

1 DR. NEUHAUSER: Well, luckily, I was going to
2 say something along the lines of what you just
3 mentioned and others here. And that is about
4 the problem of trying -- well, two problems.
5 One is, how do you actually reach people with
6 things that are uncertain and complex, and so
7 forth? Especially, if most people are
8 avoiders of doing anything that they don't
9 have to do. So, given that as kind of a
10 factual statement, how do you do it?

11 And I think what we know from risk
12 communication and public health and all kinds
13 of other fields is that you need to be able to
14 touch people very closely geographically by
15 trusted people that they know. So, for
16 example, we have failed miserably in emergency
17 preparedness. People in the New Orleans area
18 are less prepared now than they were before
19 Katrina, which flies in the face of intuition,
20 of course. But people are avoiders.

21 So what we have learned in
22 emergency preparedness, for example, is that

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1 community based approaches that reach out to
2 people, especially vulnerable groups for whom
3 emergency preparedness is not high on their
4 list any more than food safety and a lot of
5 the other issues that concern the FDA, that
6 kind of outreach, local outreach is very
7 helpful.

8 And during the whole issue of
9 contaminated spinach and tomatoes, peppers,
10 etcetera, I had a fantasy in which the world
11 was different. And how the world was
12 different was that every public health officer
13 in every county and city received very good
14 advice about very practical things that people
15 could do. Because I personally was besieged
16 by people calling the university saying, how
17 do you, what should I do? I don't know what
18 to do. There is no advice. You know, I get
19 something from television but it is one way
20 this day, one way the next, and it is all sort
21 of tabloid-ish. So what should I do?

22 And it is a very simple thing.

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1 Every public information officer, every public
2 health department head, that is their job.
3 All they need is trusted accurate information
4 from the FDA and timely, you know, changing by
5 the day. It is very easy to get out through
6 networks like NACCHO, National Organization of
7 City and County Health Officers, and ASTHO,
8 and so forth. They would be glad to join as
9 partners and say, okay, how do we do it. You
10 give us the information, send it out and we
11 will do it on a daily basis.

12 My other fantasy was that every
13 front page of every newspaper had a safety
14 corner. And this was maybe like product
15 safety or safety news in general, whether it
16 was defective toys, contaminated food, drug
17 issues. That was right on the front page with
18 the website and with a phone number, if
19 possible, either for the local public health
20 department or FDA website, USDA website,
21 whatever it might be. And then everybody
22 would know where to go when they had a

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1 question. It also could be a place that says,
2 where is what you need to know today and here
3 is what you need to know to do.

4 So, I think there are some fairly
5 simple, practical things that can get to
6 people at a very granular level that we just
7 haven't gone far enough to set up partnerships
8 and just to think differently about it.
9 Because it is not that the public health
10 officers are going to come here and say, hey,
11 I am here. Is there anything I can do to
12 help? I don't see them here at this table.
13 So maybe that is the kind of person that could
14 join up.

15 And the other response to you,
16 Musa, was that I think we need to have perhaps
17 another kind of person here who looks at
18 systems. I think, Baruch, you called it a
19 systems analyst, but the kind of people that
20 look at multi-level systems and how those are
21 built and maintained and so forth.

22 CHAIR FISCHHOFF: Let's see.

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1 Ellen, Mike.

2 DR. PETERS: I was actually going
3 to return back to the question that John
4 brought up, this idea of looking at some less
5 difficult issues first, or at least when you
6 have time. If you have time. I heard the
7 laugh.

8 One of the things that starting off
9 with these less difficult issues can help with
10 is to help build this perspective of what
11 other people actually know and what they
12 don't know. And start to learn what the
13 extent of the gap is between your knowledge
14 and this infamous other person or the most
15 people model.

16 And then once you start to -- not
17 that you haven't already started. You have
18 started. Once you continue to build that
19 model of what other people know, you can start
20 to look at variations in complexity which
21 probably are not going to completely change
22 what you have ended up finding out about these

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1 less difficult issues. You are going to add
2 in complexity around ambiguity or time
3 pressure. And it will alter, probably what
4 works and what doesn't work. But it will
5 alter it. It probably won't completely change
6 it.

7 So do the issues need to be
8 exciting and new? I am not so sure that the
9 issues need to be exciting and new to look at
10 them because people value their health.

11 A couple of examples that I have
12 seen recently. There was a Dear Dr. Donahue
13 letter in our local paper that came out
14 recently. And it was an 86-year-old man who
15 had written in and he said that he had been
16 having some trouble sleeping. So he had taken
17 Tylenol7PM for a little while. And then he,
18 I don't know, I think he fell and hurt himself
19 so he was taking aspirin for a little while.
20 And then he switched from Tylenol7PM to some
21 other NSAID. And oh, by the way, now he has
22 lots of health problems because of these

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1 medications. And he is trying to regain his
2 health. And the last sentence of his letter
3 to the doctor is, "Why doesn't anybody ever
4 let us know that there are risks that come
5 with these medications?"

6 Now, you could argue that these are
7 people who are information avoiders and
8 perhaps are even unreachable. You could argue
9 that. But let's even look at the nutrition
10 facts that Dr. Smith brought up. There was
11 some testing that was done recently. Just
12 simply looking at people's comprehension of
13 those nutrition facts, fewer than half of the
14 people in the sample were able to calculate
15 the number of carbohydrates in a 20 ounce
16 bottle of soda, given that there are two and a
17 half servings in it. So, it is not working
18 perfectly.

19 Now the question about how to reach
20 information avoiders. Given a lack of
21 comprehension, when you have people even
22 focusing on the information like in some of

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1 these tests that are done, that is a very
2 difficult problem. And I don't have any easy
3 answers to that, other than perhaps we do need
4 some other people, you know, another type of
5 person on the panel that has some expertise in
6 that kind of area. It is not an expertise
7 that I have.

8 DR. GOLDSTEIN: This a great
9 discussion. We are talking about key
10 questions like, what are the important
11 outcomes. Should it be behavior or could it
12 be some other outcomes? And I think it does
13 depend on the specific areas that you are
14 focusing on and the specific problems that
15 come up. So, in some cases it is awareness
16 that you are trying to increase as an outcome.

17 When people have to ask does this warning
18 apply to me or not, do I have to pay attention
19 to it or not? Some of the more general ones
20 may have to do with foods and things that
21 apply to everybody.

22 Then there are times when it is

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1 information seeking we actually want to
2 influence. So we want to help during an
3 emergency for people to know who to go to in
4 their public health community, if it is a
5 medical issue. Or if a specific population,
6 who they can talk to to find out am I at risk
7 taking this medication or not. Should I have
8 a device adjusted? And the behavior isn't
9 necessarily a change in something they do,
10 except seek information from other and have
11 that conversation engaged in a decision, which
12 I guess is another type of outcome. Are they
13 engaging in a decision and what is the quality
14 of that decision-making?

15 So, it is really important to get
16 more precise. I think this is great. We are
17 thinking about the specific kinds of outcomes,
18 each kind of campaign, each kind of
19 communication is trying to address. And then
20 thinking about what are the mediators of that?

21 What are the ways in which interventions of
22 various kinds can change those behaviors.

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1 With respect to the question of
2 motivation, when motivation is an issue, there
3 are specific kinds of strategies that can
4 promote motivation. And there are experts in
5 motivation, motivational interviewing, for
6 instance. There is a whole body of knowledge
7 that is accumulating around a specific
8 paradigm. It is not a model, per se, but it
9 is a way of thinking about motivation.

10 I have some interest in it but I am
11 certainly not an expert in it. But can I
12 identify people who have expertise in
13 motivational interviewing as an approach to
14 helping to reach those people who don't seem
15 to think it is an issue or a problem for them?

16 So that is something that we can look at. In
17 that subset of people, the outcome might be,
18 oh, it is a problem. Oh, I better pay
19 attention. It might not even be behavior
20 changes in initial outcome but engagement in
21 thinking about this might be a problem for me.

22 I had better seek more information or monitor

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1 the condition.

2 DR. KHANNA: I agree with Dr.
3 Goldstein. I think this is a fabulous
4 discussion. And thank you, John, for kicking
5 it off.

6 I don't have an answer, either
7 about how to motivate people to change but I
8 will tell you that it is a question that I
9 have just been intrigued by for many many
10 years. And one of the reasons I went into
11 medical journalism from practicing medicine is
12 because I made health education my mission.
13 But part of just telling people about things
14 is trying to get them to react to that
15 information, which is what we are talking
16 about.

17 I don't think anybody who smokes
18 knows it is not good for them. I mean, that
19 is just the most basic example. So then how
20 do you motivate people? It is not answered by
21 Prochaska. He just talks about the stages.
22 Maybe we didn't need an endorsement by Oprah

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1 Winfrey. I think that is the closest we are
2 ever going to get to motivating people to
3 change.

4 I don't think it would be answered,
5 though by another panel member. As valuable
6 as input may be, I just don't see that being
7 the answer. I think instead, as Michael just
8 mentioned, we have to look at known
9 strategies. We have to understand that women
10 are the health caretakers of the family.

11 I always thought it amusing when my
12 news director would say to me, you know what,
13 February is sweeps month, so we are going to
14 run a whole series on women's health. And I
15 said why? He said, well, women watch TV, they
16 are the health caretakers of the family. And
17 I said, yes, being that they are the health
18 caretakers of the family, they are interested
19 in prostate cancer, too, because it is their
20 husbands, and their sons, and their brothers,
21 and their uncles.

22 So, understanding that the approach

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1 might be getting to women with health
2 information because they make the final
3 decision in the household may be one strategy.

4 Taking advantage of the craze in this country
5 that is celebrity worship and possibly getting
6 positive information out through celebrities,
7 and I think we talked about this at the last
8 meeting. I mean, I don't think there is,
9 again, there is not one person probably in
10 this country, perhaps the world, who doesn't
11 know who Michael Phelps is. So there is
12 somebody who is a real, real positive role
13 model and somebody who, again, going on the
14 theme of celebrity worship we could get to,
15 you know, hopefully endorse positive things.

16 Hitting close to home with
17 emotions. Hitting close to home with
18 effecting diseases, medical conditions,
19 information that affects family members. And
20 then stratifying. And I also find this a very
21 fascinating science. We have the worried
22 well. You know, people who are very healthy

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1 but are the gym every day and reading the
2 nutrition labels and drinking 20 liters of
3 water a day. We have the unhealthy sick, the
4 people who are walking around with pre-
5 diabetes or diabetes and don't know it. And
6 then we have those with multiple morbidities,
7 who possibly have the least motivation to
8 change, in many cases.

9 So, I think understanding some of
10 these elements, going with the known
11 strategies that we have possibly to get the
12 information out. And remembering that even
13 though we are talking about risk communication
14 that it doesn't end with communication. The
15 ultimate goal of this panel is really to
16 hopefully change behavior.

17 CHAIR FISCHHOFF: So we have a
18 window of opportunity for selling the 12,000
19 calorie a day diet?

20 DR. KHANNA: Well, you know, it has
21 been shown that VLCD, right, very low calorie
22 diet, do increase life expectancy. That is a

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1 proven fact.

2 CHAIR FISCHHOFF: No, 12,000.

3 Michael Phelps' diet.

4 DR. KHANNA: Oh, you said 12,000.
5 I thought you said 1,200.

6 CHAIR FISCHHOFF: Christine.

7 DR. KHANNA: Oh sure, if you have a
8 wingspan of 64 feet.

9 DR. BRUHN: Who wants to live an
10 extra six months, if you have to have all of
11 your years without chocolate and ice cream?

12 (Laughter.)

13 DR. BRUHN: I actually wanted to
14 comment on something that Linda had mentioned
15 about the spinach outbreak and perhaps more
16 recently about the tomato, or was it peppers,
17 or was it something else outbreak.

18 Remember when you were growing up
19 and if one parent said no, you went to the
20 other parent because you hoped maybe someone
21 would say yes? Spinach was a while ago and
22 tomatoes was fairly recently. And I think

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1 actually there was a consistent message. And
2 that is, don't eat it. Don't eat your
3 spinach. Throw your fresh spinach away. And
4 unfortunately, people thought that meant don't
5 eat any kind of spinach. And they also
6 stopped eating the frozen and the canned,
7 which would have been protected because of the
8 heat process that has occurred.

9 But I believe the issue when they
10 kept coming and saying, tell me what to do, I
11 don't know what to do, is in part because they
12 wanted someone to tell them it is okay to eat
13 this food that they liked.

14 There was some lack of consistency
15 of the messages in the early parts, the first
16 few days before people really understood. But
17 then after that, it was don't eat, don't eat,
18 don't eat. Truly there was some ambiguity in
19 the don't eat red round tomatoes. And then so
20 what kind can I eat? Well, the cherry
21 tomatoes, the grape tomatoes, the oval
22 tomatoes. But you don't always remember that.

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1 And where did your tomatoes come from? The
2 grocery store. And where did they come from
3 from the grocery store? Well, it depends upon
4 what part of the country you live and how ripe
5 all of the tomatoes were because everybody was
6 repacking it. But the message was don't eat
7 it from certain regions.

8 So there is some consistency there.

9 And I think that people were just hoping for
10 something else because they don't want to
11 change their habits. And that is the thing.
12 I like tomatoes. I like raw spinach. I want
13 to eat it. I want you to tell me it is okay
14 so I can eat it or tell me how I can make it
15 okay.

16 And I guess I had one more comment.

17 Oh, yes?

18 MS. DESALVA: I just wanted to
19 comment as a, I don't know if everybody knows
20 but I happen to be a nutritionist also. And I
21 caught myself during this time, during the
22 spinach episode and then more recently during

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1 the tomatoes, wondering, what should I do?
2 Not looking for another answer but just
3 wonder, what should I personally do? Should I
4 microwave these tomatoes? If so, for how
5 long? Should I boil them? You know, what
6 should I do?

7 And I was thinking, if I don't
8 know, how could anybody be expected to know
9 and where are they getting their information?

10 DR. BRUHN: Yes.

11 MS. DESALVA: So, I think that
12 falls into that middle zone of something that
13 is complex, in the sense that we don't know
14 the source of the contamination but perhaps
15 for which the advice about what to do at the
16 moment might be fairly simple. And Christine,
17 maybe you know or somebody here would know
18 from the FDA staff, about what the actual
19 advice was supposed to be in terms of
20 handling, let's say tomatoes, during the
21 recent episode and maybe how that was put out.

22 And then we could perhaps imagine a way that

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1 a simple message might have gotten out to
2 every part of the United States in a
3 consistent way.

4 I am not exactly sure how that
5 would be done. That is a matter for
6 brainstorming. But I was very curious about
7 it was actually approached.

8 DR. BRUHN: Well you know, the
9 challenge at the beginning was that nobody
10 knew where the illness came from.

11 There was the meeting just last
12 week of the International Association for Food
13 Protection. And we had several different
14 sessions where this particular incident was
15 discussed in length. And it was challenging
16 to know what was the cause because it relies
17 upon human interviews. And interviews of
18 exactly what you ate about two to three weeks
19 ago and where the food products might have
20 come from. And even if your tomatoes had
21 stickers on them, you surely don't remember
22 what that sticker said today. So, it was a

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1 challenging thing.

2 But the overall thing was, you
3 don't eat tomatoes right now, unless they came
4 from a specific location. AT least you don't
5 eat any from Mexico and, originally, Florida
6 but that was later brought up. So, it was
7 complex but there was some messages to it.

8 I wanted to mention just one other
9 thing. You mentioned your dreams. And I have
10 got lots of dreams but one of the simple
11 dreams that just was in the news last night
12 was let's call it what it is is my dream. Do
13 you recall when I think it was the first
14 President Bush was in China, and he was at
15 some diplomatic event and he lost his cookies?
16 He vomited. He became sick. It was the
17 second Mr. Bush? And of course he had a
18 stomach flu. Whichever one it was. He had
19 the stomach flu. Was it in Japan? In Asia.

20 And then just last night, we had
21 one of our swimmers who has been having
22 stomach flu for the last three days and was

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1 not performing to their normal standard. Well
2 you know what stomach flu is? It is foodborne
3 illness. And maybe if we could have the media
4 call it what it really is, we might let people
5 know that this is something that can occur
6 frequently.

7 You know, I try to tell people that
8 it is not just a moment of being upset, an
9 upset stomach, that it can have very serious
10 ramifications. And I describe all of those.
11 I go to the far fear. Oh, and the far fear is
12 really quite bad. And there is also just
13 feeling bad for a day or two. But there is a
14 lot of in between and it needs to all be
15 mentioned.

16 DR. KHANNA: Just a quick follow-
17 up. The reason it is not mentioned as
18 foodborne illness is because they don't know.

19 Producers don't know that stomach flu is
20 foodborne illness. They see it written
21 somewhere or it comes across somewhere.

22 DR. BRUHN: Yes, of course. The

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1 media doesn't know.

2 DR. KHANNA: Yes, they don't know
3 that it is foodborne illness. Otherwise, I
4 believe they would call it that.

5 CHAIR FISCHHOFF: Thank you. I
6 promised John the last word on this discussion
7 that he kicked off.

8 DR. PALING: I, too, have a dream.

9 (Laughter.)

10 DR. PALING: I thank you for your
11 input. I tend to be contrary in though
12 wishing the very best for the public and for
13 the healthcare professionals to whom the FDA
14 speaks.

15 And with my deepest respect to
16 Nancy, I am by no means sure that the FDA does
17 simple things as effectively as it might right
18 now. I would give an example in your fifth of
19 the slides which I will read to you. You were
20 talking about information to be communicated
21 and the one thing that does not appear there
22 is any reference to the FDA's responsibility

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1 to communicate probabilities in numbers.

2 You will find, if you go through
3 the patient information sheets, that there are
4 often six to ten side effects that are listed
5 with no indication at all of their
6 probabilities. I view that as a huge
7 deficiency.

8 Tomorrow -- I am not saying that I
9 am right. Because one of the things that I
10 have learned from Ellen and I have learned
11 many things from Ellen, is a phrase that most
12 certainly applies to me. I am not impeded by
13 the curse of knowledge.

14 And so what I am saying comes from
15 own impressions. And when I speak tomorrow, I
16 will try and offer suggestions that I think
17 could be done and are not being done. And it
18 is to the deficiency of the efficacy of FDA's
19 communications.

20 And since I seem to be the last
21 person, one of the other lessons I have
22 learned from the day is this. It is crucial

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1 that someone in risk communication to first
2 listen, then to learn, and then to communicate
3 with those two experiences in mind. So I
4 would like to finish up by apologizing to the
5 audience for my front.

6 DR. SELIGMAN: Could I say just a
7 quick comment, John? Actually in the last
8 couple of years, there are a couple of things
9 we have been doing by way of providing the
10 actual numbers.

11 In the product that I describe that
12 is called the healthcare professional
13 information sheet, the last section of that is
14 called a data summary. And it is the basis
15 for why we are issuing the alert or the
16 recommendation. Was it five cases? Was it 15
17 cases? Was it a meta-analysis? Was it an
18 observational study or a series of clinical
19 trials? What was it that was the basis for
20 that recommendation?

21 And we have used actually all of
22 those kinds of sources of information. And we

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1 have also learned that when we portray the
2 numbers, we describe them in a variety of
3 ways. We will not only talk about the
4 relative risk, we will also talk about the
5 absolute risk. Because there are people who
6 prefer the relative versus the absolute.

7 And the other thing that we are
8 doing, another product that I mentioned, which
9 is the drug safety news letter, again, it is
10 really meant to provide the data that formed
11 the post-marketing review that we covered.
12 How many cases? What were the demographic
13 characteristics of those cases? And then
14 actually providing something which we find the
15 medical literature just doesn't do as well
16 anymore, we just give case studies. Because
17 so many journals aren't just publishing those
18 individual case studies that we find to be so
19 illustrative of not only where we think a
20 relationship can be demonstrated between a
21 drug and an adverse event but also very
22 illustrative, more often, of the complexity

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1 that we face in trying to tease out
2 complicated patients taking multiple drugs
3 with multiple morbidities and trying to define
4 an association between a drug and a side
5 effect.

6 So, we are making some progress in
7 that area, but I still second your point.

8 DR. PALING: I am very heartened by
9 that. Thank you.

10 CHAIR FISCHHOFF: Let me thank
11 everyone. First of all, let me thank our
12 guests for having given the presentations this
13 morning and having kept us going. I thank the
14 panel for their presentations and
15 contributions.

16 We will start again tomorrow at
17 8:00. We will be doing urgent crises
18 communications. So come in and get ready to
19 buckle your seatbelts.

20 (Whereupon, the meeting was adjourned to
21 reconvene on Friday, August 15,
22 2008 at 8:00 a.m.)

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