching Jaws with his dad and got to the scene where one of the actors said something about it not being as bad as it was when the Indianapolis went down and they will all surrounded by sharks. The kid asked his dad, is that true, did something fact that really happen? His dad said, well, you have a history Day project coming so why don't you research that can he ended up contacting survivors, reading all kinds of documents, everything he could get his hands on and ultimately going to Congress and testified before Congress on why the captain of the Indianapolis should be exonerated. He had been court-martialed because his ship was shot out from under him. Just days after the atomic bomb was dropped on Japan. Out of a crew of 1200, only 300 survived. Most of them made it off the ship. But no one knew they were missing. The Navy had lost track of the ship. It only took 12 minutes for the thing to sink completely. They weren't able to get a message out and they spent five days floating around in the ocean. On whatever they could hang onto. By the time they were picked up, they were only a little of her 300 still alive. A very powerful story. And he succeeded, a teenage boy come in getting Congress to pass a resolution to put in the captain's official record that he had been exonerated. This is some of the power that kids can have. If you get the right information into the right ones hands.

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All right, so when we originally developed to this, we were getting ready to work with K-12 teachers and administrators. And so we used USA.gov to explore topics and find materials because it looks like Google, it works a lot like Google and it is user-friendly. You don't have to have much of a learning curve. We found some of the coolest things. SCUBA and OSS. Two of the first two stories, Christian Lambert had the secret [ Indiscernible ]. You want to know where SCUBA came from? And how was developed, here is your starting point.

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On most of these little things from the CIA, when you get down to the bottom, it points to other information. This one hasn't but it has links for [ Indiscernible ].

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Christian Lambert was actually a medical school student. He was very interested in pulmonology. He was a swimmer and he combined his interest in this and ended up developing all kinds of things for the military. Which the OSS was kind enough to test for him.

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While we were looking for topics that we could use with groups, we used USA.gov and we looked up other things. For instance, Stephanie was aware that Julia Childs had served with the OSS. That seems like a rather strange combination, doesn't it? She worked as a clerk typist, she was sent to China, Paul Child was her commanding officer in China and that's how she met him. Then at some point in her career, she was given the task of developing shark repellent. If you ever need a good laugh, ask somebody to identify Julia Childs very first recipe. Here you have it. Not exactly French cuisine.

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We went through USA.gov on several different topics, filtering out materials because what we does was divided each workshop into groups and each group chose a topic from our list of curated resources. So we had the relocation camp, the USS Indianapolis, anybody want to guess who Lieutenant Robinson was? Julia Childs, Major Miller, that would be Glen Miller of the Glenn Miller Orchestra and we even found a digitized version of a wire reporting that was original to his band. As well as modern recordings from the Air Force band.

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It was amazing what we could find. Marlena Deatrich is an interesting one because she hated everything about the night sees. She was born and raised in Germany, came to the United States in the 30s. Became an American citizen and I believe it was in 1938 39 or somewhere in there. And she went to work for the OSS. Doing recordings she would sing ballads that the Germans all knew. That were of a sort that would turn their minds to home and girlfriends and others mothers and wives and all. Make them not want to be on the front. And then the OSS would beam that into Europe. While she is busy doing this, a federal judge in New York decided that her husband was a spy and appointed her to the FBI. There is a file on her in the FBI vault where they investigated her. Just there is no end of fun things to find. It is public domain.

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It helps if you got somebody to bounce ideas off of because one person will know this and another one will note that in between you, you can turn up all kinds of things.

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When we were putting these together it was hard to think about how can all of these cool stories come together, how could we help students get going and start exploring things without feeling overwhelmed with information, but yet to engage because as you heard the exoneration of the captain, when students really get into this and they can get created with the stories, it is amazing what can happen. So we created this worksheet which was also on the website and I will show you that none of it, but what we wanted to get the students to get to the resources and find what stories do you want to tell. And so what do you want to tell about the shark repellent and you want to tell about the specific internment camp. And then what information do you need to tell the story. Help students locate the resources. And after that, as you look through these resources and find maybe a theme or a content, how does this change your perspective.

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As Pat mentioned, these are some of the topics that we picked. We really wanted to get some eye candy, something intriguing, something that students or participants may at know a little bit of something about but get them started and help them get interested in finding more. We looked a lot at popular people like Julia Childs, Lieutenant Robinson, Jackie Robinson, and something that maybe a student may be able to relate to. As you saw in the resource guide, for the workshop purposes, week award today did a couple of resources to let people get started. Many of those resources have links so they could go down a rabbit hole and find different resources and improve but at least they had the starting point to get going.

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As we were going we develop or divided the groups into groups of three. So there was someone who was the recorder that would write down things and keep track on the worksheet. There was someone who was the manager who was negotiating and had the conversations and then the presenter. At the end, the group could share with the larger group in the workshop, what they had learned. This is designed to go quickly and participants had about 20 minutes to do this. As you can see, this could go for a whole semester if students wanted to get into something, dive deeply into the topic. Or however you want to make the lesson.

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First, what stories do you want to tell. Find the common thing, find the thread, do you want to talk about how Julia child's really wanted to start in the military, she couldn't because of her size, they didn't make uniforms. She had to pick a different alternative. And then what resources and information did you use to tell the story. It could be the ones that were simply on the resource guide that we had seen and maybe people found additional things. Through the USA.gov and links on the resources or however they wanted to do that.

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Then the impact was how did this knowledge change the perspective. Pat, do you want to talk about our last presentation?

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Okay.

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And the reaction?

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[ Silence ]

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Pat, you are on mute and WebEx.

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Am I good? About a month ago we did a live workshop for the St. Louis regional Library network. It was this same material and we were very fortunate we had a very lively group. Who really got into this, they especially loved Julia child's. She tried to get into the W ACS but they would not take her, she went to the waves and they wouldn't take there. The reason they wouldn't take her it was because she was 6'2" and they had height restrictions for the uniforms that they would produce. They were not going to custom make a uniform for her. So the OSS picked her up because she didn't need a uniform. It went from there. [ Laughter ] they started digging through the resources to secure and I thought there was a lot of noise coming from the room across the hall because there was so much going on. While they were looking at all of these things. You see all the cartoons on sharks, going with the shark date business. They use the shark

repellent not just to plaster the life vests but they painted minds with them. Because they were finding that they were going to the harbors and very laboriously planting minds to sink enemy ships as they came out of Harbor and the sharks were coming in and snooping around and blowing themselves up with the minds. Minds. The groups just really, really were excited about this. I have never seen any group get so excited. Just playing with government documents. It was really a nice thing. You need to try it.

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What was really interesting is that many of these librarians work government document librarians. And their excitement as well, it seemed very new almost just the way of putting it together. We presented it at the end of the day and people stuck around, they didn't just leave right after the conference. I wanted to talk and share ideas and share what they were learning and it was exciting to see how engaged they were. 26 [ Silence ] . All of this, what it did was give a brief presentation because in an hour workshop there wasn't a lot of time and we created a narrative. Some of them are only a couple of sentences long but it was something that they had learned, some sort of story that they created. And by having them create a brief story, it was interesting to see how engaged they were. It just reiterates the importance of storytelling for learning. Stories have been around forever and it has been ways of sharing information and making sense of information. And one of my favorite quotes is the universe is made of stories, not atoms. It is by a poet Memorial risk or. I think it makes so much sense just having these different pieces, as you might think with government documents, this FBI report or that CIA thing or this interview, but how does it all come together to see the bigger picture and tell the story all these different facets. Here is an example of what we did, we started the workshop by using an example of what could happen. And this is our worksheet on [ Indiscernible ] Island. You want to talk about this ?

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This was inhabited prior to World War II by 43 native allusions and two non-native residents who were this cool teacher and her husband who was also the weather radio operator in the maintenance man. You've got 45 people on this island. The Japanese invaded the island on June 7, 1942. Six months after the Pearl Harbor attack is if you look at this picture, you can see the village done by the shoreline as they have these volcanic mountains going up, it's not the most hospitable place on the planet. However it is the farthest west of all of the Aleutians. It is within easy range of the trawl islands and not too difficult to get to the Japanese islands from there, if you look at the map, I-2 is that the starting point of the red line at the top, in the center. And the Japanese also took. The Navy had been nowhere because they had cracked the Japanese code that this was coming and they had tried to evaluate evacuate the Islanders at out of the outermost islands and so when the Japanese invaded that island there was nobody home. But when they got to as we head into, they were there waiting to be evacuated because the weather had been sore bad, the ships couldn't get in. The Japanese went around to the north side of the island and landed from there and then climbed the mountains to come down on the village. Because it provided a safer place for their ships. They very quickly secured the village. The teacher and her husband were separated out and he was beaten and shot to death. She was forced to watch and they beheaded him. Then everything kind of calm down for about three months. Then everyone left on the island was loaded onto a transport and taken to Japan. At the Jones was separated from the natives and the natives were put into an old house together. It had been a work worker dormitory for the railroads and they were there until 1944. By the time they were moved out of that house, out of the 43 of them, only 29 were still alive and they were moved to a larger house.



For the remainder of the work. At the was kept in solitary for a couple of months until a group of Australian nurses who were P.O.W.s were brought in and put with her. By the time they left, of the 43 Aleutians, 17 had died. So they had almost the 50% death rate. And a lot of them were children. They died of things like tuberculosis and food poisoning and starvation. The food poisoning was from eating garbage. Finally, Japan was invaded and they were repatriated and the long yellow lines are how they got back home. You notice it stops at cost, it doesn't go to I-2. Attu Island had been the scene of a particularly ugly battle in May 1943. Two retake it from the Japanese, it was a perfect listening post, you got really good reception for Japanese radio communications there. It was within distance of the home islands of Japan for long-range bombers. Which of course is why the Japanese wanted it in the first place besides, it would've been a good stopping's hot stopping spot for taking Seattle or San Francisco. It allowed them to monitor the entire North Pacific.

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What did the Aleutians lose, what did they sacrifice? Nearly half of them died. They spent three years as prisoner of war, they did not get to return home. Not only that, they had spoken a sub dialect that none of the other islands spoke. So when they were dispersed after the war, some of them stayed in Seattle and some of them stayed or made it to.com and some of them scattered to or up and down the west coast of Alaska. They lost that dialect. They had to fit in where they lived. There were special grants grasses that grew on the island and some women wore woven grass baskets that were patterned uniquely to Attu Island. That has been lost. They lost access to their ancestral homeland basically. All of their ties, everything, their whole culture -- gone.

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What is last left of Attu Island now, the little yellow section in the lower right on your map, that was a Coast Guard station. The Coast Guard has since given it up and the entire island is a fish and wildlife preserve. It still has live ammunition scattered about so it is not safe to go stomping around. Access is very limited, it is really tough to get there because the weather, the seas, the fog. It makes it really hard. And because you have to get permission from the Fish and Wildlife Service. They take you there and they get you out. If you get there and the weather goes bad, you are stuck there for a lot longer than you planned. Not many people go anymore. Very few of the Islanders have been back at all.

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[ Silence ]

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These are some of the resources that we used to develop and come up with that story that Pat has just told. Here is the book. Here is information about currently what is happening on the island. The Aleutian Islands during World War II, some battle information. This is a recap of what happened a few years later. With some interviews. And here is at the Jones at the Jones. While we were doing this presentation, we had participants who were creating stories in the background and we played music by Glen Miller by the Air Force band. And that's public domain and it set the tone as well. Got a lot of excitement going in the room.

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As you are thinking about this as a lesson plan, there's a number of goals you may have for your students or participants. What do you want them to come out with. Do you want them to be familiar with government documents. Do you want them to be creating a story, do you want to help them develop the ability to create a story. Do you want to have them synthesize information

or analyzing it. There's different kinds of instructions based on what you want to focus on. That may be helpful to think about before presenting this information to people.

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Are there any questions, thoughts after this?

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This is Ashley, if you haven't had any questions, but we did have a side conversation going related to the American battlefield commission website. Do feel free to chat any questions or comments in the chat box.

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One of the biggest challenges we had with this was we found so many cool resources. I will show a little bit more in the resource guide, we still have access to. We created another tab of instructional resources. We just couldn't include them all without overwhelming people. Just to give you an idea, there were so many things that people could look into, even if you just kept the topic with World War II and sacrifice. Of course this could be expanded to different topics in different disciplines as well.

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We have been working on this, then Stephanie was working with the Political Science professor and he was interested in introducing OER into his class and so we worked together and we pulled together a pretty substantial list of resources for him. All out of the government documents.

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It was quite interesting, especially the discipline of political science. It seemed at least in my experience that people who write the textbooks for Political Science, if they experienced it in their lifetime don't think it necessarily is something to be studied. For example, when I was in high school, there was no material about Vietnam because all my teachers had been there. There was an interesting thing. The Political Science professor was doing a special topic course and it was about what was happening in politics in America in the 1990s. And how that is influencing current politics in the 20th century and how it influenced subsequent politics. It really wasn't any material. Pat located all kinds of wonderful resources, primarily resources whether documents and things that were being shared about [ Indiscernible ] Or videos that had been recorded. Even some things on YouTube that just brought to light for the students because many of them hadn't been born when this happened. So this is new for them. It was just a great opportunity to introduce these resources that may not have been tapped otherwise and to expose students to a part of history that they might not have been trained to.

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We do have a couple of comments and one question. Since -- we stopped screen sharing.

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So sorry.

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Since we were talking about resources, is there anything that can be ordered or requested to put physical items into kids hands?

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Pat, do you want to take that one?

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Look at the National Park Service area. There's a lot of good stuff in there, I 29.2. You will find - little magazines, little books. Maps, all kinds of fun things that you can turn them loose with

that are tangible. We are in the process of morphing from a historical tangible collection to a digital collection. So right now we are giving a lot of things both formats because they are still coming tangibly but we are getting the digital through documents about [ Indiscernible ] from archive. That is so useful. Because you have the physical piece that you can wrap people's or let people handle but you have the interactivity of those fantastic maps and things like that. It makes me really loathe to throw out the tangible collection.

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We have a comment from Linda who said when I have had this request I search for government publications and various classes. Also point out to the science [ Indiscernible ] That they can use images from government agencies like the USDA and Fish and Wildlife Service in their class presentations. Remind them to credit the source and point out that resources in the government agencies are usually free.

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And usually really good images too.

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It is quite amazing. I work with the education department at the University and the amount of research in any government agency that are specifically designed for education is phenomenal. I just got done teaching a class this morning actually about that were students were wondering how to access some of these resources not having access to a specific library or database. And pointed them to these government documents and resources. They were very impressed.

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We have a comment from Connie who said she loves to show kids they can search on a topic and then filter by typing in `site:.gov`. Or specific agency like `site:INTS.gov`.

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These have been some great ideas that people are bouncing around use it do we have any other last-minute questions or comments about the program or the ideas being presented here?

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All right. To give you a heads up, I'm the person that creates these webinar archive so hopefully sometime tomorrow and earlier rather than later hopefully, I will be sending you an email with the link to the recording. Of the email will be different than usual, it will include a link to a survey that our presenters have asked you to fill out. They would appreciate if you could fill out that survey. Is not to be confused with the survey that Cary just pushed out, that's from GPO. Fill them both out, we would be very grateful.

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Once again, thank you to Stephanie and Pat who were coming up with this idea and presenting to us. We love the idea of working with government information and creating our little devoted followers. The stories are where it is all at. Thank you, sir very much. We hope to see you and the Academy later on.

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Thank you.

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[ Event concluded ]