

Draft

ALBERT SHANKER

SPEECH TO CONNECTICUT ASSOCIATION OF BOARDS OF
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Watch that story! There are many which are made up of the leaders of all the national organizations in education; and we meet several times a year for a mutual education; we bring in people who are working at the floor front with new ideas; and we had at this conference -- we spent a few hours with Mort Adler in terms of his new ideas on how education should be structured. And then a few hours later we were told about a program that has been in operation for about seven years now which is designed to select principals and assistant principals and its program which uses certain -- uses the same technique that was used to select spies in WW II (laughter).

It's a very good technique, it uses simulation models. Some years ago a book was written on the process that was used to employ spies and OSS people -- it's called the "Assessment of Man," and I think it's out of print now. It's kind of interesting -- what they did was instead of sending these people to school and giving them a lot of abstract knowledge they would take five of them and tell them that we're dropping you behind the German lines and here's the objective and here's what you do, and then they would take them up in a plane and would drop them. They did not tell them they were really dropping them -- you might say in England -- and, however, the place they dropped them had all German signs and as far as they knew they were in Germany and then you could tell in that situation who broke down under stress and you could tell who the leader was, you could tell who was sensitive, others enlisted themselves.

It is now a similar process for a selection of principals but in the discussion of this -- by the way -- we are meeting with the group to see whether some of the process can be developed in terms of predicting who will make a good

teacher. This was not aimed at principals. Someone talked about one of the things that is needed in the job is sensitivity and someone told a story about a woman who sent off to take some sensitivity training for a week and said, "you know sensitivity training stuff really is great but sometimes doesn't last very long." At the end of the week she came back home and she got off the train at the train station and her husband was there to pick her up and her husband said, "where have you been all week," and she said, "I was taking this wonderful course in sensitivity training and it teaches you to really listen to other people, and it teaches you to really be concerned with what there feelings are but there's no point in talking to you about it you wouldn't understand." (laughter)

Well I have a short time to deliver a message so I will use that. I will not spend the time that I usually spend in the beginning of the talk to make a point which I think finally most Americans accept. It was not accepted two years ago or three years ago or four years ago, but the point is that this country is in pretty deep economic trouble, but we're not about to turn the corner. That this business about there's going to be an upswing in a few months or an upswing next year or an upswing somewhere else is a -- that is some sort of a pipedream; the problems that we face with our economy are very deep, they are not the kind of things that are going to go away with a change in psychology, they deal with massive amounts of money -- \$90 billion dollars a year that the country has to pay for energy from other countries. It deals with the fact that our infrastructure is pretty much fallen apart -- harbors, bridges, roads, railroads and that massive amounts of money that normally would have been spent for consumer goods or for education or for any of the other things that we would have enjoyed will now have to be spent on rebuilding things that we've always taken for granted because if we don't rebuild them we

are going to start bringing back Medieval diseases throughout our cities in terms of water supply and sewage and also through other facilities -- that's a second area and there's a third area where I would say unfortunately there's no longer a consensus but there was a consensus and the chances are that it will be rebuilt. But the notion that we do have to increase to some extent are defense expenditures. Perhaps not to the extent that President Reagan wants but there still is a general agreement that we have to do that.

Well these are three very big money items and if we look at our economy the one thing that's surprising really is that so many people talk about a fast turnaround. If we look at England, it has a conservative government and it's in very deep economic trouble; we look at France, its got a Mitterand socialist and it's in very deep economic trouble; if we look at Germany, they had a socialist -- now they are moving over with a conservative government; we look to almost every advanced-developed country in the world it doesn't seem to make very much difference at this moment what the political philosophy of the government is; there is massive unemployment, there are problems with inflation, there is some other stagnation and there's a very great change.

I was at a conference recently in Colorado dealing with the future of education and two leaders at the conference were Ernie Boyer and the other was Allen Bullock, the British historian and at the end of the conference Bullock made a very interesting remark. He said, "all of you Americans at this conference keep talking about when we are out of this recession in a few months or next year -- in Europe most people now accept the idea that this is going to last ten or fifteen or twenty or thirty years." After all the depression of the 1930s is not something that we managed to get out of with the policies that the government had. We got out of it because of war. At the beginning of WWII we still faced unemployment which was about as great as what we had in the beginning. My reason for saying that at the outset is to say that there will not be a period of time

in the near future when we enjoy the kind of growth and prosperity that we've enjoyed for many years and when people are going to be very happy to say, well, since I'm better off each year - I'm looking forward to buying a second car a nicer house, or no, I'm not going to have any problems with my kids education; and so therefore, I am willing to spend more money on schools and on other public services because its not going to make my any poorer; I'm just giving you a part of my increased wealth and prosperity to do something that has to be done socially.

We're not going to be living in a period of time like that in the foreseeable future. So we've got tough economic problems that will be with us for a while; it's going to mean that people have to live on less and less. As they live on less and less they are going to be more and more reluctant to spend on all kinds of things. They're certainly reluctant to spend on consumer goods, which is part of the economic problem we have today. And they certainly are going to be reluctant to spend more money on education and other things.

Now in addition to that problem we have a second very major problem in education, that is that politically we are not as strong as we used to be. Only a few years ago you could go into almost any American community and the majority of voters were people who were a majority of tax payers - people who had children in the schools or children about to go into schools. At that time support for education was just an obvious thing that every politician had to do. They might have quibbled a little bit about what they would consider a thrill, but basically no politicians could seriously run for public offices without presenting himself/herself as a friend of education because everybody, or at least the majority of people were customers, and it was really doing something for them. Well, that has certainly shifted but no longer because of the decline of the birthrate on the one hand or because of the rapid lengthening of the life span on the other.

The political power block has shifted from that of children in school all the way over to the other end, the realm of senior citizens and problems with retirement and social security, so forth. So we don't have the same political power that we once had.

This doesn't mean that we don't have any; we have a substantial amount. There are still a lot of children, a lot of parents who still try to view people who don't have children but realize the importance in society of what happens with children's education; we'll get back to that in a few minutes.

But there's no question that the support for education is not as natural and as automatic as it was 15 years ago and 20 years ago just on the basis of numbers. I would like to move, now, to one of the great dangers that we face in the political arena in terms of Tuition Tax Credits as a danger to public education. Then I would like to get back to the question of given the fact that we're in a period of time where its going to be more and more difficult to convince the public to invest in education and given the fact that we don't automatically have the strength or the power that we used to have, what should we do during this period of time to maximize the public support for education over the next decade or over the next two decades. Well, I start with the Tuition Tax Credit question because if tuition tax credits should go through it really changes the whole ball game, and I don't know the extent to which these other issues are that relevant. I talk about tuition tax credits even to a group like this because I know most of you have devoted your lives in one capacity or another to public education, and given the fact that its not a field where one gets rich there simply has to be a component of belief and commitment that goes along with any other reason that you are involved in this. But I have found that talking to education groups across the country, teachers, schoolboard members, parents, and administrators that it is important and necessary to talk to them about tuition tax credits because there are a number of reasons why even those of us who believe strongly that the tuition tax credit should be defeated

are not involved in the fight to defeat tuition tax credit to the extent that they should be. And there are a number of reasons, I would just like to touch on a few of them. One reason I get is, oh sure, I agree with you, tuition tax credit is terrible. You give money to parents who send their kids to private schools and obviously some of them will take that money, and who will take it, well it's not going to be the poorest family where they're fighting to make ends meet because the money they get from the government; they're still going to have to add some money of their own so by and large it's going to be those families who are economically more well off. When those children leave your school it does something to the school which those children having had some advantages at home probably are the better readers, better in mathematics, they score better, they create more of a learning atmosphere in the school. You take 10% of those children out of the school and it does something to your scores. The other children start going home and saying school isn't as good as it was last year. They notice a difference. And furthermore, the parents of these children who are more politically active, they've got money, they've got time, they've got knowhow and they're more likely to be in a parents association or more likely to be a member of a political club - they're more likely to vote. These people next year do not go to the state legislature or to the voters to ask for more aid for public schools - they start campaigning for a bigger tuition tax credit because whatever it is they're getting isn't enough. So what happens in a short period of time is that the politics changes, but people say - but look, why do we have to carry on this big fight, this thing is not going to be decided in Congress - it is ultimately going to be decided by the Supreme Court. It's clearly unconstitutional.

And we have a lot of people who are sitting back because they are sure that the courts are going to take care of it. I wouldn't bet on it. Who is going to be on the court two or three years from now? The chances are that

Ronald Reagan, given the age and health division of the Supreme Court justices, may actually end up appointing more justices in the U.S. Supreme Court than any president since - except for Franklin D. Roosevelt. He may even end up with more than Roosevelt. There's going to be quite a number because you got quite a few in the seventies - especially if you were to get a second term. The Supreme Court follows election returns. The Supreme Court watches to see what the politics of the country is - I wouldn't want to bet on it. Sure, if you had the present justices and if they follow the pattern of what they've done in the past I am sure state issues it would happen. But it might not. Well, then some other people come along and say, well, look, it really isn't going to make very much difference because tax credits are only going to be \$500 and now Congress is talking \$300 or \$150. That's not much money. Well - who says that once they enact \$500 that's the end of it? First of all, next year they'll come back for more. But the thing that most people do not realize is that if Washington, D.C. passes the tuition tax credit bill how much time will it take before the state of New York introduces an additional tax credit bill. And the state of Connecticut, and the state of Michigan, and how soon will it be before a local school district decides that - look if it's costing us \$2,500 to educate a child and if we can provide a \$1,000 tax credit to take that child out of the school so that we actually save \$1,500 for every child who leaves there will be considerable pressure both at the state level and the local level to enact additional tax credits, especially with the argument -- look you're giving people free choice, you can make them happier and you can actually save \$1,000 on each child because for each customer who leaves, you can save a substantial amount of money.

There are quite a number of other reasons that people build up to try to say that tax credits will not be effective but you can see that if a Federal tax credit is \$500, and if a state like Connecticut were to say that well, we'll also give \$500 tax credits to the state and if a local community said we will provide \$500, you could put together a \$1,500 tax credit in a very short time,

and it would still represent a substantial government savings.

Now why are we in such danger on tuition tax credits? After all only ten percent of the students in this country go to private schools. Ninety percent of the students go to public schools. You would think that, therefore, if all parents were active, private school parents were active for their kids and public school parents were active for their kids it probably ought to get a ninety percent vote in the Congress on our side. And the last time we lost in the House of Representatives, and we narrowly made it in the Senate only because at that time the President of the United States, Carter, threatened to veto it and twisted arms and did all sorts of things to oppose the legislation. Well, it doesn't work that way. People who got their kids in private schools, for them, this is a single issue. They go to a member of Congress and say we don't care where you stand on foreign policy, or defense matters, or tax matters, or anything else. There is only one thing I care about, they say to the member of Congress. I'm paying taxes to send children to school, and I don't get any benefits from it, if you don't get me any money, I don't care how good you are on any other issue, I am going to defeat you. It's very much like the gun control issue for Washington and a number of others. The tuition tax credit issue is one of those single issue things for people whose kids are in private schools. Not all, but most of them.

Now unfortunately we are very reasonable people. We go to the same Congressman and we say -- gee, you are a great guy, you were for Title I, you were for this, you were for that and so if you are an intelligent Congressman and you know that 10% of your constituents will block vote against you, if you don't give tuition tax credits, but the people who are against tuition tax credit won't really hold that against you because you're so good on everything else. What do you do as an intelligent person? You vote for tuition tax credits because the other people are nice guys. So my main message in part while in this talk is to say that we have to be as crazy as the people who we're fighting or we have to say we're going to lose. It's too bad, but we will lose if we are reasonable and

if a member of Congress knows that on a crucial issue like this that they will vote against us they've really got nothing to lose because then they will win over the others, and we'll still be with them because they're so good on everything else.

Now if we play it that way we'll lose the issue, that will be it in terms of public education in this country. The good news will be that after all these private schools have taken in a lot of kids there will still be public schools left because there will be some kids that they kick out or that they don't take in in the first place and then public schools will then become about the equivalent of what public baths are in New York City where we still have them -- they'll be for those who can't get (tape was interrupted).

I'm very glad, by the way, to report to you that we did very well on the last election. We gained 22 members in the House of Representatives, that is, that we defeated 22 people who were in favor of tuition tax credits, and we're now 22 ahead of where we were before. So this time around, it is not likely that tuition tax credits will pass unless there is some tremendous pressure that is quite affected by the White House in some sort of cradle. So we've made some pretty good progress along that way. Now I want to go back now, so really what I'm saying is economic problems lessen a way of political power because there are fewer people, with smaller percentage of the voting population with children and one of the things that we can do, if 10% of the parents who've got children in school or send them to private school can be as effective as they were last time, then certainly we who are working with 90% of the children, if we organize schoolboard members, teachers, administrators, and parents, if we do a good job in organizing, and if we let the members of Congress know that we are as emotionally involved in this issue as the other side is, that over a period of

our Democratic representatives will come to reflect a political reality that that is. It means we've got to organize as effectively as the other side. It means that up to now they have organized 9 or 10 times more effectively than we have because they've got -- if we've got a problem with the numbers of people involved, then they've got a greater problem, but they handle it better.

Now I want to get around to a second series of issues in terms of building public support for education over this period. Well, the first thing to do in a Democratic society when your institution doesn't have enough support is to turn out there and see what is it that bothers the public. What is it that they don't like about the institution. After all, for over 200 years the public has been supporting public education and a lot of communities, they could vote every year on a budget. I don't know whether the United States or whether there's any other program in this country that could stand the kind of scrutiny that public education has over this period of time. If they put welfare programs, the defense budget, all sorts of other things up to an annual vote; the voters I don't know if we would have any government at all in this country. But the schools have gotten their support, yes with difficulty, but a tremendous amount of support. So what is it that the public -- that bothers the public about schools, and therefore, what it is that we ought to be able to turn to the public in a few years and say "hey" these three things that really used to bother you when you started saying we're not giving money to these schools any more because I don't like this, this and this -- what is it that you didn't like before, and can we change this? That is exactly what we would do if we were in business and people weren't buying our products. We would do some market research and would try to find out whether we could modify the product or either try to convince them that they're all wrong, that we've got the greatest product in the world, there's nothing wrong with it, and if anybody can figure out -- where he put his hat -- please see me after this meeting (laughter)

or otherwise we've got to do something about changing the product. Well, what are the three things that the public talks about most. Well, we've had a gallop poll in education, now, that has been running about what thirteen, fourteen, fifteen years. Quite a while and the results are quite consistent. There are some things that move up a little, other things that move down, but the thing that's number one on the list every year is the question of law and order in the school. Discipline, violence, disruption, drugs that whole package of items. So I wanted to start by saying, what I think is very obvious, but it's a matter we as educators have not really addressed, and if we do not address it we are going to lose the tuition tax credit battle. That is that we have to acknowledge that while society has to provide an education for every child that there are some children who are so disturbed, who are so sick, who are so violent, who find it so impossible to live in what we call a school which, after all, is almost a factory-like type of set-up for the mass education of students that there is some that can't function in that situation. If we don't say that some students have to be removed from school because number one, they aren't learning anything and number two, they create a dangerous atmosphere for others or if they don't create a dangerous atmosphere they create a situation where Johnny comes home and Mommy says what did you learn today? He says, the teacher spent all day dealing with these two kids who first tried to jump out of the window and then did this and then did that.

If we can't deal with that question, there's no point in dealing with anything else. And what we will have is the irony of having the government, which now seems to be telling us that we can't really suspend kids very easily or remove them. They're going to say to Mommy if you don't like your kid next to this kid who is making all this noise and everything else, we will give you a tax credit so you can go across the street to a school which would kick that kid out or which wouldn't accept him in the first place. Now that is absolutely ridiculous

to have the government finance a whole bunch of private schools instead of taking out the ones whose kids can't function. Now I don't, we just cannot, we can't underestimate them. By the way, from an educational point-of-view, we are teaching children the wrong thing. If they see that there are one or two kids in each class who can do anything they want and get away with anything they want. You know, we don't often remember things after we leave school. We forget a lot of geography, we forget a lot of names that we learned in plays, we forget all sorts of facts. But what we do learn are certain habits and certain character developments that stay still is part of the process of education. And one of the things that we've been teaching kids very early and it's really part of something that what parents sense is that if kids can get along with anything and there are no consequences that we're really teaching children a tremendous amount of _____.

The first item is really the discipline question. The second item has to do with standards. The public doesn't mind paying for education provided this money gets education. It wants children to learn English and it does not want them to learn appreciation of movies or comic books or loving and living as they substitute for Shakespeare or _____ or the proper use of the language. The public wants education that has standards. What does that mean? It means a tight curriculum. It does not mean back to basics. The basics are not enough for curriculum to enable people to live or function within our society. And it doesn't mean getting rid of all electives. It doesn't make much difference -- you could devise 100 different excellent English courses. You don't have to have the same contents. Somebody may prefer poetry, other may prefer writing, others may prefer novels, others may prefer essays, others will do journalism. You can do it in lots of different ways, but you can't have something which is really empty of substance and quality in which it's really just a passing pun. Well what does it mean? It means that emphasis on testing, and I must say that those organizations including our rival the NEA, and unfortunately some of the

organizations that administrators, schoolboards, and even the parents have come out against standardized testing on the basis that tests aren't always accurate. So what, we don't have any better instrument of measurement, and until we get a better one let's use the one we have. When a kid fails a test, it makes him feel terrible. Well, I hope so. And I hope that he tries harder next time. (laughter) Minority kids don't do as well as other kids and, therefore, the tests are racist. Well, the fact that minority kids don't do as well is an indication of a previous racism, discrimination, poverty, and it's part of the justification for compensatory education programs. It would certainly be a miracle if after mistreating children and the families of certain groups that the children bore no scars at all. There wouldn't be any reason to do anything special for them if nothing really had happened. All these arguments about not having tests, to the general public, they sound like we're doing a lousy job, and we don't want anybody to know about it. That's why we don't want anybody to give tests. And I'm talking about testing teachers as well. Before a person becomes a teacher, we can't tell if they're going to be a great teacher, we can't tell if they love children, but we can find out if they are illiterate. And I don't care how much a teacher loves children and the math teacher doesn't know math or the English teacher is illiterate, that love is not going to be a substitute for what that teacher has to impart. Hold these students over if they don't make it, maybe a student who is held over three or four times is not going to be helped by it. But I can't help believe that there are ten or fifteen other students who stop working when they know that they will be automatically promoted whether they work or not. Homework -- can't learn everything in school. The number of children -- the percentage of children who have real homework in public schools is exceptionally small compared to private schools -- a very legitimate point in the comparison. So standards.

Third point -- Values. Our schools basically have gone on two roads when it comes to values. Some of them have just been absolutely value free. Contrary to the value, our job is not to talk about right and wrong, that's a matter of opinion, that's something for parents to do. It's controversial and we're not going to get into that. For many schools have gotten into programs called Values Clarification. These programs, there's some very great problems with these programs. They would probably be very good in college philosophy classes, but many parents do not appreciate this letting 7 or 8 or 9 or even 11 or 12 year old children with vast moral dilemmas which give the student the idea that they have a right to disobey their parents or to lie or to put them in situations which are very rare situations but which give students the idea that the school and the teachers sanctify the idea that under some situations it's "ok" to do something which is pretty wrong. Now one of the things that the public wants is that the school, through literature, through discussions of social studies, not by separate lessons in religion or morality, but through the regular curriculum, teach traditional values. Nothing wrong with teaching about honesty or integrity or a bunch of other traditional values. There will be plenty of time later on when the kids can rebel against all that; they will. We don't have to start them on the rebellion -- they'll do it on their own. (laughter) Meanwhile, we ought to tell them that there is right and there is wrong and that most people in most societies have the same view of what it is, and we ought to do it in a nonpreachy way, we ought to do it through analysis of character and applied literature and things in the history of our civilization. These are three important areas. If we can do something in these areas we can turn to the public and say the schools are doing what you want them to do and they're worth paying for. Well, I have a few minutes, then I've got to run. One of the important things that we've got to do during a period of time when you're on your tack -- let's view this as we're a nation of war.

One of the things that you do when you're really at war is if you want to fight the enemy that is out there you have to stop fighting with each other. During the war the American Labor movement entered into an agreement with the government that it would restrict collective bargaining and it would not strike by a margin any industry which was involved in war production. In exchange for this, there was a process for resolving disputes. And we who are in education -- I don't mind a good fight, I guess you know that. I think every once in a while a client either shapes up all parties to the dispute, there's nothing wrong with that, I hope that one of these days we will be in a situation where once again it will be a healthy thing to have a fight once in a while, and it isn't healthy right now. Because when we fight each other, we use a tremendous amount of energy that we ought to be using to fight against the enemies of education, and furthermore when we fight each other part of that fight, teachers say the board stinks, the administrators are incompetent, and the board says that the teachers are no good and they're lazy and their tenured and you can't get rid of this and that, and the public of course believes both of us. (laughter) We're all confident. It's a great commercial, nobody wants to give us any kind of support. So I would say there are two things that we've got to do during this period of time. First, let's reduce the amount of internal conflict in terms of the family of education and educators and second, we've got to start looking at a lot of things that we did in the past in terms of, does this help promote or does it hurt public education? I'm talking about a whole bunch of things. I'm talking about busing. Does that help solve public education or does it help solve tuition tax credits? I'm talking about that type of bilingual education that doesn't emphasize getting the kids to learn English, and effectively and as soon as possible, not the idea that the kids shouldn't have help but the extremes. There were some extremes that moved over a period of time. Some of the extremes in the whole business of educating the handicapped were all sorts of insane and

very expensive regulations imposed on the public and they said we will refuse to pay for this.

So, we've got to ask, of each thing that we do, we've got to ask does it help to get us customers or does it push them away? The whole notion of the school finance reform. It's a terrific idea that no district should have great advantages because its got a lot of real estate and that's valuable in the district. But you start saying to people that they can't tax themselves in their own district to provide better education. What choice do you give them except to say, the heck with that, lets abandon the public schools and go out to the private schools. So we've had throughout the last 20 years, we've had a lot of very good ideas. It just happens that we can't sell it very well and that the more we push them, the more we antagonize the customers, and so we have to get away from them.

Now I want to conclude by saying that there are some things that are happening in addition to these things which we can't and should and will do together, there are some very positive things that are happening. And that is that while we have fewer people with children in school who are active and pushing there are people who are getting more and more interested and they haven't been visable for a very long time. I'm talking about the American business community. They are getting very worried about the number of people that the Japanese and the Germans and that the Soviets and the Swedes and the others are producing; not only in math and in science but the general ability to think. They are very concerned about the fact that out of the 500,000 auto workers who were laid off probably none of them will ever get their jobs back in auto factories, and if we don't have an educational system from them that's going to educate them. By the way, a lot of them are college graduates-auto workers. A lot of them went to college for two years. And then they decided they'd work in an oil plant, they got quite a bit of money. There's no reason why we can't provide education and re-education.

In the last five months, I have received numerous reports from business. Here's one put out by the New York Stock Exchange Office of Economic Research, and it's called "People and Productivity." It challenged corporate America and it was released on November 16. And the first quote on the inside of the first page is "the most valuable oil capital is that invested in human beings," Alfred Marshall, the economist. On the inside, chapter two is preparing people for work, schooling. A quote from Edmund Burke "education is the chief defense of nations and then it goes on to urge the business community take an active interest in public education in this country, because the future of our ability to survive both in terms of defense and in terms of business rest with the chief quality of public education of the future."

There was a similar report that was put out by the U.S. Chamber of Commerce last June. We see in New York City there is a new committee which was started by David Rockefeller dealing with support for public education and which is chaired by one of your Connecticut residents, whom I met with on this the other day and is chairman of Time Life Corporation.

So in addition to parents, teachers, schoolboard members, we can count. If we do the things I was talking about, no business is going to come along and we're all killing each other. They're not interested. They've got enough wonderful things to do. They can go out and deal with mass transit, they can deal with sewage, they can deal with railroads, hospitals, roads, everything; they will not come and offer to do anything or to help us unless we put our own act together. If they feel that they can do something constructive here they will. But if we kill each other they're going to say "uh uh," we'll go to some other good cause. But we can't in the very near future look forward to this. Now because of the fact that the business community is there and also because of one other fact and that is we are about to enter into a period of demographic decline, and therefore, some major labor shortages. I think that within the very next

period of time, in a very short period of time, we will once again be able to strengthen the Federal role in education.

I don't think that this time around the Federal role is going to be concentrating on the civil rights aspects. I have to think that's a mistake because we have not completed the job. I think what we've done, I think that if we take a look at the number of minority kids who graduated high school 20 years ago and the number who graduate today, if you could look at the reading scores over this period of time, I think that was money very well spent because we are not finished with that job.

But given the psychology of the politics of the country the next move of the Federal Government into education is really going to be on what they consider to be the biggest national problem or the basic national problem is going to be the question of quality and standards especially in mathematics and science. I think that with businesses using coalitions, teachers, schoolboard members, I think that within the very very near future we can expect some major congressional moves which will help our school systems across the country, especially in these areas.

Well, that's pretty much it, I just want to say that this next period is not just a period -- in education we always talk about the crisis in education, for us, it's more than a crisis in education because it's possible life or death. If tuition tax credits comes -- it's all gone. People are not in a pleasant mood when they are living on less each year and when they're not optimistic about the future. We will get public support if we do our part, and I am sure that with the cooperation of everyone here and all those who are working on it across the country, we will, we will see through this tough period and come out of it alright. Thank you very much.