CONCEPTUAL FOUNDATIONS

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OF NERDS AND CURRICULUM

Our first article turns out to be an ode to the Parallel Curriculum Model as a means of meeting Jerome Bruner's criteria for "creating meaningful, rich, and profound curriculum for all students." It is an interesting exposition by an author new to these pages and we welcome him.

Next Erin Miller, our Assistant Newsletter Editor, gives us a fun look at the term "nerd" and her willingness to be classed as one. Her reasoning certainly hits home! I tell folks I have a "bookish" family. Maybe it's time to come right out and confess that we're all nerds. Maybe we can have an official "Nerd Pride Week."

Finally Don Ambrose presents a call for papers from graduate students to compete for our Conceptual Foundations Division yearly award. There are some nice prizes and recognition along with publication of the paper. See page 9 for details on how to enter.

Meanwhile, we always welcome regular submissions to our Newsletter and publish as many as we can within the parameters of our mission. If you have an idea you'd like to share, we'd enjoy hearing from you!

Margaret Leigh, Editor

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CURRICULUM FOR GIFTED STUDENTS: STRATEGIES, METHODS, AND A MODEL FOR SUCCESS

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Introduction

Curriculum design shapes education as significantly as any other factor, and like any factor, curriculum design builds upon historical foundations of educational thought. Over forty years ago, Jerome Bruner assembled a group of science scholars at Woods Hole on Cape Cod to determine how best to address the issue of creating meaningful, rich, and profound curriculum for all students. This group of worthies advocated for a program of study that replicated that of professionals working at the highest level. Not only would such a program serve the average student well, it would provide the challenge and differentiation needed by the gifted.

Until recently little progress has been made in putting into action the findings of the Woods Hole Conference. The Parallel Curriculum Model (PCM), however, provides for meeting the needs of all students, including the gifted, through a system that addresses and respects the character of each learner. With its focus on the foundations of enduring knowledge, the PCM fulfills the goals of Bruner and allows coverage of standards-based knowledge while also providing ascending intellectual demand that serves the gifted learner.

To understand curricular needs for the gifted it is useful to examine Bruner's goals, the curricular developments that have taken place in the interim, and how the PCM better meets those needs than other options available.

The Process of Education

In 1960, Jerome Bruner convened a group of scientists, psychologists, and educators to determine, "What shall we teach and to what end?" (Bruner, 1960/1977, p 1). American education has traditionally focused on the dual goals of *skills* and *general understanding* (Bruner, 1960/1977). Skills were considered to be the general province of a profession, and general understanding was to be built through the teaching of mathematics and logic (Bruner, 1960/1977).

American education, especially in times of crisis, turns its focus to building skills when the better approach would be education that focuses on "grasping the underlying structure of significance of complex knowledge" (Bruner, 1960/1977, p.6). Any program that challenged students, and allowed them to work at their own rate, would improve services to all students – including gifted students. Bruner's proposal asked that schools be improved in four crucial areas: (1) structure; (2) readiness for learning; (3) intuition; and (4) desire to learn (Bruner, 1960/1977). Each of these areas shall be examined in turn.

The importance of structure

The purpose of learning is to serve the student in the future (Bruner, 1960/1977). Learning provides two benefits to one seeking to go further more easily at a later time. First, through its specific applicability to tasks that are highly similar to those originally performed, the student gain what psychologists call "specific transfer of training" (Bruner, 1960/1977, p. 17). This type of learning is what is commonly thought of as *skills*; one having learned to hammer nails is able to hammer tacks or chip wood (Bruner, 1960/1977). Much of schoolwork concentrates on this type of learning.

The second benefit of learning is called "non-specific transfer," although Bruner (1960/1977) suggests this may better be termed the transfer of principles and attitudes (p. 17). It focuses on initially learning a general idea, which is then used as a basis for recognizing subsequent problems as special cases of the idea generally mastered (Bruner, 1960/1977). This constant broadening and deepening of knowledge in terms of basic and general ideas is, or should be, at the heart of the educational process (Bruner, 1960/1977). Since the mastery of fundamentals ideas of a field includes a sense of excitement about discovery, some of this discovery must be preserved for the student (Bruner, 1960/1977). While such a process *is* time consuming, much time currently spent making education "interesting" can be eliminated, since a correct general explanation of material *makes* learning interesting (Bruner, 1960/1977).

Four claims are made that support this goal. First, understanding fundamentals of a subject makes it more interesting (Bruner, 1960/1977). This is true of all subjects, including math, science, social studies, and literature. Once, for example, a student understands that novels deal with human plights, and that the number of those plights are limited, she understands literature better. Second, simplified ways of representing detailed material conserve memory (Bruner, 1960/1977). Focusing on general or fundamental principles, rather than minutia, ensures that enough stored memories are available to allow students to reconstruct the details when needed. In other words, a good grasp of theory assists the student not only in understanding a phenomenon *now* but also in remembering it *tomorrow*. Third, an understanding of fundamental principles and ideas appears to be the main road to adequate *transfer of training* (Bruner, 1960/1977). Understanding something as a specific instance of a more general case assists in learning a specific thing and also provides a model for understanding similar cases that one is likely to encounter. Finally, a constant re-examination of material taught in elementary and secondary school will enble us to narrow the gap

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between *elementary* and *advanced* knowledge (Bruner, 1960/1977).

Readiness for learning

"Any subject can be taught effectively to any child at any stage of development" (Bruner, 1960/1977, p. 32). Few statements made about education have been more controversial; few statements made about education have been more true. Bruner fits this strategy within Piaget's three stages of children's intellectual development: pre-operational, concrete operations, and formal operations (Bruner, 1960/1977). Bruner does not suggest that Piaget's stages are inaccurate, but instead insists that they have been used to limit the types of knowledge presented to students, ultimately to the students' detriment.

What this means is that in teaching basic concepts the child must be helped to pass progressively from concrete thinking to the utilization of "more conceptually adequate modes of thought" (Bruner, 1960/1977, p. 38). It is futile to attempt this through the presentation of formal explanations since this is based on a logic distant from the child's manner of thinking (Bruner, 1960/1977). If children are given, early on, the concepts and strategies in the form of intuitive lessons at a level they can follow, they will be far better able to grasp deeply the meaning of theorems and axioms to which they are later exposed (Bruner, 1960/1977). Young children "can learn almost anything faster than adults *if given to them in terms they understand*" (Bruner, 1960/1977, p. 40) (emphasis added). The provision of information in terms the children understand requires teachers to know the material themselves (Bruner, 1960/1977). *Learning* thus is a combination of acquisition of information, transformation of that information so that it can be used to attack new tasks, and evaluation of how we have manipulated information to see if our moves have been adequate to the task (Bruner, 1960/1977).

Intuitive and analytical thinking

An expert's, and a student's, intuitive understanding of the materials she encounters is seen as a deep grasp of a subject, although the person demonstrating this skill is sometimes unable to "say how it goes" (Bruner, 1960/1977, p. 54). Two types of intuition exist (Bruner, 1960/1977). An individual is said to think intuitively when, having puzzled over a problem for a long time, she or he suddenly achieves the solution, a solution for which she or he may be unable to provide a formal proof (Bruner, 1960/1977). A second case where intuition exists is demonstrated when others come with questions: The intuitive individual can make very quick, very good guesses whether something is so or not, and which of several approaches to a problem will prove fruitful (Bruner, 1960/1977). Intuitive thinking occasionally confounds teachers because, unlike analytic thinking, it does not advance in careful, well-defined steps (Bruner, 1960/1977). Instead, it tends to involve maneuvers based on an implicit perception of the total problem (Bruner, 1960/1977). An answer is arrived at, with little awareness of the process by which it was reached, and the solver can rarely provide an adequate account of how the answer was obtained (Bruner, 1960/1977).

Certain variables are seen as affecting intuitive thinking. Experience and familiarity with a subject matter help one make intuitive inferences, but only to a certain extent (Bruner, 1960/1977). Teachers who are willing to guess at answers to questions asked by their classes and then subject those guesses to critical analysis seem more able to build those habits into their students (Bruner, 1960/1977). Similarly, individuals who have extensive familiarity with a subject appear more able to leap intuitively into a decision or to a solution of a problem – a decision or solution that later proves to be appropriate (Bruner, 1960/1977).

Motives for learning

Those planning a curriculum must distinguish "between the long-term objective one hopes to achieve and certain short-run steps that get one toward that objective" (Bruner, 1960/1977, p. 69). Too often, however, a gap develops between the practices of a profession and the way that subject is taught in schools (Bruner, 1960/1977). Much of the joy of a subject is garnered from the pursuit of excellence within it (Bruner, 1960/1977). Developers of curriculum must strive to devise materials that will challenge the superior student while not destroying the less-able student's confidence and desire to learn (Bruner, 1960/1977). The long-term establishment of

interest in a subject can serve as a keen source of student motivation. Motives for learning

> . . . must be kept from going passive in an age of spectatorship, they must be based as much as possible upon the arousal of interest in what there is to be learned, and they must be kept broad and diverse in expression. (Bruner, 1960/1977, p. 80).

The planning of curriculum, insofar that it includes exposure to the true study of subjects, is one of the chief motivators available.

Curriculum for the Gifted

Certain beliefs permeate the literature about what gifted students need from the curriculum offered to them in school. Many suggest that gifted students be provided with learning experiences that are appropriate and adequate in terms of the individual's unique nature and needs (Passow, 1980). Now with the push to make gifted programs more inclusive and the use of alternate definitions of giftedness such as Robert Sternberg's, there is an increase in the need to tailor instruction to individual needs. Even within a classroom comprised totally of gifted students, there exists a range of levels of giftedness and of areas of giftedness (Shore, Cornell, Robinson & Ward, 1991). The usual prescription for these students is the dual mixture of acceleration and enrichment (VanTassel-Baska, 2003). Difficulty arises, however, when one examines how these principles are put into practice in gifted classrooms. In particular, extensive studies of classroom practices have found that teachers make only *minor* modifications to meet the needs of gifted students (Reis, 2003). This knowledge has launched a search for methods and practices that work with gifted learners.

Much attention in this examination has focused on packaged curriculum designed especially for gifted classrooms (VanTassel-Baska, Zuo, Avery & Little, 2002). Such programs, however, do little to assist the teacher who is faced with a classroom of diverse learners or one who has a group varying from gifted to highly gifted and above. Supplementary materials have also been scrutinized, for example the Junior Great Books, which are commonly used in pull-out programs for the gifted (Aldrich & McKim, 1992). The Junior Great Books focus on creating critical writers, speakers, readers, and thinkers through an inquiry-based training program for teachers and quality materials for students (Aldrich & McKim, 1992). Writing programs, especially those featuring use of a visual model for persuasive writing, specific strategies for replicating the model in written form, and peer and teacher feedback, have also been developed for gifted students (VanTassel-Baska et al., 1996).

Such materials are indeed excellent, but issues of equity force educators to wonder why such materials are not used with all learners, especially in an environment where great focus is placed on those students whose needs schools have poorly served. It is difficult to justify programs that exclude part of the student body. A focus on great literature and writing strategies can improve students' *intuitive and analytical thinking* and address issues concerning *readiness for learning*. Such programs do little, however, to improve the *structure* and *motives for learning* that Bruner demanded.

Other programs have used some, but not all of Bruner's recommendations. Erickson (2002), for example, places emphasis on deep and essential understandings and the consideration of essential questions in the classroom. Wiggins and McTigue (1998) have also developed powerful tools that assist those interested in curricular design. Their emphasis on backward design – that is, identifying desired results, applying filters to determine the heart of the "big ideas" important to student learning, then planning learning experiences and instruction, with continual assessment throughout the process – is the essence of good curriculum and instruction (Wiggins & McTigue, 1998).

However Wiggins and McTigue or Erickson do not place enough emphasis on the *motives* for learning that Bruner identified as so crucial to continued academic success. It is disheartening to read how some have suffered under systems that never challenged them, leaving them with excessive "time to play," never harnessing this time and allowing the play to take place within the classroom (Reis, 2003, p. 187). Another model must be found before the requirements of Bruner can be fully met and the results they produce explored.

The Parallel Curriculum Model

The PCM focuses on developing appropriately challenging curriculum for all students

using one, two, three, or four *parallel* ways of addressing course content (Tomlinson et al., 2002). The first curriculum, which reflects the essential nature of a discipline as experts in that discipline conceive and practice it, is called the *core curriculum* (Tomlinson, Kaplan, Renzulli, Purcell, Leppien, & Burns, 2002). Curriculum that guides students to make connections across disciplines, times, cultures, or places is called the *curriculum of connections*, and it expands on the core curriculum (Tomlinson et al., 2002). Student understanding of the facts, concepts, principles, and of the methodologies of the discipline, which guide the students in understanding and applying the facts, is called the *curriculum of practice* (Tomlinson et al., 2002). Finally, the *curriculum of identity* helps students find their own strengths, preferences, values, and commitment through reflecting on their development through the "lens of contributors and professionals in a field of study" (Tomlinson et al., 2002, p. 17). The PCM lets teachers use one or more of the parallels to think about and create curriculum (Tomlinson et al., 2002).

How does the PCM meet Bruner's requirements for a program that challenges students, and allows them to work at their own rate? Quite well, as an analysis of the various components shows. First, the PCM, with its focus on understanding the essential nature of a discipline, meets the requirement of structure. The Core Curriculum is built on the key facts, concepts, principles, and skills essential to the discipline studied (Tomlinson et al., 2002). The Curriculum of Practice builds on this understanding by asking students to use the tools of the discipline to solve real-world problems (Tomlinson et al., 2002). Reflecting on practitioner's skills and interests is also buttressed by the Curriculum of Identity (Tomlinson et al., 2002). Second, Bruner's concept of readiness for learning is addressed by the PCM. The PCM forces students to grapple with ideas and questions, using both critical and creative thinking skills (Tomlinson et al., 2002). The Curriculum of Connections helps students think about and apply key concepts, skills, and principles across disciplines and cultures (Tomlinson et al., 2002). The Curriculum of Practice demands that the student become a disciplinary problem solver, developing awareness of the practioner's modes of working which can inspire love of the field (Tomlinson et al., 2002). Third, intuitive and analytical thinking are strengthened by the PCM in ways Bruner believed would build these crucial skills. The Core Curriculum presents material that mentally and affectively engages the student (Tomlinson et al., 2002). Examining links between concepts and developments of the discipline helps students think about and apply key concepts, principles, and skills across disciplines (Tomlinson et al., 2002). The Curriculum of Practice helps develop a sense of using the discipline as a way of looking at the world, something which intuitive thinking depends upon (Tomlinson et al., 2002). Finally, motives for learning, or a sense of joy inherent in the learning process, is advanced by the PCM (Tomlinson et al., 2002). By projecting themselves into the discipline, and by understanding how their interests might be useful to the discipline, the Curriculum of Identity provides the motivating factors that are so crucial to student success.

The PCM is especially useful in meeting the needs of gifted learners. By definition, curriculum for the gifted must be flexible so that it meets the broad assortment of needs represented by that population. The PCM allows a blending of the principles of curriculum for all learners with the principles that deal with gifted learners, all the while addressing the needs of those with high potential (Tomlinson et al., 2002).

All learners have strengths and interests and most also have "holes," or areas of weakness that need improvement; the PCM addresses this dichotomy insofar that it provides opportunity, support, passion for learning, and other catalysts that tap the potential of many learners (Tomlinson et al., 2002). The PCM interweaves eleven components of curriculum with each of the four parallels (Tomlinson et al., 2002). These eleven components are: (1) content; (2) assessments; (3) introductory activities; (4) teaching strategies; (5) learning activities; (6) grouping strategies; (7) products; (8) resources; (9) extension activities; (10) modifications to meet learner needs; and (11) closure (Tomlinson et al., 2002). Use of these components, when applied with discernment, strengthen how and what is taught, and, as a result, improve student learning.

Conclusion

With the national focus on struggling learners, the needs of gifted learners will suffer if programs developed for them are not intertwined with

instruction for all. As teachers learn how to think like practioners of various disciplines, and how to create learning activities that impart this knowledge to their students, the needs of gifted students will be addressed using the criteria set forth by Bruner.

All students must be exposed to, and master to the best of their ability, the important structure of academic disciplines. Regardless of their preparation, all students demonstrate a readiness for learning that will be better met if they are exposed to the concepts and principles used by practioners of various disciplines. The intuition and analytical abilities of students exposed to such a rich curriculum will be improved since they will be seeing recurrent principles and concepts that guide learning and discovery at all levels. Their desire to learn will explode as the students begin to make connections with various practioners in the field. The PCM meets all of these criteria and thus is an exemplary method for curriculum development in the field.

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❒ NERD ❒

Erin M. Miller

I am a nerd. I have always been so and if I had any doubt that I was still a nerd, my nerdiness was illuminated for me by the following experience. While searching the Internet on a topic that I was genuinely interested in (how to fold an origami monkey) I found that one of the first sites suggested by Google was www.nerdparadise.com. The site is a compilation of essays and articles about academics, technology, and other topics associated with nerds including puzzles and computer games. I enjoyed the site. Why? Well, because I am a nerd!

I am not ashamed to admit it. I am a nerd, and evidently I am not alone in embracing of my nerdly status. The term "nerd" is gaining momentum. It is being reclaimed in much the same way that many subcultures of American society have co-opted the very words that have been used to demean them. Perhaps it is time to reclaim "nerd" and use it with pride.

Words have power. Anyone who says, "Sticks and stones may break my bones, but words will never hurt me!" obviously has forgotten how it felt to be 14. Words have power, and no word should be taken lightly. A word such as nerd can be used to cause pain. So what is going on with the word nerd? How did it come about, and how is it being used today?

Researchers in gifted education express concern about the negative social aspects of stereotypes and labels such as nerd or snob (Kerr, Colangelo & Gaeth, 1988; Manaster, Chan, Watt, and Wiehe, 1994; Moulton, Moulton, Housewright, & Bailey, 1998) and generally see such terms as being pejorative.

The origin of the word nerd does not paint a pretty picture. Although the etymology is not entirely clear, the first known documented use of the term is in Dr. Seuss's *If I Ran the Zoo* and refers to a grumpy looking being who appears to be twiddling its fingers.

The second documented use of the word nerd is in the "ABC for SQUARES" column of the 1957 issue of the *Glascow, Scotland, Sunday Mail* which defines nerd as: "Nerd – a square, any explanation needed?" (Nerd Corner, 2005). But it is unclear how these initial uses of nerd morphed into the current usage to describe people who are interested in academics.

Merriam-Webster OnLine (2005) defines a nerd as an "an unstylish, unattractive, or socially inept person; especially one slavishly devoted to intellectual or academic pursuits." The use of the phrase "slavishly devoted" makes it clear that intense devotion to intellectual or academic pursuits is not seen as a virtue.

In a study of students' attitudes towards different social groups, Bishop et al. (2004) write that nerds are among the bottom of the social hierarchies of schools. The issue is not simply getting good grades, which most students value as important to later life. These "nerd-labeled" students are not stigmatized for getting good grades per se, but rather for admitting that intelligence and learning new things are important to them. According to this school-culture, it is not actually being gifted that is bad, but embracing your giftedness. What is bad is to actually *enjoy* learning. Despite these social pressures, however, some students are not content to keep their nerdiness hidden. Burcholtz (1999) argues that being a nerd is a self-chosen alternative to the pursuit of coolness. Rather than being a deviant or negative state, nerd-dom is a distinctive and self-defined community characterized by explicit expressions of intelligence. Kinney (1993) describes students who refuse to apologize for being smart and are embracing the term nerd. The term then carries a positive connotation when used by those in the "nerd" group, but it continues to be insulting when used by others.

This reclamation of nerd seems to be spreading. An essay by Paul Graham (2004), describing his experiences of being a nerd, points out that it is hard to find successful adults who do not claim to have been nerds in high school. The website UrbanDictionary.com lists definitions gleaned from its users which are voted on and ranked by popularity. Among the definitions for nerd are, "People who enjoy what they do and don't conform to what is cool" and "a person who does not conform to society's beliefs that all people should follow trends and do what their peers do. Often highly intelligent but socially rejected because of their obsession with a given subject, usually computers." The founders of the Nerd Liberation Movement website (2005) complain that they are tired of hiding the fact they are intelligent. They are tired of being accused of bragging, when they are only thinking. Nerds certainly seem ready to come out of the closet and join together.

It is this joining together that is key. The social benefits of highly able students being allowed to work together has often been discussed in the gifted education literature (i.e. Allan, 1991; Bernal, 2000; Kulik & Kulik, 1997). However, the issue is greater than just the ability to find an intellectual peer to befriend. Although friendship and popularity may both be sources of nurturance, companionship, and enhancement of self-worth, popularity is uniquely associated with feelings of belonging and inclusion (Buhrmester & Furman, 1986; Furman & Robbins, 1985). By embracing the nerd status and gathering with others who do the same, perhaps students are able to find those feelings of belonging and inclusion that are lacking in the current school environment that degrades the nerd culture.

Bilger (2004) writes of the participants at the Center for Talent Youth summer camp who, themselves, labeled the camp as "nerd camp" and enjoyed the camaraderie that comes from being with other self-labeled nerds. This article inspired a film project that is described as "a tale of a group of children who spend the summer taking college courses… and redefine what it means to be cool" (McNary, 2004). But there is hardly a complete revolution occurring.

In their study of the experiences of being a gifted student in an elementary magnet school, Cross, Stewart and Coleman (2003) describe students as feeling more encouraged to be their true selves among their intellectual peers. Several students felt increasingly comfortable with the labels placed on them, such as nerd, while others continued to feel limited by labels. There continues to be an ambivalence regarding embracing the term nerd.

As for me, it is easy to identify oneself as a nerd when one is pursuing a Ph.D. and one's specialty is gifted children. However, there are levels of nerdiness, even within the predominately brainy world of academia. Still, I do think that attitudes

among gifted students are beginning to change despite continued anti-intellectualism in the rest of society. This phenomenon is more that just the "revenge" factor where the previously harassed intellectual returns to her high school reunion a millionaire and lords it over a now chubby ex-prom queen. Nor is it the much clichéd story of the girl who discovers that if she just took off her glasses and curled her hair she could win the heart of the super-jock. Rather it represents a conscious choice to look beyond the limited social circles of one's school and geographical community and to try to connect with like-minded individuals. One way that gifted students seem to be doing this is through the Internet (Cross, 2004). Perhaps, the desire to be one's true self and be proud of it will lead to a continued adoption of the term nerd, not as an affront, but as an affirmation.

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CONCEPTUAL FOUNDATIONS DIVISION NEWSLETTER GRADUATE STUDENT PUBLICATION AWARD CALL FOR PAPERS

The Conceptual Foundations Division of the National Association for Gifted Children (NAGC) offers a yearly award for the outstanding paper published in the Conceptual Foundations Newsletter

by a graduate student. The award provides $250 toward the expenses for attendance at a future annual NAGC convention. The winner will receive the award at the convention during the annual division business meeting.

The winning paper will be selected from submissions that meet the following criteria:

- Congruence with the purpose of the Conceptual Foundations Division: The division explores and clarifies theory, concepts of giftedness and talent, philosophical foundations, trends, issues, and future directions, historical perspectives, and perspectives from outside the field of gifted education. The paper will challenge and/or extent thinking in the field.
- Quality of construction: The paper is well written and carefully designed, following the conventions of the Publication Manual of the American Psychological Association, 5th edition.
- The manuscript is between 500 and 1000 words in length (including references).
- The author is a graduate student at the time of submission.

Contributions will be peer reviewed by a subcommittee from the division. The winning paper and other selected submissions will be published in an issue of the division newsletter. Manuscripts submitted before September 1st of a given year will be considered for the award in the same year. Manuscripts received after September 1st will be considered for the following year.

Contributors must submit the manuscript as an e-mail attachment to the following address: ambrose@rider.edu, Also send one completed copy of the submission form to Dr. Don Ambrose, Publications Editor of the Conceptual Foundations Division, at the following address:

Dr. Don Ambrose
Graduate Education
Rider University
2083 Lawrenceville Road
Lawrenceville, NJ 08648

Conceptual Foundations Division Newsletter - Graduate Student Publication Award Submission Form

Author's Name: _____

Author's Address: _____

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Title of Manuscript: _____

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Date of Manuscript Submission: _____

Academic Advisor's Verification

Have your advisor sign below to verify that you are enrolled in a graduate program at the time of manuscript submission.

I verify that _____ is currently enrolled as my advisee in the

_____ program at

_____ university/college.

Academic Advisor's name:

_____ _____

(please print) (signature)

Academic Advisor's Contact Information:

Phone Number(s) _____

e-mail _____

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HAVE AN ARTICLE YOU'D LIKE PUBLISHED?

We are always interested in articles about the conceptual foundations of gifted education. We particularly enjoy theoretical, innovative, and reflective articles which promote deep and fresh ideas, but any article of interest to Division members will be considered. Please submit by 8/15/05.

To submit materials to **Conceptual Foundations** contact:

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