DR. GRAHAM: Let me thank for all of us here Secretary Califano for speaking to us so cogently.

I'd also like to indicate the level of commitment and concern in this Administration by others in the Education Division, particularly Commissioner Ernest Boyer of the U.S. Office of Education, who has just arrived. His commitment is such, he has been testifying all day at the Appropriations Committee, and he has the flu, and he still managed to get here. So, Ernie, we are very pleased to have you.

(Applause.)

DR. GRAHAM: The Education Division is well represented because Mary Berry, the Assistant Secretary of Education, has just arrived also from testimony at the Appropriations Committee and we appreciate, Mary, very much your ability to be here today. Thank you.

(Applause.)

DR. GRAHAM: I know that Secretary Califano has an extremely busy schedule, and that the time that he will be able to be with us today is limited. But I would like to go ahead to introduce the next speakers on the program.

I cannot think of two individuals who are better prepared to speak on issues of teachers and testing than John Ryor, who is the President of the National Education Association, and Albert Shanker, President of the American

Acme Reporting Company
Federation of Teachers. We have asked each of them today to speak briefly up to about 30 minutes on the view of teachers and testing. And I would like to ask first Albert Shanker to begin. Mr. Shanker.

(Applause.)

MR. SHANKER: I'd like to begin by thanking Joe Califano and Pat Graham for developing this conference because I can think of no better way to begin a dialogue and to develop national policy in this area.

I do have to differ with Joe Califano in terms of his earlier remarks before in saying that the fact that John Ryor and I differ on questions on testing. Joe Califano believes that that shows how complex the issue is.

(Laughter.)

MR. SHANKER: I think that there are other possible conclusions.

(Laughter.)

MR. SHANKER: One could conclude that on every issue there are two views: one that's right and one that's wrong.

(Laughter.)

MR. SHANKER: Or one could even conclude with William James that there are two kinds of people: those who divide people into two kinds and those who don't.
MR. SHANKER: Now I think that the reason this panel was set up was not for amusement or entertainment, but since neither John Ryor or I are professionals in the field of testing, we are, however, supposed to be somewhat expert in what teachers feel about, believe about, testing.

And I want to begin by saying that I don't think that anyone on this platform or anywhere else can deliver the view of America's teachers on this question.

I remember that in the early days of teacher unionism and collective bargaining that there was a good deal of hysteria among school administrators and school board members and many editorial writers across the country. Many of them believed that in addition to teachers negotiating salaries and holidays and vacations and welfare benefits that teachers would, through their unions and through their new found power, also begin to negotiate matters of basic educational policy, that they would sit at the bargaining tables and would demand that there be either automatic promotion or standards for leaving children back, that they would demand either homogenous or heterogeneous grouping, that they would demand that driver education be put in or taken out, and that the process of collective bargaining would ultimately destroy the power of Democratically elected school boards within a community and would erode the
managerial function of administrators. Now that turned out not to be so. And the reason it turned out not to be so is that on questions of salaries and class size and welfare benefits, there is near unanimous agreement among teachers, and so leaders can easily lead a unanimous group to a bargaining table on these issues. But when it comes to questions of which textbooks or how to group students or whether they should be promoted or left back or what the style of teaching should be, on these issues teachers disagree among themselves as much as the general public does, and you will find the same range of disagreements in a teacher organization as there are within a community or on a school board. And so teachers have not in all these years anywhere in this country really negotiated these issues. They may have talked about being consulted about it and having a committee to discuss these issues, and in many cases they do.

And I think that on the question of views toward testing that the same kind of conclusion can easily be reached. There is no teacher view. There are many disagreements. There are many fears many ways in which tests are used and abused, but no one can stand here and say this is what the teachers of this country or what the majority of them think.

And so I think the issue here this afternoon is not
what is it that teachers think or believe or what their views are today on this question, or really series of questions relating to testing, but the issue that we ought to deal with is what position should teachers take on these issues if they thought about them long and hard, if they dealt with the consequences of one position or another. I don't think it would be difficult for a teacher leader to stand at any meeting of teachers and be loudly cheered if he made a speech saying that these tests take an awful lot of our time away from teaching. They involve almost clerical types of chores in marking. They are rarely used by the teacher in terms of what the teacher does the next day or week or year. First, they get marked, and then they get entered on a pupil record card, and they get averaged and they get moved somewhere else. But what happens to them in terms of the light of what the teacher does as a teacher? Very rarely is there any effect at all.

Furthermore, there was no demonstrated effect on what happens in the life of a school or a school system. So each year the tests are given and the newspapers have their headlines. But does anyone really develop educational programs in a school? Does anyone really retain some and change others and bring other programs in because of test results? Very rarely.

And the, of course, there is the fear, and not an
ground fear, on the part of teachers that the test results will be used as a form of simplistic accountability, that if the scores are poor or if they show something negative, that the newspapers and the editorial writers and that group within a community and within the nation and within the legislature and within the Congress will begin to demand that teachers be dismissed because students did not make a year's progress within a year or that their salaries be based on the scores or that funds not be granted because the schools aren't doing well.

I started by saying that it would not be difficult for any teacher leader to be applauded and indeed perhaps wildly applauded if he put together these remarks and perhaps a few others. But I don't think that the main objective of teacher leaders should be to gain immediate applause and approval at one meeting to the neglect of where we are going and what will be the support for teachers and for public education over a period of time.

And so I would like to spend a few minutes shifting these remarks a bit to talk about why I think we are here. I think we are here not really because testing in and of itself presents any more complex problems or issues than it did some years ago. One can look in the literature and find many of the discussions that have been taking place today; they took place decades ago. But the context is very
different. I think it is fair to say that in the last 20
years or so there has been a dramatic—yes, indeed a radical
change—in the way the public views our schools and our
teachers. And in a democratic society one must pay
attention to such a change in views on the part of the public.

If I could summarize and perhaps oversimplify the
view that prevails throughout most of our 200 years, I think
that the average man or woman in the street picked out at
random would probably have said that this nation started by
immigrants, many of whom were not particularly well
educated, and over the years many more immigrants, many
illiterates through speaking our language, and historically
speaking, in a very short period of time we have become one
of the wealthiest nations, most powerful nations, and have
maintained a democratic system longer than any other nation.
And they would, to a large degree, have said that the reason
for all of these good things was at least in part due to the
opportunity afforded to American public schools. And they
would have given our schools and our school system and
teachers an A or an A minus or an A plus. But we certainly
would have ranked very, very high.

Now I don't believe that that is the view of most
American citizens today, and I don't think it has been the
view for a number of years. We can have essays and books
analyzing why this has occurred. I would like to touch on a
few of these which relate to our theme today.

I think that perhaps the most important reason why teachers have fallen many notches and are no longer on a pedestal and why the view of the schools are somewhat different is that ironically we have been very, very successful.

If you want to go to a place in the world today where teachers and schools are held in the same high esteem that they were once held in this country, go to the third world. And there you will find those same attitudes, and you will find those attitudes because of the vast gaps that exist between the illiteracy and ignorance and lack of education among the masses, and the fact that education is something which a very tiny number of intellectual elite hold within that country. And up until very recently that was what prevailed here.

When I grew up in the 30s in New York City I didn't meet anyone in my neighborhood who had gone to college. I went to some other neighborhood when I went to a doctor or a dentist. They were the people who had gone to college and the only people who had any education beyond high school were teachers. And, sure, there was that pedestal because in that rather large neighborhood, to have a high school diploma was to have been a very well educated person, and to have graduated elementary school was also a mark of
distinction because perhaps half of the people, and maybe
more than half, in that neighborhood in the 1930s had only
had a smattering of elementary school if any at all.

And so look what we did. Our public schools
educated everybody. They all went to elementary school,
and middle school, and high school, and so many go to
college. And now we are no longer surrounded by people who
look up at us because we are part of one or one and a half
or one-half percent of the people of the country who have
received some education now. We have lowered ourselves
and we have subjected our institution to greater criticism
because we have a society where everyone has been educated
and they no longer look up at us. They look down at us. And
many of the people in our country who graduated college feel
that they could do a much better job educating their own
children than the teachers could but they're too busy making
too much money, so they can't afford to take the time off.

And we will therefore never really return to the
good old days when the teacher is back up and the school is
back up on that pedestal.

Now a second thing that we ought to take note of
is that we have gone through a 20-year period when, whatever
you want to call it, counter-culture or new left critics
have had a very significant impact on the thought of people
within this country. If you go to any book store or
library and look at what's been published in the last 15 years or so on education, you will see all of these schooling books, all of the works written by people who were teachers for four weeks or six weeks before they were fired. And then after they were fired they wrote a book saying that the reason they were fired is that they were the only real teachers who loved children; that everyone else in the school was destroying the children.

(Laughter.)

MR. SHANKER: And that when they opened up their mouths there to criticize, they were dismissed. And, of course, each of them went off either to teach in a university or they opened up their own little --

(Laughter.)

MR. SHANKER: They opened up their own little schools in a garage with 10 or 15 children and said that if only we would give tuition tax credits, everyone could have a school in a garage.

(Laughter and applause.)

MR. SHANKER: Now, fortunately, not so many people read those books, but they nevertheless have had a great influence.

If you were to make a list of all the people in education interviewed, let's say, on the Today Show over the last 20 years, you would get a list of all these characters.
You'd get very few people who had anything positive to say about education or about teachers or public schools. They have had quite an influence, and I would say a very negative one because by and large they, the new left and counter-culture, were not really criticizing what we're doing. They reject the values of our society. They really want the public schools to educate students in our society for a kind of -- not in a society that we live in today and will be living in for many years, but for Hippy communes. And it is not something that was -- it was something which wealthier people sort of were attracted to, but the working class people have always rejected this because they still see the schools as a way in which they want their children to learn and to work within our society and to achieve within it.

Now there is a third factor and that has to do with the defensiveness of the educational establishment. And I certainly include teachers in that group. We are under constant attack--why aren't you doing this and that--and one of the traditional attacks is very simple, it's: well these things aren't scientific. We really don't know anything about what makes teachers tick, we don't know anything about what makes children learn. And, therefore, you shouldn't attack us because nobody really knows anything, and tests don't tell us anything. They're subject to misinterpretation and there are a lot of errors. And, therefore, you shouldn't
criticize us because really this whole thing is subjective—
that's your opinion, and that's your opinion, and there's a
third opinion out there. And that sounds like a wonderful
defense. After all, how can anyone criticize you for not
doing something if you don't know what you're doing?

(Laughter.)

MR. SHANKER: Well that conclusion is very soon
reached by people when you use that sort of a defense, that
if you don't know what you're doing, why should you be
certified, why should you have a right to a job, why should
the taxpayer pay any money?

You can't defend yourself on the basis of -- that
things are so complex and so subjective and so incapable
of any rational strategy and of any scientific determination
and at the same time turn around and ask for some sort of
support and some kind of public confidence.

Then, of course, we have the traditional mode of
school systems and operating that the big thing you have to
do is to innovate, bring in new ideas every year and throw
out the old ideas every year. And very rarely does any
educator stand up in a community and say, look, we're not
going to get rid of most of the things we've been doing
because they're pretty good. And we know what we're doing.
And they work pretty well. I don't know what you'd think
of a doctor if you went to him and he said, now look, I know

Acme Reporting Company
exactly what you're suffering from. And you see those pills over there? Those are the pills that every other doctor in the country would give you, and they will cure you within 24 hours. But I'm not that kind of a doctor. I'm an innovator.

(Laughter.)

MR. SHANKER: Take this one. I don't know what will happen.

(Laughter.)

MR. SHANKER: Well think about how our schools operate. Program after program with the old expression that every educational experiment is doomed to succeed.

(Laughter.)

MR. SHANKER: That's the other one. We never admit failure. A doctor can take 10 patients who have some incurable disease and he, after having read what others have done, he can try a new cure. And if the patients die anyway, he will write an article saying here's what I tried, and no other patients ever need die of that cure again.

(Laughter.)

MR. SHANKER: But we can't say that because no superintendent of schools, no school board member, no teacher will ever be considered a great educator by admitting that they had done something which did not work. And so all the public relations goes out. And, of course, there's the
greatest innovation of law that every few years we get rid
of the superintendent of schools.

(Laughter.)

MR. SHANKER: And we hire the one who is being
fired from some other school district.

(Laughter.)

MR. SHANKER: Then, of course, we also have
analogous to the testing question, we have more openness.

Test results today are not the private domain of the
teachers' records or the schools' records. And we have a
good deal of ignorance as to what test results mean. And
I'm sure that all of you have seen from time to time the
crazy headline which announces that the school system of the
country is failing because half of the children have scored
below average in reading or some other field.

(Laughter.)

MR. SHANKER: And so we have some education to do
as to what averages mean and what tests are about.

Now I could go on with that list but I would like
now to turn and say that I believe that those of us here and
those who are not here but who are interested in this subject
need to develop a certain perspective, a certain direction,
and a certain basic commitment. And I believe that if we
start from that perspective and commitment that many other
things will follow. There will still be room for
disagreement on particular items. But it seems to me that 
at least one thing ought to be settled, and that is that 
teaching, while like medicine and other fields, is a rather 
complicated art which involves science and also involves many 
techniques which are not quite subject to the same 
measurements that we're accustomed to in strictly 
mathematical sciences. It seems that we have to start with 
the notion that it is possible to develop a body of 
knowledge. It is possible to develop a model of competent 
teaching practice over a period of time; that we ought to 
admit that we haven't done it up to now. We ought to admit 
that we have not done it because people have been afraid. 
Yes, teachers have been afraid that they would lose their 
jobs, and school board members have been afraid that they 
would be turned out in the next election, and superintendents 
have been afraid that they would be involved in a game of 
musical chairs, moving over to some other school district. 
And everyone has been afraid. But it is about time, and with 
an educated and sophisticated public, without that education 
gap which we had throughout most of our history, it's about 
time that we said that we have faith that we can do in 
education the same kind of job that has been done in other 
artistic professional fields which have partly a scientific 
base, partly an experiential and and experimental base, and 
that we will admit failures, and that we will keep those
things for years and years and years which seem to work. We will not place an emphasis on throwing out good things for the sake of innovation. And that without taking such a view, we are involved in pure subjectivism which is both anti-intellectual and anti-professional and anti-institutional.

Once we take this view we then can have an agenda for teachers and for school board members and administrators and for others.

Now having said that, I'm not going into, at least at this point—perhaps there will be time during the question period—the various specifics. You will be able to raise those questions. But I do want to raise a number of points which are relevant with respect to testing and which we can engage in further discussion on.

One of the issues which has not been discussed at all in the question of testing is that whatever we decide, if we were to decide to abolish standardized tests and not to use tests for this purpose and that, if we were to move the pendulum on the side of anti-testing, this will over a period of years have a profound effect on the kinds of people who enter the teaching profession.

There are different kinds of people. Some are more achievement-oriented and others are not. And if you announce that your school system is going to be of one
nature, the kind of people that you will attract to it will be one kind, and if you announce that you are interested in standards and achievements in testing and experimentation in building a body of knowledge, you will attract a totally different group of people. And with these groups of people you will also accomplish rather different purposes and the schools will ultimately teach different values to children as you attract different types of people to the institution.

Now is a type of footnote on the question of whether a teacher should be tested before they commence teaching.

I just came back from Florida. They've got a lot of talk about students being tested and teachers being tested. And you get a lot of teachers getting up and saying well I went to college and I have a degree. Why should I have to take a test to become a teacher?

Unfortunately, during the 1960s, as a result of student and other rebellions, many colleges and universities capitulated through various forces—I believe that they should not have either negotiated or capitulated with or capitulated to—and the result of that is that you no longer are very sure of what that piece of paper means.

Now we have in many states doctors who have to take examinations after they've gone to medical school and you've got lawyers who have got to take bar exams after
they've gone to law school. And people in various states have to take examinations to become hairdressers, to be insurance agents, and all sorts of things. And I think it is ridiculous. It doesn't do anything for the profession and it undermines the feeling of the public toward teachers when we say that there is something terrible and demeaning about having a person who is to enter this field to take a test. And I want to say that I don't think that there is any test that will tell us whether the person is going to be a good teacher. That we will find out later. But there is something that will tell you whether a math teacher knows enough math and whether an English teacher knows enough English and whether a Social Studies teacher knows enough Social Studies. And anyone who takes the position that teachers upon entry should not be asked to demonstrate that, given the state of what college certificates mean today, and given the fact that this is generally required in other fields, is lowering the status of the schools in this country and of teachers and of their professionalism and the commitment of the general public to support our schools.

I would urge all of you to try to bring about a reversal on this. And I certainly, in saying this here--have been saying this to teachers as well -- and I could tell you that down in Florida where teachers are a little bit frightened of what's going to happen on this, they did
not reject this notion.

Now they don't like the idea that a teacher who
was hired 15 years ago, and who's been given a satisfactory
rating every year for 15 years, that now someone is going
to come in and give them a test to find out whether or not
they should have hired him 15 years ago. That's a different
question. Or even five years ago. But there is a way of
changing this by starting with those who enter.

I have a few more minutes. And I want to say
that in addition to the commitment that there can be a
science of education, I think that we have to view the
schools as a bridge, a bridge between the family and the
world that we live in and the country that we live in and
the society that we live in. And we ought to start --
schools in the early grades ought to resemble the family as
much as possible and children should not be dumped into a
cold classroom with 30 or 35 having to sit still and be
quiet. But the purpose of the school is to get children to
be able to eventually work on their own; it is to acquaint
them with the fact that they will meet competition; that
they will be living in a world where they will not be
accepted or rejected or advanced because they're Johnny or
Mary or because someone likes them or doesn't, but because
of many abstract qualities and abilities which they have been
able to get on the part of the school is to bring about some
of the competitiveness and the need for achievement that
exist within our society. And it's necessary for schools to
move toward those values.

We need, in addition to an emphasis on a continued
use of testing, a program of truth in testing. We should
try to do something about the misunderstandings that exist;
some of those among teachers. I think we need a national
program and I think here is a place where the federal
government can do something. We need programs for teachers
to acquaint them with what tests are about, and how they
can be used, and how they can be used to modify their own
instruction or to get information about what they're doing.

I think we need programs for the education of the
press and the media across this country. I think we should
not stop with the notion that the press understands anything
about education. We ought to go out there and we ought to
have the view that even the press is educable.

(Laughter and applause.)

MR. SHANKER: And certainly, well if teachers are
I think the press is.

(Laughter.)

MR. SHANKER: And I think parents, of course, and
the general community also need education about what tests
are and what their limits are.

Yes, we ought to strive to develop new tests and
to improve tests. But we should not say that because we do not have a perfect instrument that we're going to abandon those that we have at the present time. The ones we have now tell us something. They don't tell us everything. And no one in the world throws out an imperfect instrument because he doesn't have a perfect one. It's like saying that you can get rid of the unemployment problem by firing the Bureau of Labor Statistics, you know. It's kind of silly. (Laughter.)

MR. SHANKER: Any organization that says let's get rid of these tests until we have perfect ones, I think the general public is going to feel that you've been a terrible failure. What you're doing is just trying to bury the evidence. And I don't think that any of us should be in that position.

I do think that as we move ahead with testing programs and with research and with building a science of education that you have to provide some security for the people who are in those positions, and that includes teachers and somehow board members and others. They have to feel that by admitting failure and by moving ahead that they're not going to be punished for doing the right thing.

Now, finally, I want to say that I do not accept the doom and gloom views about how horrible our schools are and how everybody is failing.
Here we are. We are still a very rich country. It's still a very powerful country. It's still a democratic society. We have our problems and we have our shortcomings, but we're no longer a manufacturing country. We import everything from everywhere else. We're a farming nation, but that's all done by machines. What is it that's the basis of our prosperity? What is it that we sell to the world? We sell knowhow, we sell technology, we sell the most advanced military and computer equipment.

It's very hard to sit and say that we're illiterate and we're going down and we're failing, and yet everybody else in the world is working to provide us with goods in exchange for our knowhow. And this doom and gloom attitude very much reminds me of an analysis a couple of years ago of the Peter principle, where one writer said, well everyone has read about the Peter principle and we all know that everywhere we look—here, there, everywhere—we see all the people who have risen to the level of their incompetence. So everyone is in a job that he can't do. And we know that; we see it every day of the week.

The only problem is that if that's true, how come things aren't worst than they are?

(Laughter.)

MR. SHANKER: Well that particular writer had an answer. He said that there must be certain people in
society who do not rise to the level of their incompetence. And he looked around and he found that those were secretaries.

(Laughter.)

MR. SHANKER: And he then turned around and said that the new women's movements obviously meant that women, too, would rise to the level of their incompetence. And, therefore, we have to find some new social structures to prevent our society from going down.

Now I am sure that there are problems with achievement, and there have been and they're very real. It's important that we look at them, it's important that we take them seriously and it's important that we do something about them. But it's also important that we look at the whole picture and realize that if things were as bad as they say they are, we wouldn't be where we are now. We're in pretty good shape and we will be in even better shape as we admit our mistakes and make the improvements that are necessary.

Thank you.

(Applause.)

DR. GRAHAM: Thank you very much, Al. I was heartened to hear that the press is educable and teachers are educable. I would have been even more heartened if you thought federal bureaucrats were educable.
(Laughter.)

DR. GRAHAM: It is now a very great pleasure for me to be able to present John Ryor, the President of the National Education Association to speak to us on the subject of teachers and testing.

Mr. Ryor:

(Applause.)

MR. RYOR: Thank you very much, Pat. Al, Mike and friends, I'm not quite sure why Secretary Califano was disturbed that the AMA had nominated him for the new education position. We were thinking of doing that, but we thought he might be suspicious viewing the difference of opinion we've had on the Cabinet. So instead we encouraged the AMA to do it and they said they'd be more than happy to have Califano as the new Education Secretary. And it's true that Al and I have disagreed on a number of items, but I don't see disagreement as unhealthy. As a matter of fact, my father used to say "When two people agree on everything all the time, one of them isn't necessary."

(Laughter.)

MR. RYOR: Though I'm not sure what that means.

(Laughter.)

MR. RYOR: Schools, and what we want from them, and how we evaluate the students has always been a difficult
matter in this free society of ours and it's probably a more
difficult question today than it's ever been before, because
today we're witnessing what I believe to be a disturbing
trend in the schools for an increasing number of students.

Schools are the only institutions trying to provide an
orderly process for socialization and maturation. And most
of society's problems as they're reflected in the children
find their way to the schools. As a result, teachers and
schools are at the center of the student's life, not by
choice and not by decision, but most often by default.

In many places the public schools have become
society's last alternative to abandoning its children to the
streets. If a family is unable or is somehow incapable of
dealing with their own children, then those problems come to
school. If a teacher cannot deal with those successfully
then more often than not the teacher is held to blame. The
situation is increasingly difficult for the teacher and is
potentially dangerous for our society as a whole.

We're placed in a situation similar to that of a
student who's asked to come for an appointment with his
counselor. If he's early for the meeting, he's considered
anxious; if he's late, he's said to be resistant; if he's
on time, then he finds himself labeled compulsive.

Teachers all over this country are finding the
phenomenon of a personally direct criticism increasing...
frustrating. If you want smaller classes, you're accused of
goldbricking. If you develop an innovative program, you
squander school funds. If you repeat lessons yearly, you're
archaic and and have gone to seed. If you're tightened by
control, you're hostile. If you run a relaxed class, you're
permissive. If you use a deductive demonstration method of
teaching, you're the center of learning and not the student.
If you use the inductive discovery method, and the student
is doing all the work, then you're lazy. And if you don't
like standardized tests, it's only because you're afraid of
being evaluated.

Well societal ambivalence over national standards
versus national standardized testing is an example I think
of confusion which leads to much of that frustration.

Parents are almost universally rejecting the
notion of a national curriculum. At the same time they seem
to embrace the need for some national standardized tests
without ever understanding the relationship between the two.

It's been said that there's no point in national
standards which aren't pursued. And if they are to be
persued then they're really goals and not standards. It's a
valid point. It certainly gives rise to more serious
questions about the potential for a national curriculum. And
if there's going to be a national mandate, who ought to set
those goals? Now it seems to me those questions ought to
be answered before we ever start devising means of evaluating.

In my view, standardized evaluations of education in the United States make no more sense than insisting that education in Point Barrow, Alaska ought to be identical to education in White Plains, New York. And if norm reference test results in Point Barrows do not match up with the results in White Plains, then by concluding that there must be something terribly deficient about one school district or the other.

Many of our frustrations—certainly the frustration of students—emanate from our efforts to make saneless of that which is essentially and inherently different children in the way they learn. Trying to reconcile the difference between what we see we want to teach children and what we really teach children, and evaluating all that as inexpensively as possible I believe has led us to our ambivalence.

It's been no secret that since 1971 NEA has asked for a moratorium on standardized testing, and the reason for requesting that national hiatus and the use of those particular tests from my view has always been relatively straightforward. One is they don't do what they purport to do. Two, they tend to be culturally biased. They're norm referenced and cannot help but label half the students losers.
They seldom correspond to any significant degree to local learning objectives. And related to that, arithmetical reliability is always more important in constructing the test in content validity. They're useless in measuring growth over a short period of time, a week, a month. And there's a tendency on the part of some schools to misuse those tests and the results to jump to unwarranted conclusions about curriculum. And, finally, a tendency on the part of some school systems to use the results to justify plans for tracking students into career and educational decisions. It might better be labeled railroading. Other than that we have no objections.

(Laughter.)

MR. RYOR: Now it seems to me that those are very important observations. But the fact is those questions aren't being dealt with. And even more disturbing is the fact that, as teachers, we seem to be criticized every time we try to improve the schools and that every corner were accused of self-serving motives.

When we raise very important and fundamental objections to such things as standardized tests, the objections are not answered, but rather our motives are challenged. We're accused of wanting at least that which we really want most and that's the support and the involvement of the public and public schools.
We've all heard the charge that the teacher opposition to standardized testing is self-serving because teachers don't want to be evaluated. Well that's an outrageous argument from my point of view, particularly when one understands that maintaining an evaluation model based on nationally norm-referenced tests would be the easiest of all words for the teacher. After all, there's great comfort in anonymity. And that's precisely what those standardized tests provide, anonymity. Inasmuch as the nature of the test presumes that our 16,000 school districts have the same curriculum, that's a fallacy. Therefore, the results of such tests are always in an all ways questionable.

And it's all the argument to the contrary, to my belief, that there's much more safety to the teacher and to the educational system in norm-referenced standardized testing if we don't want people to know what we're doing than in criterion-referenced testing or in parent-teacher-student conferences. The truth is the teacher concern for student learning is the basis for permeating demands for more meaningful ways to evaluate students.

Our task force on testing, after three years of intensive study, concluded that the major use of tests should be to improve instruction, to diagnose learning difficulties, and to plan activities in response to those learning needs. Tests must not be used in any way to label and classify
students, to track students into homogenous groups, to
determine educational programs, to perpetuate an eliteism
or to maintain some groups and individuals in their place
near the bottom of the social economic order.

In short, tests must not be used in ways that will
deny any student full access to equal educational
opportunity.

The real question is what do we do is interested
and involves citizens and leaders. When opinion makers
seem to suggest that teachers aren't what they used to be,
and when they suggest that the real problem confronting our
society might be cured by returning to the basics, basics
has become the buzz word of the 70s. It's like the Ivory
Soap ad where the young lady says that her commitments to
the basics—-Ivory Soap in this case—is the thing which
maintains her usefulness, and by implication causes her
love life to soar, conjuring up for the viewing audience
visions of extasy if we'd only wash our grubby faces with
Ivory.

Where do we go when we're caught in a world
dominated by opinion makers who, contrary to the evidence,
would have us believe that scrubbing our children's minds
with the basics will cause society to be 99 44/100 percent
pure of what ails it? Of course, basics are important. But
the resolution rests with all of us and with our ability to

Acme Reporting Company
consolidate and responsibly use teacher, parent and society strength in the resolution of the question.

There's a dynamic of human life which holds a very simple lesson for all of us, I think, as leaders, and that is we either shape circumstances affecting our lives or we spend our time reacting to others who jerk the circumstances around to fit their own particular case. Now I don't think you need to be an economist to see that teacher salaries take a smaller percentage of the school dollars than they did 10 years ago, or to see that in that same period of time educational consultant positions and teacher aide positions have grown by 180 percent, or that teachers are increasingly being put upon to solve social problems which were traditionally the problems of other institutions in our society.

Furthermore, you don't need to be an expert in testing to view with a line of proliferation of assessment instruments which are incapable of measuring a school's progress, much less the progress of students. And that's why this conference is important.

Arthur Burrels, the editor of Mental Measurement Yearbook, expressed his concerns about testing in a lecture presented at the University of Iowa in March of 1977. He said "I consider that most standardized tests are poorly constructed, of questionable or unknown validity, pretentious
in their claims and likely to be misused more often than not.

"We've allowed norm scores to serve as effective
barriers between the test users and the achievement of
students. Norms enable us to make certain interpretations," he said, "of test results. Unfortunately, they also make
it difficult or impossible to interpret raw scores."

Burrels continued by saying "I would now like to
repeat a statement which I made 42 years ago, forty-two
years ago," he said, "Today it is practically impossible for
a competent test technician or test consumer to make a
thorough appraisal of the construction, elevation and use
of most standardized tests being published because of the
limited amount of trustworthy information supplied by the
test publishers and authors.

"If testing is to be of maximum value to schools,
test authors and publishers must give more adequate
information. It would be advantageous if test publishers
would construct only one-fourth, doing half as many tests,
and use the time saved for presenting the detailed
information needed by test consumers."

He goes on, "Unfortunately, although some
progress has been made, my 1935 complaint is equally
applicable today to the majority of existing tests and
especially so for secure tests," which is the F.A.T., the A.T.T. and the L.S.A.T.
And still in another part of Burrels' speech in Iowa he said "Sixty years ago there was great excitement about the potentialities of standardized testing in the evaluation of students, teachers and schools.

"In 1917, Covary praised the testing movement."

And to paraphrase some of his remarks, he said, "To the teacher it can mean concise and definite statements as to what she is expected to do in the different subjects of the course of study. For the superintendent it means the changing of school supervision from guess work to scientific accuracy. And the establishment of standards of work by which he may defend what he is doing within the next 10 years disillusionment set in."

Burrels continues that "Now today, despite the increasing criticism of testing by some others are moving in the direction of similar, unwarrantedly high expectations of 50 years ago."

"I refer to such movements as accountability, contract testing, and program evaluation."

Let me pick up on the base of these of accountability for just a moment. Education is a serious enterprise and it has been very successful and is successful. Its essence lies in what happens between children and their parents and teachers and classmates. These relationships are delicate and susceptible to strong
outside influences. And an accountability system must take care not to damage those. And above all the system must be liveable to those who are expected to abide by it.

In a pluralistic society, an accountability system should promote diversity, not conformity. Opportunities for diversity must exist from the child to the parent to the teacher, the school and the community. Each entity has a right to be itself.

A modelistic system which imposes a single set of values strikes at the very heart of individualism and the democratic process. And, in short, an accountability system should be responsive to individual differences.

Now I know that teachers believe in high standards for the students. They also understand that for teachers to teach and for learning to take place, students have to be evaluated. And we believe strongly that learning must be evaluated in a variety of ways. Among some of the ways is a plan whereby a teacher can develop a composite picture of a student in his academic and personal growth by behavior such as interaction with others and motivational patterns, independent work habits, oral presentations by students, and parent-teacher conferences.

The development of individual diagnostic tests, the development of teacher-made tests, and certainly school letter grades themselves, and, most importantly, we believe...
the development of criterion referenced tests.

What's the role of the federal government? There is no role for the federal government in the testing industry except to provide the financial resources to change the state of the art.

Burrells had been encouraging that and encouraging his fellow workers to do that for over 42 years without a great deal of success.

I suggest that his proposal and one similar to what he advocates should be supported and encouraged by the federal government. His proposal provides two types of tests, a test for assessing performance of groups and for assessing performance of individuals. And a group test should be designed to measure the achievement of schools having common objectives in learning environments. Each test could be quite short, requiring very little time to administer.

The time now required to administer an achievement battery—as much as seven hours—could be reduced to 30 minutes. The use of short group tests, each taken by only a fraction of the students, say one-fifth of them, will greatly reduce the cost in time and money as it relates to testing. It would also allow a much wider range of objectives and curricula analyses to be covered.

To use a different test for measuring groups and
individuals would permit school systems to abandon national norms for individuals and to advance commercially purchased tests and processing services to better meet local needs. Purchased tests could be supplemented by locally prepared examinations and integrated through the testing program.

In addition to this, we recommend another role to the federal government, and I'd recommend that the national assessment of educational progress continue to be funded to insure that there is data for assessing program growth. It should not be hampered by lack of funds. And, of course, as I said earlier, basics are important. Reading, writing and arithmetizing are critical to the success of any academic experience. But by and large, commune learning is a byproduct of training, and training is only one technique in the arsenal of teaching methods, not the only method.

There's a very disturbing incident regarding standardized tests reported in the January 28 Washington Post that I'd like to share with you.

A principal in the Pocomoke, Maryland school district had given all his third graders copies of the previous year's Iowa Basic Skills Test, and because the same test is used each year, the Pocomoke third graders, according to the Post, had an unfair advantage and scored significantly higher, and the principal had cheated the system. I believe
he did. But I also believe that standardized tests, nationally norm-referenced standardized tests, a large group test of that nature cannot help but lead to that same mentality.

The school district superintendent inadvertently put the whole thing in its proper perspective. He said "You ought to be able to guess what the scores will be by looking at the IQ scores and the education and income of the parents. In other words, we know where those kids are going to end up before we ever give the test. And the next question ought to be why do we give them, and, even worst, why we publish the results. I suspect it's because our system demands winners and losers. And the winners have to know who the losers are so that they can feel good about winning, so that they will know that they're inherently better than someone else.

I think King put that all in its proper perspective when he said that "Discrimination does damage to both the discriminator and the one being discriminated against. It leaves one into believing he's superior and the other to believe he's inferior, and both of those notions are wrong."

The superintendent went on to tell us in the article that there was no pressure placed on his building administrators to excel. That is such pure unmitigated nonsense that it angered -- that's tantamount to saying that
because newspapers print NFL football scores, and because Denver's record was 12 wins and three losses on the year and Dallas was 13 and two, and Miami Dolphins 10 and four, that that doesn't create any pressure on Hank Stram of the New Orleans Saints who had a record of three and 11.

I suppose we're to believe that Hank was fired a month ago because his uniform inventory didn't check.

(Laughter.)

MR. RYOR: What we're really telling students and teachers and parents is, look, folks, you'll always be losers, and the test of your worthiness is whether or not you and your kids finish above the median.

Now it's my personal conviction that the whole notion of norm referenced standardized tests makes a lie out of the often stated concern for individual differences. It's the very thing which leads children to believe that they only have worth as measured against something else. And the most tragic aspect of our preoccupation with training as it relates to those tests is that most children are trained to try to do better than somebody else, which more often cripples them than helps them.

In my view, the only competition worth the name is the competition with oneself. And that teaching at its best is a helping function, and that good teachers are indeed good helpers. We must evaluate children. We must help
them overcome deficiencies, and help them do that by measuring them against the curriculum objectives of our schools and not from predetermined tests based on a cycle matrician's commitment to making a perfect curve at the expense of one-half of all the children who take it.

One could successfully argue that it was not the intention of the test makers to have national standardized tests measure or shave school curriculum. I think the intention of the writer is meaningless. In fact, legislators and school boards start rewriting curriculum to conform to the content of the F.A.T. or any other nationally standardized test.

A free society needs, above all things, a free and learned citizenry. And the first task of education is to stimulate curiosity, to teach children how to learn and how to remain open. If we can't do that then we really can't truly educate. We can only train. And the difference between training and educating is monumental. Educated people remain curious a life time, but one who is trained only performs rituals. Educated people change things; trained people accept them.

Trained people are not creative, they're predictable. They're predictable because they can be counted on to repeat the responses they've been trained to repeat, no matter what the circumstances. And that's why
a narrow education response predicated on the good old days holds the greatest single threat to our Republic because a nation of trained people could not possibly be learned and flexible enough to meet all of the complex challenges that lie ahead of all of us.

I thank you very much.

(Applause.)

DR. GRAHAM: Thank you, John, very much.

Twenty-three years ago I started teaching in a rural school in Virginia and my colleagues and I at Deep Creek High School were all members of the Virginia Education Association, the state affiliate of the John Ryor's NEA. Ten years after that I was running in New York City a seminar for beginning teachers in New York City public schools, and as part of those seminars I got to have Al Shanker, who was then with the UMT, come to speak to them. I have benefitted enormously from both of those associations and I think all of us today have benefitted from hearing both John Ryor and Al Shanker on these subjects.

We have some time for questions. If those of you who would like to address a query would care to move to one of the microphones I would be happy to recognize you in the time that we have.

MR. O'NEAL. I'm John O'Neal. Mr. Shanker, you
said that if you eliminate testing you will get a different kind of teacher. I would like to know what kind of teacher you'd have if you eliminate testing and what kind of teacher you'd have if you'd adopt testing.

MR. SHANKER: I think you've heard this afternoon a pretty clear exposition of two very contrasting and different views or philosophies. And I think if you'll just listen to the views of John Ryor and my own that in one case you have -- I think the key to it is whether the purpose of schools is in part to abridge the gap and bring youngsters into the world that we have. And the world that we have does not deal with individuals as individuals, it deals with them, and there is a good deal of competitiveness in the world. And I do not believe that if you get rid of testing or achievement testing or comparisons that we're going to fool these youngsters at all. They compare each other every single minute of the time. They know who runs faster and who's taller and who fights better and who reads better and who counts better. And we aren't going to kid them at all by doing this. It's part of the child's world, it's part of the adult's world, it is part of what makes society tick. And as far as I know, every effort to try to change society so radically that people will not place values on achievement in various areas has failed.

I remember -- I was camp counselor before I was a

Acme Reporting Company
teacher. And at this particular camp it was totally not.

They allowed no competitive sports at all. They did not want
one child, they didn't give points for making beds, they
didn't do anything. It was an extreme of what was once the
progressive movement and it was run by people who were rather
prominent in that movement. And there were three or four
children to each counselor. And I remember one experience
very well, and that is after five days of absolute
noncompetitiveness, a night I sat in the middle of the room
with the four children in their beds and the lights were out,
and I had a flashlight, and I read a story to them so that
they wouldn't feel too anxious about being away from home.
And then after I finished reading the story, I went and sat
at the edge of each child's bed for about a minute and asked
whether he heard from home and what he did that day and what
he expected to do the next day. And it took only about
three minutes for one of the children to ask me would I
lean over a little bit closer because he wanted to whisper
something to me. And I leaned over. And he said to me, "Tell
me the truth. Which one of us do you like the best?"

(Laughter.)

MR. WEBER: I have a question for Mr. Ryor. My
name is George Weber. I'm with the Council for Basic
Education.

I tried to listen carefully to what you said, and

Acme Reporting Company
you talked about a moratorium on testing that NEA has supported since 1971. And yet you seem to attack only norm referenced standardized tests.

Would you clarify whether you oppose standardized criterion referenced tests?

MR. RYOR: Well that would depend on the base use. I think we'd generally oppose any national norm referenced test, whether it's criterion or norm referenced. I think our position is not to evaluation. We believe that's critical. It's critical to knowing what you are teaching in relation to the objectives of the school district. But at the same time we think we ought to have evaluation instruments that really tell us something, and really tell the students something, and really tell the parents something, about the nature of the progress the student is making as measured against those objectives.

Now it may be very useful to have regional objectives, where there are common regional objectives, common school district objectives. I think norming them on that particular school basis might be very useful, particularly in measuring the school against their own objectives. But I don't think you need to test all children in the school district to accomplish that, as many districts do now. If you're just trying to give to the school district some indication of how well it's achieving
its objectives, it does no useful purpose, if that is the
objective, to test all fourth graders or all seventh graders
and all eleventh graders. We do that much less expensively
than we do it now.

VOICE: I was asked to make this remark by one of
the officials of the conference with whom I discussed the
matter. And this whole group has been meeting on the matter
concerning testing. And it seems to me that there's one
type of testing that seems not to have been discussed at all
and it seems to be the most important aspect. I refer to the
fact that today's brightest and most profound students tend
to be penalized by the multiple choice format, and this is
because they see more in the possibilities of the choices
than the mostly deficient students do, and they are therefore
slowed down.

Now this puts a sort of damper on the whole
atmosphere called the education process. And I wonder if
either one of the speakers would care to comment on this,
which I think is an extremely important aspect of multiple
choice testing.

MR. SHANKER: Well I think the conclusion is simple,
and on this one I'm sure that we would all agree. It just
means that you take testing and you take it as one bit of
evidence. That's all. Not as all of the evidence. There
is obviously other evidence. There's what a student does,
there's what he says, there's what he produces, there's what
he writes, what he creates, all sorts of things. And
obviously you can have pieces that don't fit into place.
We've all had experience with students who are excellent and
who always do poorly on tests, but who perform in all other
aspects very well. Most cases attach some not to the tests.
And there I think, you know, there can be reforms here; where
it's terrible that the only thing that appears on a report
card or a record is the result of the test. There ought to
be more there. But the test, too, should be there. And if
all the other evidence runs against it, I would look into
why that happened to see what we could do later on to change
those tests so that they reflect all the other aspects of
the reality of that person.

DR. GRAHAM: John, do you want to add to that?

MR. RYOR: Just to reinforce what you said, we
criticize those tests on that basis. As a matter of fact,
it is crippling I think in the sense that the very bright
students who can distinguish and differentiate more often
than not gets by the real answer.

I'm reminded of the story told about the young
horse trader who was taking one of those tests in
California. And the question was which beast of burden is
used in the desert? a) horse, b) camel, c) mule. And she
was having difficulty with it. And her teacher came by and

Acme Reporting Company
said, Janie, what's the problem? She said, well I can't get the answer to this question. And he said, well it seems very simple and straightforward to me. She said, not to me because I know they use mules in the Mojave Desert, and horses in the Gobi Desert, and camels in the Sahara Desert, and I don't know what desert you're talking about. And she lived closest to Mojave; she picked the mule and got the wrong answer. The right answer was "camel."

And I think that, too, creates a real problem in terms of making tests that relate specifically to goals and objectives of the district. But it's the kind of thing that one must do when you're trying to construct a test to fit the norm curve, the kind of things you get in order to score quickly and to get some indication.

DR. BLASCO: Frank Biasco. I'm probably one of the only students to come, and I'm very proud to be among this distinguished group of people. I also note that I'm a union member and administrator for our organization so I can identify with a lot of things that I see here. I'm also a certified teacher in the Commonwealth of Pennsylvania.

I would like to say that I think it's very important in all of us who are here that we're interested in education generally and students in particular. And I think it's our obligation in some way to involve our students in processes like these where there is a main subject or

Acme Reporting Company
conversation in many ways. And I ask the question not only
to the panel but to all of you here to feel free to
approach me and give me your opinion on how you would like
to involve your students in topics that are very basic to
our society.

We have students who are trustees at colleges and
many universities around the country. The Congress of the
United States has endorsed, using decision making processes,
you know, of all student decision making. I'd like to hear
the panel's opinion of involving students more as a resource
in terms of getting their views and dialogue and experience.

Thank you.

MR. RYOR: I personally believe that it's
important to have the use of students in the development on
curriculum, but particularly in the development of policy.
But I think there's a big difference in involvement and
getting what you want out of the system. I think one of the
things that frustrates the students who participate is they
have confused those two things. And the participation isn't
really as important to them in the long haul many times as
achieving the goal. And if you don't achieve the goal then
the participation is meaningless.

But I certainly believe that the views of students
are critical both for the teacher's interest in development
of the curriculum. But I don't think they ought to be the
primary concern of the teacher in steering the development of the subject matter.

MR. SHANKER: Well I won't be very popular on this answer, but I don't think that -- I think that the doctor has to listen to the patient than try to figure out what's wrong with him. But I don't think that he very often asks the patient what cure he should prescribe for him. And, yes, I believe that we should listen to students and listen very carefully and find out what troubles bother them.

But a good deal of what goes on in formal education and schooling is unpleasant. It's something that the student does not like at the time. The chances are that the things that the student feels he or she needs at the time are not as important to things that are unpleasant but have to be done and become the bases of future study and future learning and future abilities and potentialities are unpleasant and not something that most students would choose. And the more that we involve students in a decision making process where they have the right to determine policy or curriculum on the basis of what they happen to like at that particular time rather than what will be demanded of them later by society, the more we corrupt the basic purposes of education and do not fulfill the needs of students.

DR. GRAHAM: I think we have time for one more question, please.

Acme Reporting Company
VOICE: I'm one of those decision makers who has to make a decision. You can continue talking forever. Dr. Tanglos, on the one end, has told us that this is the best of all possible rule. Our other speaker has told us that nothing is right and we should put a moratorium forever. Those are not politically possible answers.

And what I'm interested in is hearing one of you at least discuss what you think we ought to do. Because it seems to me that things like student learning objectives with participation from the community is something that teachers organizations up to this point have opposed or have not been openly supportive of and participated in. And I would like to hear what you think is a positive response instead of telling us everything's perfect or nothing is right.

DR. GRAHAM: We'll start with John Ryor.

MR. RYOR: Well I think you misunderstood what I said. I don't believe I said anywhere that nothing is right, nor did I say that we should not be testing or doing any kind of testing.

I say, and I repeat again, that I think evaluation is important for the student, for the teacher, certainly for the community and parents. But the evaluation only takes on meaning if it relates in fact to the objectives of the school district itself. To that end, we think a more meaningful
way of developing tests would be by developing criterion
objective referenced tests as they relate to the objectives
of that particular school district.

We think that obviously school grades, diagnostic
tests are equally important.

VOICE: With the parents' participation?

MR. RYOR: I think parents' participation have
to go on in terms of the development of general school
policy.

If you're talking about the development of a test,
I don't think parents' participation in that is probably
going to be very productive.

DR. GRAHAM: Al, would you add to that?

MR. SHANKER: I think the position that we should
not deprive ourselves of any knowledge, and that certainly
standardized norm referenced national tests do give us
knowledge; they don't give us the only knowledge. There are
limits to that knowledge. It could be approved. I think
that that is a position. As far as moving ahead practically,
I think that a number of the points that were made by
Secretary Califano at the beginning are very important. I
certainly think that the stress on basics in the early
grades and on very frequent testing and a movement of
resources, including parents working with their own
children and through teachers training them to do that, is a
very, very important step.

I think that a good deal of the way our school system operates is like a story that I once heard about an automobile plant where the automobiles would go down the assembly line, and each person would put a designated part on the line, and then the unfinished automobile would walk into a part called "inspection," where the inspectors ran around putting heavy paint or chalk marks on the missing parts. And then the unfinished automobile would go into a section known as "salvage," where people were able to put on any missing parts.

And on one very strongly snowy day there were a lot of people missing on the assembly line, and so there were many missing parts. And the inspectors were running around painting up the different parts, and then it went into salvage, and they got all piled up. They had all the cars there because they couldn't get the parts on fast enough.

And so the brilliant foreman of the plant said, well we've got all these cars down here with missing parts. We'd better take every fifth person off the assembly line and have them go down there to put on the missing parts.

(Laughter.)

MR. SHANKER: Well that's what we're doing in our schools. We don't put the parts on early enough. And then we've got all this remediation and all things that where
we're trying to undo the damage that we did in the first place.

And I think that the program announced by Joe Califano this afternoon is an excellent beginning to take care of that basic fault or flaw in our schools up to now.

DR. GRAHAM: I promised both John Ryor and Al Shanker a minute for a closing remark if either of them wishes to make it. John?

MR. RYOR: Again I would summarize by stating to Secretary Califano and to Pat Graham our particular thanks for this opportunity to deal with something that's so critical to the nature of public education.

Thomas Jefferson said this some 180 years ago, that "A free society and an educated citizenry or an ignorant citizenry is something that never was and never will be."

I think education has done a magnificent -- public education particularly has done a magnificent job in helping our free society be a shining light in this world of ours. But there is truth to the fact that we can always do better; that there are problems in schools, and that we have to jointly work out those problems. And even though I have great respect for differences, it is necessary for those in the education community and those in the testing community and those of the legislative bodies

Acme Reporting Company

2-149
of this country come to some degree of consensus about what our expectations are and what we expect the teachers and children in terms of reaching the goals for public education in the United States of America.

I thank you again, Pat, for this opportunity.

DR. GRAHAM: Thank you, Al?

MR. SHANKER: Well in a previous life of mine I was a philosophy student, and one of the philosophers that I spent a good deal of time studying was John Dooley. And I think that John Dooley was absolutely shocked and outraged at the kind of dualistic dichotomy which has been created as a result of this debate. In the polarization and difference between, on the one hand, the concerns of the individual student and his respect for himself, and his own dignity, and on the other hand, that if you use some system of national standard norm referenced test that this will somehow obliterate the individuality and prevent children from growing up with a sense of their own dignity and worth because they will be comparing themselves with others.

If ever there was a full dichotomy, that is one. In our society I do not know of anyone who can grow up and have that feeling of dignity and self-respect unless they can read and write and count and reason and understand things in the world about us. And I am convinced that more students will grow up that way and be able to achieve, and
therefore have more respect for themselves. If we constantly prod them to do so, if we tell them that that is one of our values, if we tell them that it's tough and it's hard and unpleasant, but others have done so before, and they can do it, and if we tell them that to some extent just as they will later value themselves highly or not so highly on the basis of those achievements, we will give them information on that progress as they go along.

DR. GRAHAM: For my colleague, Mike Timpane, on my right, and for all of us here, we thank both John Ryor and Al Shanker very much for taking this time to be with us. And to all of you, we have half an hour before we need to be back here again. Thank you very much.

(Applause.)

(Whereupon, at 2:50 p.m. the conference was recessed.)