

Caitlin: This interview was for Mrs. Duyckink's Century history project. The interviewee is Mr. John Neumann. The interviewer is Caitlin Lawrence. The interview was conducted on May 15, 2003 in N111.

Mr. Neumann what is your background regarding Century and what has been your involvement or role during this school year?

Mr. Neumann: I'm a retired teacher and I'm substituting here at Century for Mrs. Tell and I've been here about six weeks. Prior to that in the year 2000 I was principal at Glenco. And a vice principal and principal at Poynter so I taught 33 years by the end of 2000 then I taught a year at Jesuit, a private school for 2000-2001.

Caitlin: In general how does this school year compare with others you've experienced?

Mr. Neumann: We've had crisis before in the school district in terms of having funding problems and in the early '90's we had funding problems. I was a vice-principal at that time and so I taught half time as the vice-principal and also was the vice-principal so I shared my job. They had to cut about half of the administrators out of the building. Now, this next year they are going to be cutting like a fool, but this is the first time in my career that we've never had enough money to finish the school year. That's what's happened and that's why they had to cut days, so everybody was cut 10 or 12 days that means the teachers weren't paid, the administrators weren't paid, custodians weren't paid, so the district had to make up 4 or 5 million dollars to make it through the year.

Caitlin: How would you describe morale among faculty, students, and administration this year or compared to other school?

Mr. Neumann: I don't think it's any different in any school. I taught at Beaverton for five years, they had somewhat of a crisis, but Beaverton has never had to cut days. I would say it's more of a numbing effect. I think in the general economy we're not alone, there's 40 million Americans that don't have medical, unemployment is over 8%. In essence what happens with the number of cut days was about a 10% cut for the entire district, so everybody had a cut. In teachers' contracts you can't just say, like a business would say O.K. I'm going to cut your wages by 10%. Teachers have a contract and you can't break the contract. The law says you can't break it, so there was a contract with the teachers so the district had no choice but to cut days with everybody in order to make it through the year. The answer to your first question is that is it any worse, yes, the only time I can remember reading about was during the depression during the '20's and 30's, which I was not alive, I'm not that old. At that time the state of Georgia had to cut half the year out. So there has been economic hard times. But at that time what they did was they just cut the salary of the person, the teacher, but now there's a strong union with teachers and so forth and so forth. It's eventually going to happen if the economy keeps getting worse, eventually salaries will probably be cut for everybody in the schools, but it will be a slow process there'll be negotiations and so forth.

Caitlin: What do you think Century is known for within the community of Hillsboro?

Mr. Neumann: Well, I think it's, for me, as a person from the outside most of the time when it was first created and I knew the principal that started the school, very innovative what they were going to do with the schedule, to do this thing with the students only taking 4 classes. Certain districts have done this before, but not in the Hillsboro district. Hillsboro has always been very traditional. Hillsboro high school and Glenco high school are very traditional schools and when Century sort of broke the mold by changing it. And it really caused even some disruption in the teachers ranks, although they may not admit it because the Glenco teachers were never happy with teachers here were teaching more minutes in comparison to what they were. There's always been a little controversy. Whenever you do change, people don't like change and so no matter who it is this school has been accepted that way and the students don't know any different. That's where they started, those who started in grade 9. They just accept it the way it is, so they don't know any different and they like it. Where I perceive that student like it is that there are a lot of students that work here in this school and so they can get their work done during the day, if they work, I'm not going to mention any names, because some of them don't work, but if they work they can get a lot of their work done here at school. Most schools have six different classes through the day, so there's six transitions between each period. So there's six times the kids can be tardy, not saying that Caitlin Lawrence has ever been tardy, but six times they can be tardy, whereas at this school they can only be tardy four times. Little joke there. Next question.

Caitlin: What do you see is the impact of cutting 17 days from the school year?

Mr. Neumann: The impact will be somewhat subtle where I feel bad about it. As far as academics the end of the year kids get a week of testing we're not going to do testing, so that won't hurt quite as much. Where I feel bad is we're losing sort of losing that celebration of being close to the prom the transition after the prom. There's a ritual we go through in schools in which we're sort of exiting the senior class and then we're bringing the junior class up to be seniors, so the kids that leave grade eleven they know that next year they're going to be seniors. They have an idea of what they want they've also seen the graduation or the graduation assemblies and so forth. We're missing a little bit of that transition between the two, which, to me, is as important as missing academics. The academics is going to be missed because, more for the ninth and tenth grader and eleventh grader than is the twelfth because the twelfth graders are sort of sliding through. They've quit at Christmas time anyway and so forth, that's being a little facetious, but some of them have and other's haven't because they need every credit they can get because they have maybe made some mistakes in grade 9 and 10 so they need to recover. That's what's kind of bad. The other one is the real dilemma to me is, I think that's where teachers, they talk about morale, but the teachers and students there's a certain amount of them that feel hurt that the community really, they take it personal like maybe the community doesn't like them or something like that. In the past people in the community would never stand for us not having school days and so we're becoming a large one so people are sort of separated from it. People aren't alarmed about it, which is shocking to me, why they wouldn't be. Certain ones are, but I think the general of the populous is not. There's sort of a tendency now of carrying for me only and not for the community and that's what I kind of feel bad about because we should give every kid an

17 day  
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populace

opportunity for education as much as we can and we haven't. I feel bad that my generation hasn't fulfilled that because it's really my generation now that's in their 50's 60's and 70's that really should be carrying the ball because someone did it for them. When I went to school someone provided taxes for me to go to school and they provided taxes for my own children to go to school and my kids go to participate in sports and didn't have to pay a fee. I got to participate in activities whether I chose to or not, but I could and it was free of charge. Now there's a charge, plus now they're thinking about cutting it. I just don't think that that's right because I don't think that there's less money now than there once was, but people think there is. We've gotten use to a better lifestyle and we don't want to go back.

Caitlin: What do you think has been and will be the impact of the national coverage that Hillsboro schools have received this year?

Mr. Neumann: Tremendous impact. When parent's care about their children, and our society is very mobile, when people have to move. The economy now is bad so we'll probably have more people leaving Oregon than we are coming in, but a few years ago there were a lot of them coming in. Hillsboro's darn near had a new high school. I came in 1970 Hill High was new, 1980 Glenco was new, late 90's was Century, now Liberty just a few years after. It seems like every 10 or 12 years we build a new high school. You can see this growth which is pretty amazing because most communities have one high school and it stays that way forever. In fact they go that way and sometimes they decrease for example Corvallis, they grew to two high schools, but now they're decreasing enrollment every year. Portland used to have, like 8 high school and now they're decreasing. There are high schools now that you've never heard of now that are abandoned because the population has decreased, they've become older, people live longer so there's no kids on the block. It's going to have a big impact, for example there was a man that was supposed to be hired for the port of Portland, well, he had a student that had special needs and he found out about Oregon and he refused to come. They even tried to get him to Vancouver to live and he said no, he said I do not want to live in a state that doesn't support it's education. So, it's going to have a big impact because a lot of these people are very educated that come into the state and why would you because your kid only has a chance for one education. So, you want to give them the very best you can.

Caitlin: How would you describe school spirit at Century?

Mr. Neumann: I think its O.K. I think it could improve. The reason why is there's sort of like a little bit of coming and going. The negative of being so flexible with the kids and having these different classes, some kids don't come to school until second period, some of them are done early because they can get so many credits. So there isn't this thing of assembly and also your size is that you're too large because you can't even get all of the kids in the gymnasium. To have spirit you really need to have everybody see the same event at the same time. I think that that hurts the school and that's not anybody's fault it's just the fact that the school was built and the gymnasium wasn't quite large enough for all of you to meet. Now, you have some terrific programs that can't be any stronger drama, probably the best art program, I mean there's lots of programs, your communications programs, your announcements, etc.ets. You have what I would call some little schools in themselves that are very strong and they have a high spirit for those things. And that was the purpose of the school, but you talk about the little specific ones

School spirit

that are very strong, but maybe not the general whole one because they don't get together as much. I noticed one of the little things is, which I don't like to say this, but I'm retired so I'll say it is most of the seniors at the end of the school years some of them come up with little pranks, senior thing. I don't think they've really had one here because everyone's coming and going and everyone's busy. They've got work and so forth and so forth so sometimes they don't have time to be what I call kids. I'm not saying I like that, I didn't and I'm crabby about it to this day, but that's not the point the point of it is sometimes you have those things when kids are able to be together, relax together and so forth and here everyone's kind of coming and going all the time. Did I answer your question?

Caitlin: Yes. What were your feelings when measure 28 didn't pass?

Mr. Neumann: I felt that, again, everyone was scared to support it. It was just ridiculous, everyone's so scared of voting for taxes and I realize that no one likes taxes, but the point of it is if you're going to get services you have to pay for them and that's what we're going to find out pretty soon we're going to have people dying they said that in 1990 when measure five was supported that the state had to foot the bill. In 1990 \, it goes back to then because the state had to, there wasn't local community that supported it so they took that off, so it had to come from the state. Now when the state gets short handed they cut us off, but prior to that there was a measure saying that the local community paid for it all. Now they're kind of going backwards to that. Back to measure 28, everyone's so afraid to say look we need services and we're going to have to pay for it. Everyone's got this tremendous hatred for the government and the government is us and that's what people aren't understanding. That's one thing we need a better job of civics to realize what is the government. Everyone thinks it's this big monster and it's evil and so forth, well it might be, but it's us and that's where we vote, come in, and so forth and so forth.

M. 28

Caitlin: How have current issues effected you directly?

Mr. Neumann: The current issues for me, as a retiree is probably not effected me. Well certainly the PER's is changed and it should be. I'm effected by PER's and that's what a lot of people are angry about because people are retiring with pretty good retirement and with this new legislature it will effect me which is fine, it should. They made a mistake on PER's and even though it will be fought in court that's what happened. It will for my grandkids I've got grandkids that are coming in to the school system and it's not here, but in another part of the state and I feel bad because I want them to have the same opportunity as my kids did and as I did. I just feel that we have to support those kinds of education and there is some powers that believe that they would like those schools to be private. They think that everything would be cheaper in education if it went to private and that may or may not be, I don't know the answer to it, but I do know that we've got to be careful because education is the only opportunity for kids t get ahead. For example if a child comes and they don't know anybody from this country and they come to school they're not going to get hired because their dad or their uncle doesn't know such-and-such to do this, they have no connections. If they don't have the money they can't start a business, but they can do well in school and they can go to a university and they get an

education and then people will hire them and they'll be in a higher paying job. That's how things are equal in our country is that opportunity of education and that's why most of the time in school your best students are always your migrants. They're your first generation here.

Caitlin: If you were on the school board what would you do?

Mr. Neumann: I would probably do some things that would not be favorable. I would probably do things like I may subcontract out transportation, have a contract of services rather than hire our own people. I think we have a better chance hiring our own people because we know who they are, but that's a pretty expensive luxury in which we've been able to do that. I would look at other avenues of funding certain things to make the community help us a little more, the cities and the counties, you never hear them complaining as much. They have some funds and certain things they might be able to do for example, the city of Hillsboro now, which is nice, they're thinking about helping with the sports. Maybe we could work together, a cooperative thing to be able to do those kinds of things. I would look at that, I would look at what they're doing right now and what they have done. They've cut a lot of district office administrators for next year they've cut a vice-principle out of every school. I might be a little harsher on attendance and tardy's for kids because the classes are going to be large and the teachers don't have time to ask every student, if a kid is tardy so many times they're going to have to make a choice and education may not be free for kids unless they're going to work, then I'm not going to say this is a day-care center. They may have to either work or they'll have to look at another choice in education. Some kids needs nurturing other kids are tough. Like you, I yell at you, you yell back, we have arguments and so forth and so forth and you're tough. Other kids if I yell at them, maybe they won't go to school or they say you don't like me and all this and they may quit. Some kids are a little more fragile than others. Don't take that personal.

Caitlin: What are your feelings on the cutback of programs and classes?

Mr. Neumann: Well, I feel bad because we're supposed to provide a service and every kid needs a different basket, not every kid is going to be college educated. Some kids over here may like art, may like drama, that's their niche and so what you do is you eliminate those little niche's in which they have things. In fact I would like to have, I call them baskets, to catch every kid there is, I'd like to have more baskets instead of having less. For example when I was a principal at Glenco they had a great metals program so the kids learned to build they built boats they'd build all kinds of things. Well, there's a group of kids here that would probably like to have that program, too. And that's why you need those multiple things for kids to have an opportunity to do and that's where I feel bad that we're supposed to be providing a service and then we're cutting those same services we're supposed to provide. A lot of the older generation think all you should give them is reading, writing, and arithmetic or math and that's it, they don't need music they don't need art, they don't need anything. I think that's not the American culture. American culture is still to go to the football games on Friday night even though you may not care about the game, you're there socially, your there with your friends, your talking,

Impact of cuts

that's what a lot of students do and it's a fun thing to do, and the parents go and that's a part of their culture. They went when they were kids and so forth and so forth. I think it's really hurting us because it's part of our culture. I'm not saying it's good or bad, but that's the way it is. To cut a program, you know, they may have to, but I don't like it, I just don't think it's part of education. Personally, I think it's gutsy to cut days, but I would rather cut days than I would programs.

Caitlin: In your opinion who has been effected the worst by the problems that have occurred this year?

Mr. Neumann: Students. Not the teachers, not the administration, it's the students. Because the teachers and the administrators have had a collision course and they are having their little fights and it's kind of carried over in the mean time who gets cut days? Kids. That's the programs that are going to be hurting. Sometimes the adults get into these things the school board, the teachers, community action and so forth and so forth and their not focused, which they all should be focused on how can we all make sure that these kids get this education. That's who I think.

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Caitlin: What solutions do you think could lead us out of our current situation?

Mr. Neumann: The business community has got to come together. The business community has got to say I don't want the reputation of having the worst education in the United States. The business community says that this is hurting us, so they're going to say the legislature, legislature. You may have to maybe have some taxes or we may have to cut some other programs and so forth, but we're going to have to do something. What's happening now, for example, twenty years ago, of course, people that are special needs, they had actual homes, they had what they call fairway, and that's where kids that are special need are concerned. So, they transitioned those programs to schools, so we have all the range of students, o.k., multiple handicaps. They used to have a school for the blind, a school for the deaf and they actually lived in campus and it probably wasn't the best, but they moved all those programs to the public education. People don't realize, we have some people in our district, before we had one student who was 16 years of age, weighed 230 pounds, his mental capacity was a 2 year old. He wore diapers and everything. That student cost the district over \$50,000 a year. We only got 15,000 to educate him, so 35,000 had to come out of some other fund. So, what happens is people don't realize, sometimes, that these things aren't as simplistic as you think because you've got this whole range. When I went to school it was just a range of kids that were going to go to either college or a vocational school and that's it. We had nothing else. Today we're providing a wide range of services and people don't realize. So, to answer your question before is that we've got to get the business community and everyone to realize we've got these many services, right now we're trying to provide services for people that are out of jobs and so forth and right now the federal is not helping us. The federal makes mandates saying you have to do this and this and this, but they're providing no money. My solution is the federal has got to take care of the health of the people and the states should not have to do it. So, that means the mental and physical health of all the people within the state. Whether it's a medical program, whatever it is,

solutions

Oregon health, but the states can not afford it. I give a lot of money to states, the federal, well not give, but it's in terms of taxation, I think they should provide that service. The federal doesn't want to do those things, all they want to do is have war budgets. Which is fine, we need to protect our nation and so forth, but I really think they need to balance this money out because they need to provide that service. States can't do it all and what they're trying to do is give it to the states and the states have to have a balance budget. So the federal should take on a certain amounts of billing, what they're doing is they're dictating what we legally can or can't do, but then they're not providing the money. I think if they're going to dictate to us, that you have to provide this education, "No Child Left Behind" by President Bush, if he's going to provide that, then he or the federal government ought to provide funds for it. If they're saying we have to have certain requirements for the aged and so forth, then they should provide the funds for it.

No Child Left Behind

Caitlin: Whether or not you agree with the budget cuts how do you think they should be done, like cutting programs, days, personnel, things like that?

Mr. Neumann: I think they're doing as good as they can. I don't have any answers to it as far as the total ones because if you cut, for example transportation, that means parents would have to bring their kids to school. That's fine in a city setting because kids could commute and so forth and so forth, but it's very hard in a rural area because we are a very large district we take from scholls and North Plains to West Union. It's a long way for those kids to go to elementary school and so forth. Some of the things you might look at, and we did that one other time, we cut transportation. That did help a little. Right now it looks like they're going to cut days and cut programs, like sports will only be, maybe, varsity and so much. Now, next year you guys will see classes of forty and so forth. So, it will be extremely large to be able to compensate for it and I don't see any other way out. They have cut 10 out of the district office, they cut a vice-principal here and I don't like that just because of the fact that we need people there for safety. There's still kids that are, maybe, going to do drugs, there are kids that are in trouble in the community and a lot of times vice-principals have to handle those delicate issues. So, we're not going to have that service that we had before, so it's going to be a patch deal between the two. So, to answer your question, I'm not, but to answer it is I think that's all we can do. The key is for this thing is once the cards have been dealt to us we just have to play them. So people are going to have to be positive and do the best job they can because right now it's out of our control, it's out of the control of the teachers, it's out of control of the students, and it's out of control of the parents. So, all you can do is say, O.K. I got this, how can we make this O.K.? And that's where, for example student government and everyone, somebody's got to be a little cheerleader and say hey we're going to do it and go on from there because we don't have any choices.

Caitlin: What kind of precedent do you think this year will set for future years?

Mr. Neumann: I'm hoping that this will reach the bottom. In other words, we will see this as the worst. I always hate to say that because sometimes things can get worse if the economy really goes bad. I've never, being born in the early 40's, I've never seen really a complete depression. My parent's did in which there was 30% unemployment, a lot of

people didn't have enough food, a lot of people were somewhat begging, there were food lines in every big city and so forth. So, my parents made it because they lived in grain or agriculture they had a farm. They always had food, they didn't have any money, but they had food and so they were able to live. So, this one will be a little bit different because people aren't agricultural. So, it'll be interesting to see. We've always had those low points and this is probably the lowest one and I'm hoping that people will say, hey we don't want this to go any further. But it will be interesting because remember the stock market lost over a trillion dollars when that hit in 2000-2001. We are feeling the effects of it because that money has to come from somewhere and this is a good economics lesson that's what happens. So, people are going to have to sort of buckle up, I feel bad I've got one student here which him and his mom both have minimum wage jobs, he's got two or three other brothers and sisters and no father in the home. He works forty some hours a week and tries to go to school, falls asleep in class, I give him no sympathy because I want him to tough it out and come here, but still I feel bad for him because it's not easy for them to make it, they are just barely making it and I really believe that. I think that there's a lot of kids and parents that are having it tough. So, maybe education is going to have it as tough economically because of the economy. So, we'll have to see where this thing will go, but I'm hopeful that, maybe, this will be it, the economy will come back a little bit, maybe the community will come together because this would be a real positive element having more adults in school to help kids out. Maybe kids will say I value my education because when it gets taken away from you sometimes you value it. When it's given to you you might think Oh, well who wants to go to school today? So, there might be some good to that. I feel that we need to get our community together to try to make it as good as we can with what we have. I'm hoping that people will respond to that and not be so negative and blame one another and so forth.

Caitlin: How have or will relationships with the school district change?

Mr. Neumann: I think it's going to change. Right now we are seeing school board elections a lot of people think they need changes. Superintendent, Mr. Rodrigas is probably going to stay one more year, so they'll probably get in one more year a new superintendent, new school board. So, there might be a change of direction they're going to do. Personally, I think they only have so many dollars and there's not going to be that innovative thing to come up with. It could be that maybe, the community would say maybe we better have a tax base, maybe we'll do some things like.... Schools cost a lot of money, not for just books and pencils and teachers, which is the bulk of it, but still you need new roofs and physical maintenance and so forth that comes out of the general fund. It would be nice if we could figure out a way of financing those that don't come out of the student fund because every time someone breaks a window or something like that, I always say that's ten text books. That's why I used to get so mad when somebody vandalized the school because I was thinking that was taking out of the school fund which I would like to use for kids to go to a debate tournament or something like that. The money comes from somewhere because you only have so many dollars.

Caitlin: What do you think has impacted the students the most this year?



Mr. Neumann: I think just the change in schedule. They can read the teachers, they know what teachers are angry. They know what teachers may not be coming back. So, they read what's going on and then they go home and they read what their parents are, some parents are mad at the administrators, some parents are mad at the teachers. The kids are seeing all the worlds and also they're seeing that what can they do about it and basically we're kind of in this position where we can't. So, what I've seen positively, recently there's a man named Ed Dennis whose on the state board of education and he's also in the city counsel for Hillsboro. He has been attending all these school meetings and he's very inspired that the students are getting up and showcasing what they're doing that is good for the schools. He is, also, very impressed with the students how they are much calmer then the adults. They're saying, hey lets don't complain about it, let's get some fundraisers, and let's get this program going, let's get moving on it. They don't want to hear the whining the kids want to say let's make it better and to me, I've always said that sometimes the kids are more mature than I was on an issue other times the weren't, but sometimes they were. This is one of those examples, for example, that man who's not in the schools, but has a lot of authority in the schools. He's very impressed with the students, how they're very positive. The reason why is they come from homes that are very positive and they go to church or whatever sense of community they may have.

Caitlin: How does Century compare to other schools you've taught at, just in general?

Mr. Neumann: For me as a teacher I care about the 30 some kids I have in each class, so I'm effected by mainly them, but in comparison to different schools I think that because of less periods you have a little bit better transition between the kids. That's probably a real favorable one as I said earlier of you don't have as many periods the kids really have an opportunity to study those courses. To be real honest since 1967 when I first started kids are kids, I got those kids that work hard and those that don't and those that whine and those that don't. It's up to me as the teacher to try to motivate them, whether it's positive or negative and not neutral to get them to move. That hasn't changed. What has changed with kids is manners and when I first started teaching, for example, I'd write a student a letter of recommendation, I used to always get thank you notes and so forth. When I quit teaching in 1990 I sent out, like, 25 and I got one thank you note. A lot of that is just manners sometimes kids don't say excuse me they're late to class they don't come say hey Mr. Neumann I'm sorry, I shouldn't have done it. Those are the things I feel bad that sometime we have to teach because manners are so important. I may write you a letter of recommendation, and those are kind of important. As far as Century to other schools kids are kids. I taught at Jesuit there in which everything is punitive. The parents pay \$6,000 to \$10,000 and they want their kid disciplined. So the kid is late in school, they walk up they take a slip and they write and they say I will do so much clean up in the cafeteria and at lunch those kids are cleaning the cafeteria, automatic. No arguments, just done and the parents want you to do that because they don't want the kids to be late they want them to be on time and the parents are paying us money to give the education. I'm not saying that Jesuit is a better school, I'm just saying they do those things as far as a teacher it's a lot easier, you don't get arguments because if they're tardy, they're tardy there's no arguing about it between the two. I think Century in comparison to... because I've taught at Hillsboro and I've taught at Century and Hill

High and Glenco and I was an administrator and a teacher at Glenco. Glenco, the physical size of the schools have a lot to do with it, Century's got a little bit of both. Hill High has their departments separated so you just know everybody, like me, I knew everybody in the science department, but I didn't care about the other departments. Glenco has everyone together, so in the halls, and it's pretty condensed, I would stand in the middle of the hall and I would see every kid every period. So there was a much better visibility in that school as far as a principal and an administrator and so forth. This school is so large you don't get that visibility, a kid may not see their principal because they're at one end or they're at the other end. The good thing about Century is the teachers can interact with all of the different faculty members, people from social studies, language arts because they're all together. Also they have same common kids so, it may be unprofessional, but I will say, what can I do? I can't get this one kid to work and somebody else will say, well, I had him and I just did this, this, and this. And that really helps because they had them grade nine or grade ten or eleven or whatever it may be. So, those kinds of things are real important because you get down to the personal level of how to motivate which has some real potential at Century, Westview has a similar program. Generally the kid at Century, from the polls that I've seen, love their schedule because they have this flexibility whereas the other schools like Glenco the kids go to five or six periods every day and they're there. So, there's no flexibility, so it's a little bit of marching to the order of what's going to on. They have a better whole group though as far as total school spirit because they're all together so they can complain together. So, when you look at the pluses and minuses when the kids are happy the parents are happy, except for grades. So, when the kids come home from Glenco or Hill High and they're complaining... my teacher and five periods a day and yeah, yeah, yeah they sort of debrief and sometimes the parents sort of hear more negativism about the school than they do, for example like Century. The kids don't have as many periods they don't meet with the teachers so that is really a positive one as far as the kids coming home. Whether that's school spirit or not, I call that school spirit. It's very important that when I have a student that's happy they'll go home and the parents will think I'm either good or O.K. If the kid comes home mad about me their either going to say the teacher's bad or the teacher's O.K. So, you don't win as much just because of the perception of that student. I think to summarize it is I think it's an excellent model for them to go on. The teachers like it, generally most of them, and students like it so what else could you ask for, I don't know as far as test scores or whatever it may be. I don't know.

Caitlin: Well, I think that's it, is there anything that we didn't cover that you'd like to talk about?

Mr. Neumann: No, I think I've been a windy, talking administrator and if anybody listens to this they need a free Hershey bar and I might even give them one so thank you.

Caitlin: Thank you very much