

#116 Not Your Parents' School Desegregation

Reading list

Naomi Martin, [“Legislative bills take aim at school segregation in Mass.”](#), *Boston Globe*, June 2, 2021.

Jack Schneider, Peter Piazza, Ashley Carey and Rachel White, [“The disturbing state of racial diversity in Massachusetts public schools.”](#) Washington Post, August 4, 2020. Full report available [here](#).

Farah Stockman, [“In schools, can separate be equal?”](#) *Boston Globe*, October 8, 2015. (Part of the Globe's series 'Boston after Busing.')

Lily Geismer, [Don't Blame Us: Suburban Liberals and the Transformation of the Democratic Party](#), Princeton University Press, December 2014.

Susan Eaton, [The Other Boston Busing Story](#), University of Chicago Press, October 2020.

Have You Heard #26 [Divided by Design: Race, Neighborhoods, Wealth and Schools: a Conversation with Richard Rothstein](#), September 2017.

Jennifer B. Ayscue and Alyssa Greenberg, [“Losing Ground: School Segregation in Massachusetts.”](#) UCLA Civil Rights Project, May 2013. (A bit dated but still highly relevant)

Blog posts from friend of the program Peter Piazza

[“All Deliberate Speed & All Souls: Two perspectives on the Boston busing riots.”](#) School Diversity Notebook, February 11, 2017.

[“New Research: Benefits for white students in integrated schools.”](#) School Diversity Notebook, February 17, 2021. See also related report [here](#).

[#PoliceFreeSchools in Springfield, MA](#), School Diversity Notebook, July 23, 2020.

In the Weeds bonus: Jack Schneider and Jennifer Berkshire, [“GOP critical race theory attack is straight from Reagan's school privatization playbook.”](#) *San Francisco Chronicle*, June 27, 2021.

Jack Schneider Welcome to Have You Heard, I'm Jack Schneider

Jennifer Berkshire And today is opposites day.

Schneider Come on Jennifer. You know what the line is.

Berkshire And I'm Jennifer Berkshire.

Schneider And Jennifer today. I want to ask you a question.

Berkshire I am so excited for this. I can't believe that I didn't convince you to come up with this idea a long time ago.

Schneider The tables have turned today. I have chosen the topic for today's episode and have a bag full of surprises for you. And the first one is I would like you to tell me what METCO stands for.

Berkshire Oh my gosh. Oh my gosh. I happen to have it right here. I shouldn't be saying that. I should be...

Schneider You know, that's my, that's my routine. You pretend you just know

Berkshire Why Jack, that would be the Metropolitan Council for Educational Opportunity. Why do you ask?

Schneider Well, as our regular listeners know you and I are located in the greater Boston area, I'm going to sweep you into metropolitan Boston there. And as many may not know, METCO is a voluntary busing program that serves to integrate many schools in the greater Boston area, as well as greater Springfield. And it's one of the approaches to school desegregation that we will be talking about on today's episode.

Berkshire And Jack, why are we talking about this today? It's not easy, is it?

Schneider It's not easy to be Jennifer on the show, but you're proving that it's not easy to be Jack either. Well, thank you for that setup, Jennifer. We're talking about this now because you know, I think that if we had wanted to talk about school integration 10 years ago or 20 years ago, that really the only way we could have framed a show like that would have been, you know, why have we failed on this issue? Why is this not something that we're talking about anymore? Certainly there were scholars in the nineties and aughts people like Gary Orfield who never let the aim of racial integration go in education. But we are seeing some policy momentum at the state level. So here in Massachusetts, there's a bill being brought in front of the legislature as well as at the federal level. So the Biden administration is promising to put a hundred million dollars into the idea of integrating our schools. And I think it's a really appropriate time then to

resuscitate a little bit of the history for our listeners and then really catch them up to speed in terms of what's happening right now at the state and federal level.

Berkshire The other thing I really like about this is that it's actually kind of a feel-good story at a time when we could really use one.

Schneider Yeah. Right. I'd say that our downer to feel good ratio is probably nine to one. So enjoy this happy 10th.

Berkshire So Jack listening to you talk about the kind of surprising return of this issue to the policy table really reminded me of how completely absent it's been. If there is such, I mean, I don't know what a policy table would be, but I started working for the teacher's union in Massachusetts in 2006. And frankly, this was an issue that nobody even mentioned. And if it did come up, people would just say, oh, we have METCO. I can remember the Boston Globe publishing an op-ed, kind of a triumphant op ed, to the effect that we, you know, we don't need pushes for integration anymore because we have high performing charter schools. So, you know, it's, in some ways this is a feel good story, but it's also kind of a surprising feel-good story.

Schneider Yeah. I think that one of the reasons why this story feels good, other than that here we have an important issue that policy elites are finally beginning again, to take seriously, is that in many cases, this is the result of grassroots activism and activist scholarship. You know, if I were writing a political science journal article about this, I would frame it as agenda setting that began at the grassroots level where, you know, there were scholars like Gary Orfield, who I mentioned earlier, as well as, you know, a number of people who studied with him. People like Susan Eaton, who is a friend of the show who never let this issue go. There are people like Peter Piatsa, who is another friend of the show who blogs about school integration. There are groups like the national coalition on school diversity that have continued to organize people and continued to try to bring together different folks at the table to have conversations about the importance of racial integration in our schools, as well as economic integration. There are you know, activists, journalists, people like Nicole, Hannah Jones who has written and did a very powerful piece on this American life about the issue. And we can see that all of these things together elevate the issue, such that you know, political leaders and other kinds of policy leaders who might otherwise be drawn to different kinds of legislative activity or policy action end up coming to this and saying, you know, this seems like something worth working on

Berkshire You left out one person that would be a claimed podcast or Jack Schneider.

Schneider That's right. That's right. And his ne'er do well copilot.

Berkshire OK - so you're probably wondering, if Jack is in the driver's seat for this episode does that mean that he'll be doing the interviewing? Will we get to hear him attempt my special podcast voice? Alas, somethings remain unchanged. So our inspiration for this episode is a flurry of new legislation in Massachusetts that seeks to do something about our segregated schools. Senator Brendan Crighton is the author of one of the bills. Crighton is from Lynn,

Massachusetts. It's a city north of Boston, about 95,000 people, many of them immigrants, and growing up there and attending the public schools really shaped the way he sees the world.

Crighton When I grew up in the public school classrooms that I was in from kindergarten through my senior year it was always diverse and there were a mix of people from all walks of life. Some who'd been in America for quite some time, many that were, first-generation. Kind of when it first dawned on me, I guess, as a kid, you don't really notice these things when you're by it all the time. And when I was in fourth grade, a teacher of mine, Ms. Nishon, she was teaching us about diversity or talked about the melting pot and how by being surrounded by people that look different than us, I mean, we're coming from different backgrounds and all of that would help us, you know, in every stage of our life, when we went to junior high, which when you're in fourth grade, you're petrified to go into that, you know, leaving that school that you used to, or when you moved on to high school or college or the workforce. It was just something that stuck with me. And I think it might've been the idea of a melting pot, which is the first time I remember hearing that term.

Berkshire Long after he left Miss Nishon's class, her words really stayed with him. Whether he was on sports teams or in a workplace setting, those early experiences of being surrounded by lots of kids from different backgrounds had really prepared Crighton to be in a diverse world. So when he was elected to public office and started going back into Lynn's schools, he noticed something that he found troubling. The city's schools have been getting more segregated. And they're not alone. According to some recent research - and full disclosure, our own Jack Schneider was involved in this project. The number of intensely segregated Massachusetts schools serving children of color increased by a third over the last decade.

Crighton Now I'd always go back to the classrooms and, you know, on the surface, it does seem diverse if you just look at kind of a snapshot. But as you start to look at the numbers, and this is true in Massachusetts as highlighted by some great work done recently, the intensely segregated nonwhite schools have increased significantly. And in Lynn in particular, it's gone from 12.5% to 36% in the last decade.

Berkshire So Crighton decided that he wanted to do something about the problem. Note that he is not alone in this effort. Legislators, including Boston's Chyna Tyler are working together on this. Crighton's bill focuses on two things. First, encourage school districts and communities to collaborate on integration efforts. Then make it easier to see which districts in the state are quote unquote, intensely segregated. Oh, and by intensely segregated Crighton is not just talking about urban communities. He's talking about the lily white cities and towns with highly rated school districts.

Crighton One thing that stood out to us was providing incentives for communities, not pretending that we have a solution, but trying to empower school districts to dive into this. And it was based off federal legislation that in some programs that president Obama had during his administration, that president Trump had rolled back. But, you know, basically encouraging school districts through a grant program to create plans, to integrate between districts within

districts and also within schools at the same piece. I think information and in making everything publicly available and easily to read is so important because the public doesn't see this. I mean, even if you, you may have a student in a school district that's highly segregated, you may not know how significant it actually is without seeing the numbers. So we would require under this bill for DESE to annually collect and report on data at the district school and classroom level. We collect a ton of data at the state level through DESE, but reporting it annually in an informative way for both policy makers and for the public to see. Hey, look, I mean, you could just... I'm sure we will have tools to just look at the map and you can just see what areas are facing these issues.

Berkshire One of the exciting things about the conversation that we're suddenly having in Massachusetts is that it's not just focused on the schools. There's a recognition that the schools are a reflection of their communities and the long legacy of residential segregation and addressing that means doing something about housing and transportation,

Crighton Even here in Massachusetts, progressive Massachusetts, you know, so many policies that led to these segregated societies, which in turn, if you, I mean, our schools are based on where you live largely. So it's going to lead to segregation in schools. So I think housing plays a major impact as well as access to transportation. So one of the other bills we filed was to create a commission. I want a commission, that's going to dive into this, make recommendations, closely, analyze it through schools, housing, and transportation, but then not end up on a shelf collecting dust. And I think to your point, the momentum that we feel right now as a state, as a country, this is a perfect time to do it. You know, we have a year or so to get the study done. I mean, we have billions of dollars heading this way to Massachusetts for wide range of uses. And we need to think about ways that we can help get it out equally to all communities and to all people

Berkshire As for why integrating schools would suddenly emerge as a sort of policy possible, Crighton says that the national reckoning over race is a big part of it. But there's something else happening too. Massachusetts is in the midst of a generational shift. And that means that the legacy of the bitter anti busing battles in Boston may finally be losing its grip.

Crighton I wish folks wouldn't see this as a divisive issue. I wasn't around during busing, the seventies, obviously we've, I've read about it. I've seen the footage and it has left still a scar on Boston. I mean, for all the world to see it's also made it an uncomfortable conversation to have here in Massachusetts, but I think everyone should at least be able to admit, or everyone should be able to say proudly that we value diversity as a society and thus we should value it in our schools. And then also admit what we're seeing in our schools who are not having the diverse classrooms that would lead to these outcomes. We desire if we could do that as a society, I think, or as elected leaders, it makes it a lot easier. And the Student Opportunity Act that we did...I mean, it's huge. It's a big [deal.] It's something we've all been fighting for for quite some time. And it's an amazing step in the right direction, but that's, you know, operating costs for, for schools. That's money going towards us. We also need to build schools too. And we also need to take a look at what else is leading to less diversity than, than we need

Schneider Jennifer, listening to Brendan Crighton mention residential segregation reminded me of an episode that we did a few years ago. And I'm wondering if you can remember... By the way, I'm playing the Jennifer role here. So like congratulations on being in the hot seat. Do you remember this episode that I'm thinking about where we had an esteemed scholar on to talk about that?

Berkshire Well, I certainly do Jack. That would be Richard Rothstein.

Schneider You you're, you're getting really good at the Jack role.

Berkshire Right?

Schneider Yeah. Cause you've got all the right answers. Yeah. Right. So I, I'm thinking about one of the things that Richard Rothstein said to me that didn't make it into that episode. And it was, you know, really pointed what he said. I don't know if you recall this, but he basically took me to task for suggesting that schools could drive residential integration. And I actually still continue to believe that but you know, he firmly believes, or at least believed at the time that the arrow ran the other way. That it had to begin with residential integration and only then would you get school integration. And so this just has me thinking about the story that we tell about the quote unquote failure of the school integration movement that began you know, people often think of it as beginning with Brown.

Of course it began, you know, decades before that with activism by Black and Brown associations and individuals bringing lawsuits on their own or in coordination with groups like the NAACP and all the way through, you know. I think scholars generally pitch it as like 1973-74. a couple of key Supreme Court cases. The key case was the Millikan case. And then a long reversal. And it's generally a story told about the failures of policy as a tool. But I think it's really important to talk about how actually policy as a tool maybe wasn't the failure here. Or the failure was first the fact that white people then and now did and do a lot to undermine it through white flight and you know, selective schools, like what we've talked about on this show, as segregation academies which sprung up in the south in the wake of the Brown case as well as the fact that as a society, we never really addressed the structural barriers of an unfettered housing market, right?

The free market and the sort of merciless qualities of it combined with the racial wealth gap, that if you aren't taking an ecosystem approach where you are thinking about the kinds of unintended consequences that you might trigger in terms of the behavior of white people. And if you're not thinking broadly about things like housing, about things like wealth, than then narrow policy levers afforded to you in education, then, then the limited set of policy levers available to you. If you were just working around schools, really aren't going to be enough. And I think that that's a different story than telling a story about how school integration failed.

Berkshire Well, Jack, I do actually remember that exchange between you and Richard Rothstein. And I remember thinking that that seemed like such a hopeless view of the world, right? That you can't do anything until you fix housing. And part of what I personally find so inspiring about the work that Crighton is doing and the work that your organization is doing, and just because I'm playing the Jack role right now does not mean that I will remember either the acronym or what it stands for.

Schneider Jennifer, that would be the Massachusetts consortium for innovative education assessment.

Berkshire So in preparation for my Jack role today, I spent, I stayed up all night reading history. I was reading this fantastic book - I think you've read it too - by Lily Geismar called Don't Blame Us. It's about suburban liberals and the transformation of the democratic party. And it's really one of the best accounts I've ever seen of sort of what happened post Brown. And what's really interesting is she goes back and looks at the first proposal for METCO, and you can really see like what these white communities were thinking. First of all, they were obsessed with property taxes. How was the program going to affect their property taxes? They were obsessed with the number of students of color who would be coming. And the original premise was something called scatteration, if you can believe it, right? The idea that you could scatter students of color throughout these affluent communities without reaching a tipping point. And then the other thing I thought was so interesting is that right away, you see the kind of most earnest liberal voices saying, you know, this is something that's really going to benefit white students, right? That they're losing out by not being exposed to a racially diverse world. And so even though I learned a lot about history and I encourage other people to read, don't blame us as well. It was pretty shocking how stuck we are.

Schneider And I think there's one more thing worth pointing out here. And it's that white people, if they were going to be on board with this really wanted to control the terms. They weren't particularly interested in either equal terms or in communities of color driving this forward on their own terms. So this expresses itself both in the rationale for this, right? White people really wanted to feel like they were giving a gift to communities of color by allowing them to come into their schools. And that really framed the importance of racial integration as something about school quality, something about the power of white kids and predominantly white schools that somehow being in that environment would be really educative and positive for Black and Brown kids. And our thinking has really moved beyond that. Well, when I say our thinking, I don't mean the white community I mean, people who are interested in programs like voluntary busing. That really no advocate of that today is making the case that, you know, a gift of a better school is being given to these kids.

Nobody's seriously making that argument. And the other thing that white people who were willing to support voluntary busing wanted was to control the terms of it, right? So they wanted specifically to control the number of kids of color who were coming to their predominantly white suburban schools. And really they wanted to make sure that they remained predominantly white, that they would give up some seats there again as a kind of gift. But you know, in no way,

did they see this as a project to create truly racially integrated schools. And again, that's because of the framing here that this was about opening up seats in quote unquote, good schools for kids from quote unquote bad neighborhoods. And I think that, again, those who are advocating for voluntary busing as one of many different kinds of approaches to the problem of racial segregation really are not making a case like that at all anymore.

Berkshire Now to the Metropolitan Council for Educational Opportunity, or METCO It's one of the country's largest and longest-running voluntary school-desegregation programs, 3,200 students of color in Boston and Springfield are bused each school day to predominantly white schools in the suburbs. Milly Arbaje-Thomas is the president and CEO. She came aboard 3 years ago and her goal is to transform the program into METCO 2.0

Milly Arbaje-Thomas So, you know, I came here when it was 51 years old and now we're working on newer initiatives in terms of anti-racism work. I'm also a METCOI mother. Two of my children went through the METCO program. One already finished the METCO program, and went K through eight. And then I have another student there that's in seventh grade currently in the Brooklyn school system. So I started working as part of METCO as a mom, and then was able to take on this responsibility, you know, as the, the next leader of the organization.

Berkshire Arbaje-Thomas sees METCO as a success as far as the relatively limited mission it was set up to serve. But that mission isn't big enough. Not just in terms of the number of students in the program, but in what's expected of the school districts, the classrooms and the communities where those students end up.

Arbaje-Thomas For the last 55 years, the METCO program has been bringing students of color into these racially isolated communities. But I'm not quite sure how much of the work around anti-racism has happened, you know, and really trying to make sure that we are impacting both students that are at the table, both urban and suburban. So we have been getting a great education because all of these schools literally are the best schools here in Massachusetts, but what I would like to see come out of the whole METCO program and just integration in general is really, truly looking at integrated spaces. And are we doing it the correct way? Or what we can do to enhance it? Are we equally impacting both sides? You know, of the people being served now, are we just sending a person of color into a classroom or are we actually transforming curriculum. Transforming, you know, how we do our hiring practices, looking at how equitable our discipline practices are across the board and what kind of access the students of color have in terms of advanced classes?

Berkshire And part of what makes Arbaje-Thomas hopeful about the possibility of transforming METCO's relationship to these communities is that for the first time in decades, demand to participate is way up. After the assassination of Martin Luther King jr, METCO saw a surge in the number of communities that wanted to participate. That happened again after the murder of George Floyd.

Arbaje-Thomas A number of districts have really come out and said, you know, we realize that we're racially isolated. We want to have some diversity. We know that the METCO program is part of the way that some other school districts are addressing this issue. Can we be part of the METCO community? So when I start thinking about expansion, I don't want to do any kind of expansion without people doing some work of preparedness because just from seeing our districts right now, you know, and hearing the stories of our students and families. There's a lot of work to be done still in terms of, you know, creating a welcoming environment for our students and being, you know, really prepared for this integration. There's a lot of work to be done already in our community. So for new ones, we wouldn't do that work unless they've done, at least in my mind, what I'm envisioning is like a year's worth of work. Similar to what Senator Crighton is proposing. Self-assessments, audits, scoring themselves as to how they, you know, how, how they view themselves as an integrated community in developing plans of action to be welcoming in receiving our students.

Berkshire Now if you were paying close attention just now, you probably noticed that Arbaje-Thomas just referred to METCO's receiving communities as racially isolated. Are you picking up on an emerging theme in this episode? The original METCO program treated racial isolation as a problem that afflicted the sending communities. As for how the Concordes and the Lexingtons ended up being so white in the first place, well that wasn't really up for discussion. Fast forward five decades, and the state's schools are more segregated than before METCO.

Arbaje-Thomas So we have shown through the data and the research that basically there hasn't been improvement in terms of racial integration, both in urban communities and in suburban communities. So when I look at the whole picture, everybody has some work to do. Boston has work to do. Suburban school districts have work to do. No school system that I have seen has it a hundred percent together when we talking about the whole picture, right? Because we're not talking about just academics. We're talking about a truly integrated educational experience, no matter what system you look into. Here in Massachusetts, I haven't seen one that has all of it.

Berkshire Now if you're like me, you probably needed a bit of a pick me up when you started listening to this episode. And I feel like I got that when I talked to both Senator Crighton and Milly Arbaje-Thomas. Their mutual conviction that the time is right to do something about an intractable problem really inspired me. And they left me convinced that this may actually be the moment that something starts to change in Massachusetts, because our racially isolated schools are unacceptable.

Arbaje-Thomas All of us lose when that happens in terms of so many areas, in terms of the interracial friendships that can break down their own barriers of each other because of a personal relationship, not based on what someone else told them, not based on what they see on the news, in terms of getting people comfortable in the workforce to work with people that look different from them. You know, there's just so much that can happen. You know, if we get this right in terms of, of our future, both as it relates to racism, and what's the, as it relates to

having a diverse workforce, that's really comfortable, you know, working with all kinds of people. So I think this is, this is the time, and this is the future. Nobody should be educated and isolation, nobody, everybody loses when that happens.

Berkshire A big thank you to our special guests, Senator Brendan Crighton and Milly Arbaje Thomas, the CEO of the Metropolitan Council for Educational Opportunities. And Jack will be right back to lead a discussion on what we learned in the course of this episode and to tell us what the topic is for our In the Weeds segment for our Patreon subscribers. But is he up to the task? We will soon find out.

Schneider So, as we've both noted throughout this episode, Jennifer, this is really a kind of positive episode, a story about how activists, scholars and grassroots activists, engaged journalists you know, members of the public, the civil rights community continued to agitate for racially integrated schools. And eventually as a result of that activism, got it back on the policy agenda. And now there are a number of, you know, fairly straightforward, not easy to win, but fairly straight forward policy actions that are beginning to unfold inside state houses. We focused on Massachusetts in this episode, as well as to pick up some momentum at the federal level. You know, I'm thinking of efforts, not just like voluntary busing, which we talked about in this show but also controlled choice plans allow the one that is in place in Cambridge, Massachusetts, you know, there's affordable housing activism. There are even diverse by design charters, but you know, if I'm being Jennifer here in this episode, I really want to think about like, what are the gray clouds on the horizon? Like, what do we need to be worrying about here in this kind of sunny moment? And I'm hoping that in the Jack role, you can really give us cause for maybe wringing our hands a little bit.

Berkshire Well, obviously one thing is that it feels like you and I are sitting together in a nice quiet room with sort of like new age music playing behind us while the world burns down outside. And that could refer to both the climate changing way, but also just this insane stuff that's happening around critical race theory. Like how removed from the world do we have to be, to be talking about, you know, like positive policy momentum. And so there's that part of it. But then, you know, there's also the, we were talking about Richard Rothstein and the whole, what seems like the much heavier lift of integrating housing. And, you know, I live in an area where any attempt to build new housing is met with just ferocious opposition. So I'm in a city that's actually quite diverse, both economically and racially, but around me are lily white enclaves. They are the high-performing school districts that, that people want to live in. And so if you go about two miles down the road from me, you will see in every other house, basically a NIMBY sign. Right. And it's things like save our water, not right for Manchester, out of our forest. Right? And so there is a kind of visible reminder of just how hard it's going to be to actually change the conditions on the ground.

Schneider Yeah. I'm always struck when I go through Weston Massachusetts a wealthy suburb about half an hour outside of Boston, that many people have both black lives matter signs in their yards. And these signs that say stop the, which is a reference to a housing development

that would introduce, you know, apartment style, dwellings at an affordable rate, and presumably bring people of color to Western. And the irony is a little too rich.

Berkshire So Jack, I can imagine there are people who've listened to this episode waiting for this moment, thinking to themselves, wait if Jack is Jennifer today that he has to lead us over the paywall, how's he going to do it?

Schneider Well, folks, there is a Patreon page and you can go there and do your thing and you get some extra bonus material as a result. And if you don't want to buy our book at a bookstore, like people usually do and want to get a quote unquote free copy in return for money, which makes it not really free in my book, then you know, you give a certain amount each month you become like some sort of fancy level person. You get a free book, a quote unquote free book, and then Jennifer gets really excited and probably writes you a thank you note and tells me that I should probably do the same. How did I do?

Berkshire Not very well. So where do you have to go to sign up for that great deal?

Schneider Yeah. [Patreon.com/HaveYouHeard](https://www.patreon.com/HaveYouHeard), I think.

Berkshire [Patreon.com/HaveYouHeardPodcast](https://www.patreon.com/HaveYouHeardPodcast). And Jack, what are we going to be talking about In the Weeds today?

Schneider I was supposed to do that part too? Okay. we will talk about, oh I, I got it. How about so Jennifer, you and I recently were working on an, op-ed talking about sort of the parallels between the assault on higher education in California, in the 1960s. And what's happening right now in K-12. So why don't we talk about that, right. This, the idea that you can use a culture war as a distraction to get people to feel alienated from schools that they actually really believe in and support, right? So this is something that Ronald Reagan did to great effect as governor of California back in the sixties. So we can talk a little bit about how he managed to really, and the era of free college in California by doing this and what some of the parallels are right now with K-12.

Berkshire And this would be the part where I now undercut everything you just said.

Schneider Yes. Right? In the spirit of revolution and comradeship...

Berkshire I'm going to actually model what a new Jack could sound like. If you don't want to climb over the paywall with us, why don't you leave us a five review or pass the podcast onto your friends? How was that?

Schneider It seems like what you're trying to do is get me to be briefer. Okay. On that note, I'm Jennifer Berkshire

Berkshire And I'm Jack Schneider. Thanks for listening.

