



# Pathways

*A weekly collection of information, thoughts, reflections, and accolades for the Reading Public Schools Community*

October 21, 2018

Volume 6, Number 8

## Upcoming Dates

- October 26 – (6:30 p.m.) Joshua Eaton Halloween Howl
- October 29 – 30 – Challenge Day @ Coolidge
- October 30 – (7:00 p.m.) Incoming Kindergarten Parent Meeting in the Killam Cafeteria
- October 31 – November 1 – Challenge Day @ Parker
- November 1 – (7:00 p.m.) School Committee Meeting in RMHS Library
- November 2 – (9:00 a.m.) Joshua Eaton Veterans Day Assembly
- November 6 – Election Day – Teacher In-Service Day; No School for Students/Offices Open
- November 9 & 10 – (7:30 p.m.) RMHS Drama presents Mamma Mia in the Endslo PAC
- November 11 – Veterans Day; (3:00 p.m.) RMHS Drama presents Mamma Mia in the Endslo PAC
- November 12 – Veterans Day Holiday Celebrated – No School and Offices Closed
- November 15 – (7:30 p.m.) Town Meeting in the Endslo PAC
- November 16 – Teacher In-Service day; No School for Students; (7:30 p.m.) RMHS Drama presents Mamma Mia in the Endslo PAC
- November 17 – (7:30 p.m.) RMHS Drama presents Mamma Mia in the Endslo PAC
- November 18 – (3:00 p.m.) RMHS Drama presents

## RED Event on Sunday

### READING RALLIES AGAINST ANTI-SEMITISM

*Reading Embraces Diversity and the Town of Reading invite Residents to Come Together in Solidarity with the Jewish Community*

On Sunday, October 21, at 12 noon, the Reading community will gather on the Reading Town Common in solidarity with the Jewish community to stand in opposition to anti-Semitism following the most recent discovery of anti-Semitic graffiti and vandalism in Reading. The rally should last about an hour.

“We thought it important for the community to come together as a whole in response to these acts of hate to support our Jewish neighbors,” explained Jamie Michaels, a founding member of Reading Embraces Diversity (RED).

The Reading Select Board voted unanimously at their meeting on the evening of October 16, 2018 to sponsor the rally together with Reading Embraces Diversity.

“The Town of Reading is pleased to join RED in promoting this event,” affirmed Bob LeLacheur. “We are saddened by these incidents and are committed to encouraging an inclusive community. Hate and anti-Semitism are antithetical to the values of our community. Our town departments continue to work collaboratively with public safety and the Reading Public Schools in promoting an inclusive community and in responding to and denouncing these acts of hate. We are grateful for an excellent partnership with the Anti-Defamation League, which has been a wonderful resource for the Town.”

“The Reading Police Department remains committed to the safety of all people and works daily to combat hate and vandalism wherever they are encountered,” said Deputy Chief David Clark. “Our men and women in uniform support the work of the HRAC, RED, the School Department, and the Anti-Defamation League to educate the community and foment tolerance, acceptance, and inclusion for all.”

“Reading Public Schools thanks RED and other town organizations for their efforts to raise awareness and compassion throughout the entirety of the Town through this rally on Sunday,” said School Superintendent Dr. John Doherty. “Our exceptional staff and our student body will continue to foster a safe and inclusive environment for all students and families throughout the district.”

“HRAC has been discussing these issues at their meetings and agrees that an event of this nature is a solid display of support for the Jewish Community from the whole town,” said Chair of the Human Relations Advisory Committee Heather McLean.

Mama Mia in the Endslo PAC

- November 19 – (7:30 p.m.)  
Town Meeting in the  
Endslo PAC
- November 21 – (11:00 a.m.)  
Grades PreK – 12 Early  
Release
- November 22 – Happy  
Thanksgiving; (10:15 a.m.)  
Football vs. Stoneham
- November 24 –  
Thanksgiving Break –  
Schools and Offices Closed

Sunday's rally will include a musical program, remarks from members of the Jewish community and elected officials, and words from Dr. Anna Ornstein, a Holocaust survivor and professor of child psychiatry who has been a good friend to the Reading community and the Reading Public Schools.



Reading Embraces Diversity and the Town of Reading  
invite you to join us as

# Reading Rallies Against Anti-Semitism

**Sunday, October 21<sup>st</sup>  
Noon**

*We will hear from*

**\*Musicians\***

**\*Members of the Jewish community\***

**\*Elected officials\***

**\*Dr. Anna Ornstein, Holocaust survivor  
and professor of child psychiatry\***

## Kudos and Accolades

- Congratulations to the boys soccer, boys cross country, swimming, field hockey, volleyball and golf on wins this week.
- Congratulations to the golf team for clinching the Middlesex League Liberty Division title.
- Congratulations to the field hockey and volleyball teams on qualifying for the post season tournament,
- Kudos to the RMHS Guidance Department on hosting another successful college fair.
- Congratulation to Chief Financial Officer Gail Dowd and Director of Facilities Joe Huggins who completed the third and final course of the Massachusetts Certified Public Purchasing Official (MCPPO) program. Each are now officially MCPPO certified.

## RMHS Social Studies Teachers Have Articles Published on Reading History

Recently, RMHS Social Studies Teachers Kara Gleason and Megan Howie have had two articles published on Reading history. Their two-part article titled "Lives Lived Unfree: Stories of Reading's Enslaved" was recently published in the Daily Times Chronicle. In these articles they examined some of the stories of enslaved people who lived, worked, died, and were owned as property in Reading, Massachusetts during the 18th century. To research and write the articles, Kara and Megan utilized the research process that is part of the history curriculum at the high school.

Their second article, *Lives lived unfree: stories of Reading's enslaved-Part 2*, is below. Congratulations to Kara and Megan on this extraordinary work!

### Lives lived unfree: stories of Reading's enslaved-Part 2

By Kara Gleason and Megan Howie for the [Reading Chronicle](#)

*Editor's Note: This is the second in a two-part article titled "Lives Lived Unfree," exploring the stories of enslaved people who lived, worked, died, and were owned as property in Reading, Massachusetts during the 18th century. Reading's enslaved men and women were significant participants in the young town and lived lives marked by challenge, humanity, and a desire for freedom and human connection. These are some of their stories.*

By Kara Gleason and Megan Howie

**A Negro Man Named Cato:** The 1772 probate record for Joshua Eaton Sr. shows the appraisal of his estate following his death at age 38. His "negro man named Cato," listed slightly more than halfway down the single-page record of Eaton's property, is entered as having a value of 60 pounds.

Cato would have worked closely with Eaton on any number of labors including "farming, carpentry, and other tasks in the field, home, and barn." The Eaton homestead located on the corner of Summer Avenue and Oak Street was likely where Cato laid down his head at night.

Wills and probates of slave owners like Joshua Eaton Sr. reveal the chattel status of Reading's enslaved persons. Cato is itemized directly under Eaton's "horses, oxen, cows, & swine," and his name appears just above the "husbandry utensils, cart and wheels, plows, chanes, and horse furniture." In 18th century Reading, Cato was a commodity comparable to non-human property.

A team of three local men made up the assessors' committee which appraised Eaton's estate. As historian Wendy Warren points out, "even New Englanders who did not own slaves themselves could judge the...price of a slave." At 60 pounds, Cato equaled the value of approximately one-third of Eaton's 70 acres of land. Worth 9

## Superintendent's Office

### Hours this Week

*All are welcome*

10/22 Parker  
7:30 – 8:30 a.m.

10/24 Wood End  
12:30 – 1:30 p.m.

10/29 Superintendent's  
Office  
4:00 – 5:00 p.m.

10/31 Killam  
12:30 – 1:30 p.m.

pounds less than the farm animals, Cato was valued higher than the clothes, featherbeds, tables and chests, pewter and brass, and cooper's tools combined.

Joshua Eaton Sr. did not leave a will and it is not entirely clear which Eaton family member owned Cato after the patriarch's death. Cato appears to have remained in the family, whether immediate or extended, as he retained the surname Eaton in a military record of 1782.

It is likely that Cato stayed on the family farm with Eaton's widow Mary and her four children. Joshua Eaton Jr., after whom the elementary school is named, was fifteen at the time of his father's death. At that early age Joshua Jr. would have become the oldest free man in the house and probably could have used the labors of Cato, with whom he would have been quite familiar.

Ten years after the death of Eaton Sr. military records indicate that Cato Eaton enlisted in the "Continental Army for a term of three years." Like several of Reading's black soldiers, Cato received a bounty payment for his service as a substitute for Reading resident John Brown.

Cato's appearance in historical records indicates how he was valued in the Reading community, first as a commodity then as a soldier. Listed as an item of property in 1772, Cato later played a key role in helping to meet Reading's quota for military service in the American Revolutionary War.

**Doss, Fighting for Freedom:** Described as an enslaved person of "Sampsonian strength," Doss helped build the three-foot high wall of granite blocks that formed the foundation of the First Parish Meeting House (Reading's third church) in 1768. Tradition reported by 19th century Reading historian Lilley Eaton states that Doss lifted "one of the largest of these granite blocks, weighing several hundred pounds" into place on the wall. A history of Wakefield's First Parish Congregational Church declares that the "foundation of this third meetinghouse has been retained in all later structures" making it probably that the results of Doss's labors remain.

Like many African Americans in Massachusetts, Doss enlisted as a soldier in the Revolutionary War. Records show that he obtained a pension for his service from 1777 to 1779 during which he likely served alongside other Reading men at Saratoga and Valley Forge.

Participation in the American Revolutionary War marked the end of enslavement for at least ten African Americans from Reading including Doss. After having difficulty meeting army quotas, Massachusetts relaxed its race-based military exemptions with an act in March 1778 which officially allowed men of color to serve. African American soldiers took this opportunity to join the Continental Army and state militia for a variety of reasons including cash, patriotism, and their freedom.

Freedom was doubly meaningful to the formerly enslaved men like Doss, for it meant both freedom from Britain and freedom for themselves. After the war, Doss returned to Reading. Following decades of unpaid labor as a slave, his military

pension was not enough to provide a sustainable livelihood for his family. After Doss's death from tuberculosis in 1805, his widow Sally, who had also been enslaved, went into the Reading almshouse where she died in 1839 "at an advanced age."

The circumstances faced by Sally are indicative of the social, legal, and economic challenges faced by many former slaves. Since most enslaved people toiled in the prime of their life for no pay they had little chance to accumulate savings of any kind. Freedom required funds to set up and support a household leaving former enslaved people at elevated risk of indebtedness and poverty, which in Sally's case meant confinement to the poorhouse.

Even upon gaining freedom, many formerly enslaved persons struggled to find employment, afford housing, and faced limits on their participation as citizens. The road to true freedom was just beginning.

**Sharper, A Free Man:** "Kidnapped in Africa when about 16 years of age and enslaved. He was a soldier in our army of the Revolution for which he received his freedom and a pension. He died January 1, 1822 aged about 80 years." These are the words inscribed on Sharper Freeman's gravestone in Laurel Hill Cemetery.

Sharper was one of millions of Africans to face the trauma of family separation and the Middle Passage. According to Lilley Eaton, he was "believed to be the son of a king" in Africa. Sharper "remembered the crying of his mother when he was brought away." The mental and emotional torment of being separated from loved ones could be just as brutal as the physical abuses slaves endured.

Little is known about Sharper's life as an enslaved man but his service in the American Revolution would mark a key point in his life. Sharper was one of roughly 5,000 African Americans who served in the American Revolutionary War. He first enlisted as a soldier from Stoneham in 1780 and served in western Massachusetts and New Jersey. In April of 1782 Sharper enlisted again and served with the 7th Massachusetts Regiment in various locations along the Hudson River.

Like many other slaves who gained their freedom, Sharper enlisted under the surname Freeman, a name which proudly reflected his new status as a free man. Not all enslaved men who enlisted in the army received a pension or were able to live a life in freedom after service, but Sharper was. Military records list his occupation as a farmer and laborer, jobs he likely maintained both as a slave and as a free person in Reading where he settled after the war.

Soon Sharper Freeman's military service will be recognized beyond Reading and Stoneham. He will be one of the men commemorated on the proposed National Liberty Memorial in Washington D.C. which will honor African American patriots of the Revolutionary War. In June 2011 the Reading Board of Selectmen indicated its support for the monument by pledging to back efforts to pass a congressional resolution for the National Liberty Memorial Act.

## Quote of the Week . . .



“Your past is done, so forget it. Your future is yet to come, so dream it, but your present is now, so live it with no regrets!”

-Zig Ziglar

Historians of northern slavery note that enslaved people have largely disappeared from past histories and recollections of the colonial era. While the enslaved are “hidden in plain sight,” there has been a general erasing of the lives and contributions of enslaved people to northern economics and society. This forgetting has also taken place in Reading with no mention of enslaved people in the town’s 350th anniversary publication nor on the “Town History” page on the Town Hall website. Yet as research shows, the enslaved people of Reading were in fact not hidden at all. They abound in documents of the 18th century and were recollected in histories written in the 19th century.

Enslaved people were integrated into Reading town and church life. They helped build important town structures and landscapes. They showed agency and humanity when they chose to be baptized, established relationships, and ran away. They played a significant role in meeting the town’s military quotas in the American Revolutionary War. It must also be remembered that the enslaved of Reading faced lives of unfreedom and a lack of basic human rights.

The town’s current residents deserve to know this more complete history of Reading in the 18th century. Including the enslaved in this history is not only factually accurate but ensures a better understanding of Reading’s diverse and complicated early era.

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## Upcoming Youth Mental Health First Aid Courses

Erica McNamara, Executive Director of the Reading Coalition Against Substance Abuse, will be offering training courses for both Youth and Adult Mental Health First Aid. Details are below.

### Upcoming training courses

#### Youth Mental Health First Aid Course Scheduled for **Thurs Nov 8th** from 8am-4pm

Sometimes first aid isn't a bandage or CPR. Sometimes, first aid is YOU. A young person you know could be experiencing a mental health or substance use problem. Learn an action plan to help. **Anyone 18+ can take the Youth Mental Health First Aid course, but it is recommended for those who regularly have contact with young people ages 12-18.**

Course Instructor: Erica McNamara, MPH

Course location: Reading Police Department

Course fee: \$0 for Reading employees/residents, \$30 for out of town participants.

To register, visit

<http://events.r20.constantcontact.com/register/event?oeidk=a07efs55t44695374d4&llr=edx5l4bab>

#### Adult Mental Health First Aid Course Scheduled for **Fri. Nov. 9th** from 8am-4pm

An adult you know could be experiencing a mental health or substance use problem. Learn an action plan to help. You are more likely to encounter someone in an emotional or mental crisis than someone having a heart attack. Learn how to help a friend, family member, coworker or neighbor in need. **This course is for adults 18+**



## Disney Tweet of the Week



"Oh yes, the past can hurt.  
But the way I see it, you  
can either run from it or  
learn from it."

-- Rafiki

**that want to learn how to support other adults.** Get trained in Mental Health First Aid.

Course Instructor: Erica McNamara, MPH

Course location: Reading Police Department

Course fee: \$0 for Reading employees/residents, \$30 for out of town participants

To register, visit

<https://events.r20.constantcontact.com/register/eventReg?oeidk=a07efs5moa57544ffed&oseq=&c=&ch>

## Planting Seeds of Empathy in Classrooms

"Empathy is at the core of everything that makes a school caring, a teacher responsive, and a society civilized," says educational psychologist and speaker Michele Borba in this article in *Educational Leadership*. "When empathy wanes, narcissism, distrust, aggression, bullying, and hate rise – and schools suffer." Borba cites research indicating that American teenagers are 40 percent less empathetic than they were three decades ago. Kids today may seem smart and self-assured, but they're also more self-centered, competitive, individualistic, sad, and stressed than any previous generation.

Hence the focus in many schools on social-emotional skills, including empathy – the ability to understand the feelings and needs of others. A high level of empathy has been linked to better behavior, classroom engagement, communication skills, and academic achievement. Borba believes that empathy consists of nine teachable competencies:

- *Emotional literacy* – "Before students can empathize, they must be able to read emotions," she says. "Students who can recognize feelings are better adjusted emotionally and more popular, outgoing, and sensitive." But electronic devices are stunting kids' growth in this area, so school leaders need to maximize meaningful face-to-face connections, including advocating for classroom furniture arranged in groups and circles and teachers getting out from behind their desks, constantly interacting with students, and using activities that improve students' ability to tune in to others' emotions and states of mind.

- *Moral identity* – This is students seeing themselves as people who value others. "That poses a problem in our culture," says Borba, "with its increasing void in moral role models, but educators can play a central role in helping students develop strong ethical compasses." Classes can decide on mantras, select uplifting quotes, and take inspiration from their teachers' actions.

- *Perspective taking* – This is the cognitive side of empathy, and it can be developed, for example, using technology – connecting with students in faraway places – or in the regular curriculum – imagining the American Revolution from the British point of view. In addition, restorative practices put students in the shoes of the person on the other side of a conflict – How would you feel if that happened to you?

## Important Websites

[Help Desk \(To submit a ticket\)](#)  
[help.desk@reading.k12.ma.us](mailto:help.desk@reading.k12.ma.us)

[RPS District Website](#)  
[www.reading.k12.ma.us](http://www.reading.k12.ma.us)

[Access Your Email](#)  
<https://login.microsoftonline.com/>

[Baseline Edge](#)  
<https://baseline.ioeducation.com/m/Site/login>

[Interface Health Services](#)  
<https://interface.williamjames.edu/community/reading>

### **Need help finding mental health care?**



The Town of Reading has contracted with a unique HELPLINE service staffed by licensed clinicians that can help children, teens, & adults in Reading become connected with mental health care. Get provider matches that meet your specific needs, accepts your insurance & has available appointments.

Call 1-888-244-6843 (toll free) • M-F • 9am-5pm  
<https://interface.williamjames.edu/>

• *Moral imagination* – Books like *Wonder*, *The Grapes of Wrath*, and *A Long Walk to Water*, movies like *Dumbo* (How would it feel to be made fun of like that?), and certain paintings can be used to prompt empathetic feelings in students.

• *Self-regulation* – “Managing emotions is a better predictor of academic achievement than IQ,” says Borba. Learning how to keep feelings in check frees up bandwidth to tune in to another person’s state of mind. One school in San Francisco reduced its suspension rate by 79 percent and improved attendance and achievement after introducing a twice-a-day fifteen-minute meditation/quiet time.

• *Practicing kindness* – This is teaching children to be more “we” and less “me” oriented: nudging them to notice, care about, empathize with, and help and comfort others. “Kindness also jump-starts a cascade of beneficial effects not only for the receiver, but for the giver,” says Borba.

• *Collaboration* – “Empathy is never a solitary act,” she says; “It’s only when we let go of our self-centeredness and feel *with* others that our hearts open.” Orchestrating teamwork in classrooms (like jigsaw activities) promotes understanding, builds problem-solving skills, and helps students disagree agreeably.

• *Moral courage* – “Upstanders” are the empathy elite, says Borba; they are ordinary people who stand up for others and stick their necks out for justice and compassion. “Mobilizing moral courage may be our best hope to stop cruelty and violence in schools,” she continues. “When kids intervene, it stops bullying more than half the time and within 10 seconds.”

• *Growing changemakers* – This is making empathy part of a school’s mission: being explicit about encouraging students to understand and help others, perhaps through service projects. “Giving – not receiving – is what makes kids happier, healthier, less stressed, and feel better about themselves,” concludes Borba.

“Nine Competencies for Teaching Empathy” by Michele Borba in *Educational Leadership*, October 2018 (Vol. 76, #2, p. 22-28), <https://bit.ly/2Qs1Xnv> Reprinted from Marshall Memo 757

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## CALLING ALL PHOTOGRAPHERS:

### ***NOW ACCEPTING APPLICATIONS FOR 2019 PHOTOGRAPHER-IN-RESIDENCE***

In celebration and recognition of the Town of Reading’s 375th Anniversary and the Reading Public Library’s 150th Anniversary, the Reading Public Library is seeking a candidate to serve as a Photographer-in-Residence to capture the unique life and culture of Reading over the course of one year (2019). The short term goal is to continue adding the efforts to capture and preserve a photographic record of Reading for a 12 month period. The long term goal is continue this project for a period of years, with different photographers who will document changes in the town over time.



## Contact Us

*The Pathways* newsletter is published weekly for the Reading Public School Community. If you have anything that you would like to share, please email your info to John Doherty at: [john.doherty@reading.k12.ma.us](mailto:john.doherty@reading.k12.ma.us)

The position of Photographer-in-Residence will include a \$1,000 stipend, and the term will run from January 1, 2019 to December 31, 2019. Anyone interested in serving in this position should submit a statement of vision for their year-long project and a sample portfolio of photographs by **Friday, November 9, 2018**. The statement of vision and sample portfolio can be dropped off at the Reading Public Library's Borrower Services in print and/or in digital form on a thumb drive. This year's winner will be announced by Friday, December 14, 2018. For more information, go to the link below.

<https://www.readingpl.org/attention-photographers-rpl-seeks-2019-photographer-in-residence/>

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## Reading Public School Happenings

### Coolidge Shows Random Acts of Kindness

Students at Coolidge Middle School (Wellness Teacher Christian Huizenga's Homeroom) show random acts of kindness by holding signs for our Reading commuters.



### Special Guest at Wood End

Last Friday, Kevin King, son of Wood End Principal Joanne King, talked to 4<sup>th</sup> grade students about respect, integrity, and team work. Kevin is currently a Junior at the Norwich Military Academy in Vermont.



### SRO Building Connections with Students

We are fortunate to have two outstanding School Resource Officers in our school district who build connections with the students. Below is School Resource Officer Matthew Vatcher playing basketball with Wood End students.



### Stepping Stones...

- Wishing a speedy recovery to former RPS teacher and School Committee member **Gary Nihan** who is recovering from surgery.
- Our thoughts go out to Joshua Eaton Special Education teacher **Kerry Mullen** who lost a loved one recently.
- We welcome the following new staff to the Reading Public Schools:
  - ✓ Heather Connolly, Substitute; District
  - ✓ Davida Winn, Substitute, District
  - ✓ Dana Levin, Substitute, District

- ✓ Kevin Smith, Regular Education Tutor, Birch Meadow
- ✓ Kerry Ruth, Substitute, District
- ✓ Nancy Fowke, Substitute, District

- **We have posted** a new position. If interested, please visit <https://reading.tedk12.com/hire/index.aspx> to view the job detail

1.0 FTE Special Education Program Teacher, Coolidge Middle School (repost) <a href="https://reading.tedk12.com/hire/ViewJob.aspx?JobID=609">https://reading.tedk12.com/hire/ViewJob.aspx?JobID=609</a>
Special Education Paraeducator, 61.5 hours biweekly, RMHS <a href="https://reading.tedk12.com/hire/ViewJob.aspx?JobID=610">https://reading.tedk12.com/hire/ViewJob.aspx?JobID=610</a>
Special Education Program Paraeducator, 60 hours biweekly, Coolidge Middle School <a href="https://reading.tedk12.com/hire/ViewJob.aspx?JobID=611">https://reading.tedk12.com/hire/ViewJob.aspx?JobID=611</a>
1.0 FTE Special Education Teacher, Joshua Eaton Elementary School <a href="https://reading.tedk12.com/hire/ViewJob.aspx?JobID=612">https://reading.tedk12.com/hire/ViewJob.aspx?JobID=612</a>

## Blazing Trails...

**"How to Give Academic Lessons Relevance."** Real-world, career-related experiences can offer students a connection to academic lessons, according to Stephen Plum, a high-school science teacher. In this blog post, he shares how showing students that academic lessons have relevance in the real world can help prepare students for careers. [Read More](#)

**"Making Name Pronunciation a Priority in K12 Education."** Mispronouncing a student's name can be interpreted as disrespectful and even discriminatory, says Tiffany Young of the Washoe County School District in Nevada. The My Name, My Identity campaign, developed in partnership with the National Association for Bilingual Education, offers best practices to help teachers pronounce students' names correctly. [Read More](#)

**"Are Grades Diverting Focus From Real Learning?"** Grades sometimes feel like a necessary evil. They are a shorthand measure of how a student is performing in school, but too often the pressure to earn good grades becomes the sole focus for students and parents. Grades are supposed to be a recognition of the learning process a student went through, not the product a student strives for exclusively. But disentangling those things is a challenge, made more difficult by the real consequences of good grades for kids' futures. [Read More](#)

**"Makerspace Activities Mold Fearless Writers."** Why limit the power of playful discovery to STEM classrooms? Making is a tool for practicing and improving writing in any subject, and especially with reluctant writers. [Read More](#)

**"Study Compares International Early Child Supports."** Australia, England, Finland, Hong Kong, South Korea and Singapore all offer near-universal, free services for early education and child care, according to a study led by Sharon Lynn Kagan, a professor at Columbia University's Teachers College and Yale University. The study includes potential lessons that these countries may offer to the US. [Read More](#)

**Have a Great Week**