

FRANCIS W. PARKER CHARTER ESSENTIAL SCHOOL

& REGIONAL TEACHERS CENTER

49 ANTIETAM STREET DEVENS, MA **01434-5231**

TELEPHONE (978) 772-3293 FAX (978) 772-3295 PARKERSCHOOL@PARKER.ORG

Friday Announcements

Date: November 5, 2004

Dear Parker Families,

All schools have their usual moves, a combination of deliberate and unspoken habits that contribute to a sense of order, flow, and the basic expectations of what constitutes a “regular” day. In some schools, the sound of a bell signals movement from one place to the next. In others, passing through a security gate has become routine. In many schools, students can only guess at their teacher’s first name. We have some usual moves at our school, too, and they are quite specific to Parker. We begin and end our days in advisory. We have something, ironically, called “academic time,” and we have pizza every Wednesday. We have all learned the dance of the motion sensors: in any room at almost any hour of the day, students or teachers simultaneously, silently, and in perfect synchronization, raise and wave their arms to reactivate the lights that mistakenly assumed we weren’t there when in fact we were just thinking!

What happens, though, when our usual moves don’t work?

We believe that a tone of respect and decency should prevail in our school, and this belief causes us to expect a high level of mutual caring and care-taking in our school. It’s easy to assume that this all happens by itself, easily, and in general, these expectations are met. Visitors to our school remark on the high degree of trust among and between members of this community that they witness in our everyday relationships. We can recognize ourselves, the ways in which high expectations for personal conduct make a difference in the norms we set in classes and advisories, and the overall tone of the school. Still, in recent weeks, there’s been a subtle, yet palpable shift in the way our school sometimes “feels.” Our hallways and other common spaces have been a little ragged. Our space has needed more deliberate attention than our usual subtle moves for its upkeep. The tones of everyday conversation have become a bit harsh in some places.

And so we have to adjust our moves. Throughout our school, in advisories, in classrooms, in faculty meetings, and in informal conversations, we are talking together about how we want our school to look, how we want our school to feel. And these conversations are guided by questions. “How can we take better care of our place?” “How do we really want to communicate with each other when there is conflict or disagreement?” “What is our personal response when we witness acts of thoughtlessness, of destruction?” We are choosing to ask these questions and to have these conversations out loud with one another knowing that it would be much easier to pretend that these issues have not arisen. It would be easier to let the trash pile into the corner- at least for the moment.

But we are here for the long haul, not just this lunch period or that noisier than usual community gathering. We are reminding ourselves that easy moves are not the same as usual ones. And we will do what it takes to refine ours. The notion of a cohesive community, where thoughtful words and principled action help us to examine who we are and how we do things, is among our most essential work together.

Teri Schrader

COMING SOON

November, 2004

Thursday, 11 - Veterans' Day – no school
Friday, 12 – Division I Dance from 7:00 – 9:30 p.m.
POSTPONED - Monday, 15 - Trustees Meeting – NO MEETING – (See Nov. 29)
Wednesday, 17 – PEF Meeting at 7:00 p.m.
Wednesday, 24 - Early Release (noon dismissal)
Thursday, 25 - Friday, 26 - Thanksgiving Break
Monday, 29 - Trustees Meeting at 7:00 p.m.
Tuesday, 30 - Road Race and Springfest Planning meeting at 7:00 p.m. in Room 2

CALENDAR

PLEASE MARK THESE DATES! (Subject to change)

December, 2005

Wednesday, 1 - Financial Aid Night for Seniors at 7:00 p.m. (Snow date 12/8)
Saturday, 4 - PLAN testing
Wednesday, 8 - Snow date for Financial Aid Night for Seniors at 7:00 p.m.
Wednesday, 15 - Road Race and Springfest Planning meeting at 7:00 p.m. in Room 2
Tuesday, 21 – Café “Tuesday” from 7:00 – 8:30 p.m.
Wednesday, 22 - Alumni Day and Early Release (1:30 p.m.)
Thursday, 23 - Friday, 31 - Holiday Recess

January, 2005

Monday, 3 - Tuesday, 4 - Faculty Planning
Wednesday, 5 - Classes resume
Sunday, 9 - Enrollment Information Session (1-4 pm)
Monday, 10 - Trustees Meeting at 7:00 p.m.
Tuesday, 11 - HAC meeting at 7:00 pm. In Room 21 (Snow date 1/12)
Wednesday, 12 - Snow date for HAC meeting at 7:00 p.m. in Room 21
Monday, 17- Martin Luther King, Jr. Birthday - no school
Sunday, 23 - Enrollment Information Session (1-4 pm)
Sunday, 30 - Snow date for Enrollment Information. Session (1-4 pm)

Attention Parker Community

The PEF is currently accepting applications for grant requests. Please pick up your new application form along with an instruction page in the Parker Office. Requests must be received by Friday, November 12. Grants will be awarded at the PEF meeting on Wednesday, November 17. Thank you.

Parents of Division 3



Parent to Parent Chat And Financial Aid Night

Wednesday, December 1, 2004
(Snow date December 8, 2004)

6:00-7:00 - Informal gathering with some parents from the class of 2004 who have just sent their sons and daughters off for freshman year. Share wisdom and learn from their experiences. Then...

7:00-8:00 - The Massachusetts Educational Finance Authority will be presenting a workshop for parents of students of the Class of 2005 and 2006. This first hour will be devoted to an overview of the structure of financial aid and application procedures.

8:00-9:00 - This second hour will teach parents how to fill out the Free Application for Federal Student Aid (FAFSA) that all schools require. The PROFILE form, required for some private colleges, will also be reviewed. Bring a pencil.

To learn more about related topics go to:

<http://www.mefa.org/counselor>

ADVISORY COORDINATOR'S UPDATE

PLPs

A copy of your child's PLP was mailed home this week. Please keep it in a prominent place so your child and you are regularly reminded of his/her goals for the year and the strategies he/she will employ to reach those goals. If a change needs to be made to the PLP, please get in touch with your child's advisor. Teachers will receive copies of all of their students' PLPs next week and will use data about student goals to inform curriculum, instruction and assessment. Questions? Please feel free to get in touch with Debbie Osofsky, Advisory Coordinator.

Thank you!

A big thank you to Jason Cook for building two beautiful display cases for the Parker School that are being hung outside the Library, this was part of Jason's Eagle Scout project and we are most grateful to be the recipient of your hard work. We would also like to thank Jason's dad and Shannon and Aaron Stockwell's dad for coming in to help hang these display cases on the wall.

A big thank you also goes to Alex Dube for the well made green picnic tables in the courtyard, this was also part of Alex' Eagle Scout project. Again, we are very grateful to be the recipient of all your hard work.

Congratulations to those who joined Team Help-a-Pet in MSPCA-Angell's Annual Walk for Animals on October 17. Caitlin Campbell, Cassie Holman, Emily Fleishman, Rose Block, and Mindy Harvey signed up for the walk and, with the help of the Parker Community, raised over \$200.00.

COURTYARD UPDATE

The Parker Garden Committee would like to thank the Boy's Varsity soccer team for their tremendous feats of destruction and haulage. Their fine work cleared the way for volunteer gardeners Joe Glannon, Mark McDonough, and Sharon Concannon who dug and hauled many tons of debris in preparation for the arrival of our new PEF trees. Look for them next week.

Many thanks to the families of: Andy and Zack Berger, Ed Pechet, Tai Sassen-Liang and the anonymous contributor for their generous donation of snacks and tissues to the Nurse's Office this past week.



The CC would like to sponsor two fall dances--a Division One dance on Friday November 12, 7:00 – 9:30 p.m., and a Division Two dance on Friday, November 19, 7:00 – 9:30 p.m. Parents, can you help chaperone? Please contact Pat at pat@parker.org or telephone the school.

Booster Child Seat: - Does anyone have a booster child car seat for sale/loan/to give? I need to locate a seat for my 4-year old who has outgrown his car seat. If you are able to assist me please call (978) 772-2687 or nkayondo@parker.org. Thanks in advance, Nampeera Kayondo, Teachers Center.

FROM THE TRANSITION OFFICE

PLAN

Sophomores will have the opportunity to take the **PLAN**, practice test for the ACT (sister test of the SAT accepted at almost all colleges) on **Saturday, December 4**. Information was distributed at registration. More can be learned at their website www.act.org. Late applicants will be accepted on a space-available basis.

VOLUNTEER OPPORTUNITIES AT PARKER

Looking for Parent Volunteers with IT experience willing to help with support of the Parker IT environment of Windows, Linux, and Macintosh computers.	harry@parker.org	147
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Please see coaching opportunities in the Sports Section of this Friday Announcements.

DIVISION III UPDATE

Students in World Religions have studied Hinduism and Buddhism, including a visit to the Buddhist Peace Pagoda in Leverett, MA. We are now beginning a study of Judaism and will hear next week from Parker parent Linda Miller on her personal spiritual journey with Judaism. Students are just beginning work on an independent project to be assessed for oral presentation the week before Thanksgiving. As the course continues, we will study Christianity, Islam and Native American spirituality. - Jim Nehring

MATH, SCIENCE AND TECHNOLOGY

Division I MST

So, *want to know what's growing in your refrigerator?* Ask your Division I student!!! They might even (ewwwwww!) tell you what you can do to speed up the process. That's because we just finished experimenting with bags of hay, trying to make them grow microbes to promote decomposition. The write-up of their work is the lab report that is COW #5 (Due: Thursday, November 4).

During next week of the decomposition unit, we will explore the wonderful world of garbage and how decomposition and waste management intersect.

In Math we have been continuing to learn pre-algebraic math by using a pattern approach to look at relationships. The focus and attentiveness that each student has in class for this learning helps them with each COW. This is especially true for a challenge such as COW #4, "Figure it Out," which is one that they may revise this coming week for homework. In fact everyone should be planning to revise one COW this week to hand in next Thursday.

Division II MST

This week in Science, students performed a qualitative investigation on net respiration in an ecosystem. Students looked at relative amounts of carbon dioxide used and produced by non-photosynthetic organisms, photosynthetic organisms, and a mixture of the two. In class we have been studying the chemical processes of respiration and photosynthesis, where they take place and how they are related. Students have also been introduced to the formal lab report format by assessing a lab report from 2 years ago. In Math, we continue to explore exponential functions. Students are working on problems involving % increase and % decrease, and looking at how the table, graph, explicit and recursive equations are related and how each tells us that the situation is exponential.

All students need a TI83 plus or TI84 graphing calculator for class. See MaryAnn for financial aid.

Thank you to the Jacques family for your generous donation of pencils!!

ARTS AND HUMANITIES UPDATE

Division I A/H

Starting this week in Division I A/H, we've begun exploring *West Side Story* and its connections to *Romeo & Juliet*. This comparison fits well with the Parker essential question for this year: "What is unique and what is universal?"

The culmination of our work will involve an artistic expression assessment in which students will take a scene from either play and translate and transform it into a different art form. The overview of this project given to students is shown below:

West Side Story and Romeo and Juliet

*Perform a soundtrack!
Create a movement piece!
Craft a drawing sequence!*

As you know from reading *Romeo and Juliet* and learning so much about interpretation, there's more than one way to tell a story, especially a classic one. Here's your chance to work with one particular scene from a very old story and have it your way!

The Project: You will select one moment from either *Romeo and Juliet* or *West Side Story* to study, understand and interpret. You'll determine what really matters in that moment, why it's important in the overall life of the play and the lives of the characters, and what key themes and emotions underlie it. You will then transform the original scene into a different art form to create a new and original piece of movement, music, or drawing. You can keep the scene in its original time period or change it. Then, you'll perform or exhibit your newly created piece.

The Process: We will examine the musical, *West Side Story* and find the ways in which it is similar to and different from *Romeo and Juliet*. We'll use the movie, the script, and the soundtrack to compare and contrast the ways in which playwrights and other theatre people have expressed the classic story of *Romeo and Juliet*. This work will culminate in a Final Exhibition based on a scene from either work that will be assessed for Artistic Expression. Now it's your turn to interpret the play!

The Timeline:

- Starting Monday, November 1: We'll spend class time reading and watching *West Side Story* in class. We'll have workshops in creating music, drawing, and movement that will help you better understand each art form.

- Wednesday, November 17: Decision about art form and scene due.
- Thursday and Friday, November 18 and 19: Will be days of art form workshops. These 2-hour workshops will help you create your piece and provide you with feedback on your ideas.
- Monday and Tuesday, November 22 and 23: Final Exhibition

Step 1: Analysis

You will choose one section from *Romeo and Juliet* or from *West Side Story*. You may choose a section of dialogue, a musical passage, a dance sequence, or a soliloquy from *West Side Story* or *Romeo and Juliet*. You will answer a series of questions which will help you to better understand your section.

Step 2: Interpretation

Then, you will give some serious thought to the themes, messages and emotions of your section because that is what you want to communicate in your final piece.

Step 3: Art Form Options

We will be experimenting in class with each of three art form options. Everyone will create a "translated" version of an existing scene using music, movement, or drawing.

Step 4: Choose Art Form and Create Your Piece

You then get to choose which of the three art forms you want to work with. You will attend workshops on that art form to help you create your piece. Finally, you will create an Artist's Statement, in which you will describe and explain your intentions for the piece.

Step 5: Exhibit Your Piece

Finally, you will present your piece to the class.

Assessment:

Artistic Expression – based on presentation of your art piece and your Artist's Statement.

Division II A/H

Students completed a listening assessment this week in connection with the presidential election and election related issues. Ask your student about the Division Two mock election results! Our classes are currently beginning a new unit that focuses on World War II, The Holocaust, and human nature. Next week we will begin to look at causes of World War II. Also, students who are exploring the possibility of a mid-year gateway should be in active conversation with their assessing teacher to determine feasibility.

WELLNESS

This week in Alan's classes, students were challenged by an initiative called "Titanic" which incorporated strength, planning and cooperation. We also played ultimate Frisbee and touch football. To assess understanding and knowledge in the skill areas of communication and influences, students played Jeopardy with some of the following questions:

Communication

- * Acknowledging the fault is the first step when making what? Apology
- * This is vital for good communication. How would you feel if the person that you were talking to kept looking out the window instead of making this...Eye contact
- * What is the last step of an apology? Communicating regret/sorry

Influences

- * Another way of saying the environment vs. genetic make-up is...nature vs. nurture
- * Name two external influences: family, media, peers, legal, ethnic, social
- * Name two internal influences: curiosity, interests, desires, fear, likes/dislikes

* This doctor's kindness was probably the most significant influence in John Merrick's life... Frederick Treves

Next week, students will practice communicating kindness to each other by writing appreciative comments to one another.

This week in Laura's classes, we began our soccer unit. We are still heading outdoors for the next few weeks, so please remind your child to bring a jacket and/or warm clothes to school. This week and next, we will also incorporate some non-traditional team building activities into our classes. In Health class this week, students learned about "I-statements," and we looked at ways to resolve conflict. Students were able to learn about passive, aggressive, passive-aggressive and assertive behaviors, and how they can either help or hinder communication.

The Kindness Project is due on Monday, November 15. Please check the homework website for more information.

This week in Deborah's classes, we are continuing our look at communication with the Justice Committee, we visited and reviewed the purpose of the JC, the process of JC hearings and ran a mock hearing. We then moved into apologies. Students reviewed "I statements," styles of communication, following up by writing an apology based on a specific scenario. In physical activity classes, we played wiffle ball, dodge ball and engaged in a problem solving activity, the electric fence. Next week we will play Kindness Jeopardy and in activity classes we will continue to engage in initiative games and dodge ball. Students have been assigned their first project, a Kindness/Service project. Please see the Parker web site Division II Deborah's Wellness class for details. Our Substance unit will be starting after Thanksgiving. We will be reading the book *Go Ask Alice*. We are recommending that students buy the book through the school for \$3.50. Please detach and send in regardless of you choice.

Division II Wellness

Dear Parents,

This year in our substance unit we will be reading *Go Ask Alice*. We are recommending that students purchase the book for this unit. The price through Parker will be \$3.50. Any student unable to buy the book will be loaned a book from Parker.

"With over a million copies in print, *Go Ask Alice* has become a classic of our time. This powerful real-life diary of a teenager's struggle with the seductive -- often fatal -- world of drugs and addiction, tells the truth about drugs in a strong and authentic voice. Tough and uncompromising, honest and disturbing -- and even more poignant today -- *Go Ask Alice* is page-turning and provocative reading."

_____ Yes, _____ will be purchasing a book through Parker.
(student name)

I have enclose \$3.50 (checks payable to Parker Charter School) for the book

_____ No, _____ will be borrowing a book from Parker.
(student name)

Please return this slip and money to your child's Wellness teacher by Friday, November 12, 2004.

Thank You,

Deborah and Alan
The Wellness Staff

SPANISH

Division I Spanish

This week students in First Year are continuing to work towards the second speaking assessment. They have been creating the schedules for their schools in Spain and Mexico. They have also looked in their "mochilas" to see what students need to bring to school each day. Some classes have begun to practice recording their speaking parts.

In Second Year students are working with their partners creating questions and three one sentence responses for their next speaking assessment on schools in Spain and Mexico. In grammar students have been studying reflexive verbs.

Division II Spanish

Early this week students discussed the presidential elections from the perspective of Hispanic and Latin American voters. As our conversations progressed students participated in activities that requested them to think about ways in which people change their government besides voting. Discussions and activities initiate the second unit of the year on political movements of Latin America during the 70s and 80s.

Division III Spanish

Students continue to participate in text-based discussions about the book *Paula* by Isabel Allende. Students attended a lecture about the political history of Chile between the nineteenth and twentieth centuries.

UPDATE FROM THE LIBRARY

LETTERS ABOUT LITERATURE: Competition for students!

Letters About Literature invites students in Grades 4 - 12 to write letters to authors whose works of fiction, nonfiction or poetry have made significant impressions on them. Massachusetts awards will be presented in the State House on Wednesday, April 6, 2005, and the top letter in each competition level will advance to national competition. In the past two years, Massachusetts has had two national finalists and one national winner! We hope that students in our school will join the conversation this year!

This program is sponsored by the Calderwood Writing Initiative at the Boston Athenaeum, with additional support from Houghton Mifflin Co., and the Massachusetts Library Association.

Deadline for entries is Saturday, December 4, 2004.

For Massachusetts Guidelines, Sample Letters & Entry Coupons, visit the Massachusetts Center for the Book website - www.massbook.org, <<http://www.massbook.org>> - or contact their Boston Office at Simmons College - GSLIS, 300 The Fenway, Boston, MA 02115, (617) 521-2719, massbook@simmons.edu

Laurie S. Nehring
Librarian

SPORTS NEWS

Coaching Opportunities Available for 2004-2005

Parker is looking for coaches for the following sports:

Varsity Baseball and Middle School Softball

Please contact Ben Benoit, Parker School Athletic Director, with any questions at bbenoit@parker.org

Good Luck! to the Boys and Girls Varsity Soccer at their State Tournament games here at Parker (Rogers Field) on Sunday, November 7.

The Boys will play the winner of Uxbridge/Clinton at 11:00 a.m.

The Girls will play the winner of Douglas/Bromfield at 1:00 p.m.

* * * * *

Good luck! to the Boys and Girls Cross Country Team at the District Championships next Saturday, November 13, at the Gardner Golf course.

* * * * *

Girls Middle School Basketball will have their sign-up this Monday, November 8 in Room 21 at lunchtime.

Girls JV Basketball will have their sign-up this Monday, November 8 in Room 21 at lunchtime.

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All soccer uniforms for Middle School and JV teams are due back NOW. Please turn them in to the main office.

A reminder to all parents of Basketball athletes! If your child plans to participate in the interscholastic Basketball program, their waiver form (signed by a parent) and a current physical exam (within the past year) signed by their healthcare provider must be on file with the nurse's office **before practices begin**. Forms are available from Ben Benoit, Mary Ann Gapinski, and the Parker website at:

<http://www.parker.org/Athletics/Athletics%20Home%20Page.htm>

Athletic fees of \$175 per sport per student (family cap is \$700) for winter sports are due **prior to participation in the first game**. Athletes are not permitted to participate until are requirements to participate are met including having a current physical exam on file, sports health history and permission form signed, and athletic fee paid.

Please note that mouth-guards are required for participation by MIAA regulations for all student athletes during both practices and games. This rule is strictly enforced. Individual water bottles are also recommended for all practices and games.

FOR THE COMMUNITY

Attention all Parker Shoppers!!!!



If you shop online at Amazon please consider entering their website through the PEF page of the Parker website. A small percentage (typically 5%, to a maximum of \$10 per item) of any qualifying purchases you make during that visit to Amazon will be sent to the PEF by Amazon. There is no extra charge on your Amazon order - you pay the same prices as any other visitor. Please support the PEF!

The Shirley Youth Theater Presents - Trixie, the Teen Detective by Cynthia Mercati
at the Shirley Middle School Theater, Friday and Saturday, November 5 and 6, 2004 at 7:00 p.m.
Admission is \$5.00 per person.

There are three Parker Division I students in the cast – Sophia Gonzalez, Desiree Jerome and Kim Huxley.

Food Stamps Make America Stronger

You may be eligible for Food Stamps,
Even if you own your own home, are working or have a car.
There are income guidelines and other requirements,
but special rules for families with children under age 19
have made it possible for more families to qualify.

For information about Food Stamps and other food resources, call
Project Bread's FoodSource Hotline Monday through Friday from 8:00 a.m. to 5:00 p.m.
or visit our food stamp web site.

Project Bread

Food Source Hotline

1-800-645-8333

www.gettingfoodstamps.org

FOUND ITEMS

One Hilfiger brown leather wallet
One CD case painted bright colors, has 12 CDs inside

A variety of necklaces
A rosary

FROM FRANK'S CAFÉ

Menu for Week of November 8

MONDAY - Taco Hot Pockets, Salsa & Sour Cream, Carrot Sticks, Fruit Dessert

TUESDAY - Hot Dogs on a Bun, Potato Chips, Cole Slaw, Fruit Dessert

WEDNESDAY - Pizza Day - Milk Drinks & Snacks available

THURSDAY - VETERAN'S DAY - NO SCHOOL

FRIDAY - Meat Loaf, Mashed Potatoes, Glazed Carrots, Fruit Dessert

Dear Parker Community,

Here are a couple more reasons to support the PEF Fall Fundraiser...



Last year Div 2 students and staff spent several days at the **Alpine Tower** run by the Hurricane Island Outward Bound School. Though costly, this priceless experience was fully funded by the Parker Essential Fund. The Alpine Tower is a 60' structure where partners work together to climb up and rappel down. The experience was full of excitement and limit testing. Students and staff alike were able to choose different roles to support a safe and fun filled day. The Parker Essential Fund paid for not just the students but the teachers as well. It was an unforgettable experience and we are extremely grateful there is funds at Parker to help make these kinds of adventures happen.

"The Tower provides an intense partnering experience which dramatically highlights objectives of teamwork, cooperation, trust, communication, adventure, and probably most important of all - compassion." *Alpine Towers International*

Since the Parker was founded, students have gone on rock climbing trips to Crow Hill in Leominster State Forest. For quite a few students, this interest grew over the years and sparked the idea building a **Climbing Wall** in the Parker Gym. The climbing wall, funded by a PEF grant, is used in Wellness classes as a way of building strength, trust, cooperation and confidence.

In addition, the PEF funded for the four basketball backboards and hoops located behind Parker came from a PEF grant. These hoops have created hours of fun and exercise for students in Wellness classes, advisory and during lunch.



Since this is New England, the wellness team saw a need for winter sports equipment so the PEF funded cross-country skis, boots and poles that have been used by Wellness classes and choice blocks alike. Having this equipment has helped to create a more alternative curriculum for Wellness and has created another healthy interest for many students at Parker.

Deborah Chamberlain and Alan Laubenstein
Parker Wellness Teachers

PEF FALL PLEDGE DRIVE

Shoot for the Stars!!!

We need to get up here.

You can help!

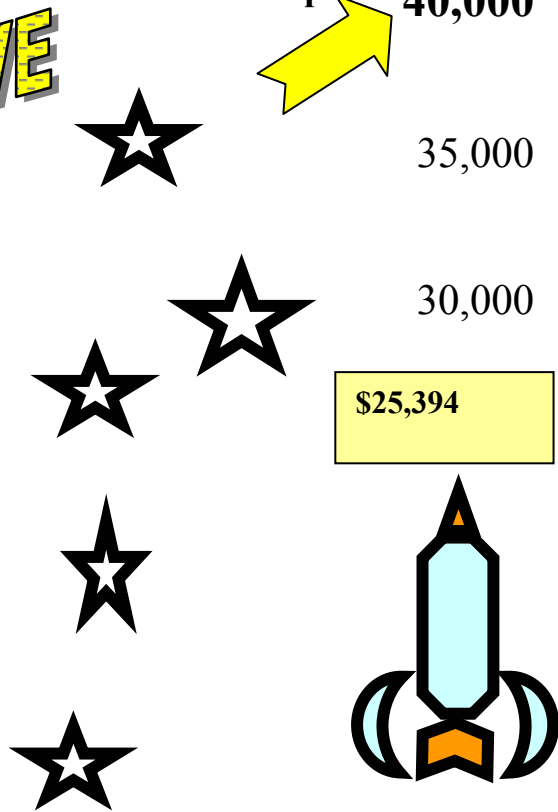
40,000

35,000

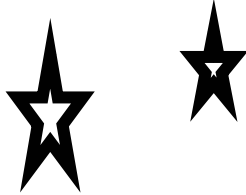
30,000

\$25,394

Holy Moley!! As of October 29th, we have passed mark with \$25,394 and 73 remarkable Parker families contributing generously! Thank you! We want to be able to fund all the grant requests that come up during this school year and *you* can help that effort by sending in a check today. For more about the PEF and what it funds, go to <http://www.parker.org> and click on "Pledge Drive"



If *only* 73 of 276 families at Parker can do this, *think* what we could do if more families sent in their checks!



Only 2 weeks left to go! Don't wait until the last minute before the November 19th goal

"Shoot for the Stars"
PEF Fall Pledge Drive

Name _____ Student _____ Advisor _____

\$1000 _____ \$500 _____ \$250 _____ \$100 _____ Other amount _____

Please make your check payable to Parker Essential Fund or PEF. Return this form and your check to the Parker School, 49 Antietam St., Devens, MA 01432

As always, your contribution is tax-deductible to the full extent of the law

Double your gift! Check with your employer to see if they will match your contribution.