MESSAGE FROM THE SITE COUNCIL CHAIR

Dear TOPS Community,

Thank you to all the teachers and staff for the fabulous feast and fellowship we enjoyed Thursday evening, November 14, marking the end of the school board assignment debate. If it were not for your skill, hard work, and the love you demonstrate every day towards our children we would have had little to fight for. We know this is a hectic time for all of you, working long hours not only to directly serve our children, but attending to administrative needs.

Thank you to all who worked tirelessly to educate our board and others. Thanks to Keith Cohon and Keith Toussaint who got us out of the gate and to Sheri Toussaint and Marlies van Bergeijk who kept us going through the thick of it all. I also appreciate the work of those who kept the many other pieces of TOPS working while some of our energies were redirected. It has been a joy and honor to serve in a leadership role at TOPS in this year that we demonstrate our commitment to a common focus.

As one TOPS parent articulated well on Thursday night, TOPS and the neighborhood around us hold a healthy history of working together. I trust that we can continue this tradition even with our differently prioritized ideologies. For me the goal is not to agree but to honor our differences, to find our common ground and to treat each other with dignity.

I see this time as a beginning. Now that we have reinforced our foundation, we have building to do. My hope is that our efforts will ensure that many more of Seattle’s children can achieve in a stimulating and nurturing environment similar to what we have been blessed with at TOPS.

~Dave Sarju

TOPS Coalition For Social Justice

“It is so nice to see 'Mama Scott' smiling in the middle of all her children! Thanks Mrs. Scott for being our leader, our mentor and our FRIEND. You are so special to ALL of us. We love you, too, Mr. Denton!” ~Sheri Toussaint
FORUM

AFTER THE ASSIGNMENT CRISIS: WHO ARE WE?
By Teresa Németh

In the course of dealing with the assignment issue, we repeatedly encountered the question of what makes TOPS alternative. I was always afraid to give a real answer. I was afraid because of what I thought might happen if the wrong people found out. While you and I might consider a TOPS education excellent preparation for citizenship in a free and democratic country, others might regard it as downright subversive.

I recently came across a fascinating forum in an old issue of Harper's magazine. In the September 2001 issue, four noted educators (John Taylor Gatto, Kristin Kearns Jordan, Theodore Sizer, and Thomas Stewart) articulate beautifully the principles and impulses we at TOPS have been struggling to identify and serve over the last three months. I found justification for our purpose, and satisfaction that we have succeeded in preserving what we have.

After some discussion of the history of education in America, moderator Lewis Lapham wonders whether we might have a “hundred-year-old system set up to turn out sheep.” “It’s about managerial efficiency,” Gatto answers. “You provide independent people capable of independent thought and you virtually destroy this entire economy.” Sizer worries that “increasingly some distant authority decides what it is that kids should know and what questions they should be able to answer. There is less and less interest in preparing people who have the intelligence and the habit of mind to ask the unfamiliar and perhaps painful questions.” (I think of the risks TOPS teachers, staff, and parents take in approaching controversial or sticky subjects of history, race, cultural background, politics. I think of bold references to spirit, to love, to faith—dangerous areas because they encourage individual unfolding, creative approaches, radical paths.)

Cynicism and despair are not entrenched, however, and the conversation continues with what makes a good school. “If you don’t allow each school to define its own purpose,” Jordan suggests, “then you are allowing someone in some bureaucracy or some standard from the 1890s to define what schools are.” Stewart adds that as long as public education remains a monopoly, teachers will take one look at what goes on in an urban public school and say, “I’m not sticking around here for very long.”

Sizer suggests that “any solution to the teacher-quality problem has to reflect the movement of authority downward. Authority and accountability must be shifted down to the individual school.” (I think of the line TOPS administrators walk, fulfilling district demands but allowing teachers freedom to exercise their creative intelligence, to test limits. I think of the power granted parents, the welcome extended them as collaborators in both overall purpose and day-by-day education.)

Senator Ted Kennedy has articulated the role of the teacher as “the first and last line of defense against despair.”

Jeffrey C. Bush, former new schools specialist for the U.S. Department of Education

ABOVE THE OUTRAGEOUS PUBLISHING SERVICE

Welcome to the fourth monthly newsletter of the 2002-2003 school year. The newsletter is edited by Teresa Németh, designed by Cindy Suzumura and Margie Slovan, and mailed to you by Heather Burgess and Nancy Lambert. Don Zemke provides our sports photos.

We need your submissions: calendar additions, classroom news and news from the larger community, faculty notes, committee reports, opinions, profiles, compliments, congratulations, children’s art, photos, and anything else significant to the TOPS community.

Submit your contributions to the newsletter box in the main office or, preferably, by electronic file to Teresa Németh at zongora2@hotmail.com.

Deadlines for 2002-2003 are the 10th of each month.

Anyone interested in working on the newsletter should contact Teresa at 325-8320 or at one of the above email addresses.
REFLECTIONS ON THE ASSIGNMENT ISSUE

By Sandi Kurtz

Like many of us, my first response after I heard of the school board decision was relief, the same kind of visceral surge you get after narrowly avoiding a traffic accident. Since I first heard at the beginning of the school year about the difficulties neighborhood parents were having with finding a school for their kindergarten children, and then heard the proposed changes to the assignment policies that they hoped would alleviate those difficulties, I’ve felt anxious, and the school board vote helped to undo the little knot I’ve been carrying around in the back of my mind.

Still, though, I need to remember that my relief is a frustration for others, whose concerns are still not being met by the school district, and are the consequences of decisions made several years ago, when the city and the economy were different. Although I am not as committed to the idea of neighborhood schools as they are, I certainly understand their frustration with the situation.

Despite all this turmoil, there have been several rewards in the process, the most important for me being the chance to re-affirm my belief in TOPS and its values. It’s been deeply satisfying to work with such a committed group of people, to follow the discussions on the listserv and in person, and to talk about this school to friends and family around the city. Several people have commented that they’ve felt lucky so far, to receive the benefits of previous generations’ work for this school, and that they were glad to have the chance to contribute their share.

Now that some of the shouting is over, we need to think about what happens next. How can we take this experience and make it the genesis for some positive change, now that we’ve managed to protect the advances we’ve already made. Now that we’ve managed to help our school, how can we help the neighborhood and the city our school is a part of?

Carla’s second-graders explore Seattle’s neighborhoods: here, at the Pike Place Market and El Centro de la Raza
SITE COUNCIL MEETING REPORT  
NOVEMBER 13, 2002

By Ellen Markman

EASTLAKE COMMUNITY REPRESENTATIVES TO TOPS SITE COUNCIL

Bob Geballe and Susan Kaufman were introduced as the new Site Council representatives from the Eastlake community. Keith Cohon spoke of the need for TOPS, in coalition with other north central cluster schools, to reach out to the Eastlake community as well as the underperforming schools in the central cluster. Bob Geballe noted that there is common ground between the two communities and would like the Eastlake committee formed in response to the continuing local school assignment problem to work with the TOPS community.

SITE COUNCIL SECRETARY

Kathy Cox-Czosnyka was elected secretary of the Site Council.

MUSIC COMMITTEE

Last spring the TOPS Auction raised $11,335 for the music program. The money will pay for a portion of the fourth/fifth grade instrumental music program, the choir, and part of the middle school band. Funding for music at TOPS will become a budget agenda item in the future because of foreseen school district budget cuts.

Eileen Hynes and Laurie Roth are soliciting members from the TOPS community to join the music committee, now in its first year. She mentioned that it is a good place for people who want to get involved and establish a music program. Anyone with ideas about the music education program or those with contacts in the larger community, please contact Eileen Hynes or Laurie Roth.

RECRUITMENT

Clara Scott reported that a committee has been formed to recruit families to apply to TOPS who are from communities traditionally underserved by the school district, and/or underrepresented at TOPS.

SITE COUNCIL BYLAWS

There was a discussion about the history of the Site Council bylaws, and the changes now being made to them. Site Council is the leadership body for TOPS and the bylaws establish a set of rules and procedures approved by the TOPS school community to guide the governance functions of the Site Council.

SITE COUNCIL VISION

Eileen Hynes reported that a committee is being formed to discuss the purpose of the Site Council. The new committee will look into what the TOPS community wants Site Council to accomplish, and look at the role of site councils at other schools.

PRINCIPAL’S REPORT

Clara thanked the TOPS parents and members of the Eastlake community for all the hard work done on behalf of the children around the assignment plan issue.

The TOPS ultimate frisbee team, coached by Don Zemke, went to the playoffs and won the Spirit Award for the second year in a row. It was noted that the TOPS players are always a spirited, respectful group of kids.

TOPS will have a hardcover yearbook for the first time this year. Josten’s, a yearbook company, will produce the efforts of Karen Hart and her wonderful yearbook group. The cost is $15 if yearbooks are purchased by the end of November.

Karen Hart’s class will be involved in a professional radio show in conjunction with Jack Straw Radio Productions. The class will create an oral history of TOPS. Jack Straw has donated $5000, and the students need to raise another $1000. The eighth grade parents are working on holding a ski swap to help raise the additional money. Clara noted that making an oral history of TOPS is a great way to get the kids involved in the larger community.

FUNDRAISING

Jennifer Shaw and Ann Bergman sent word that the No-Bake Sale forms have been sent out and that the checks are rolling in slowly. Peter Dewey, Site Council treasurer, noted that the school district is in the process of figuring out the effects of the budget shortfall, and that TOPS will certainly see some. There is great hope that the No-Bake will make more money this year than last, so that we can continue to support all the great programs we have at TOPS.
2002-2003 TOPS Calendar

DECEMBER
3 (T).............Middle school parent forum, Sexuality
7:30 p.m.
4 (W) ............2-hour early dismissal
11 (W) ..........The Lion, the Witch and the Wardrobe at SCT, grades K-3, 5
11 (W) ..........Site Council meeting 5-7 p.m.
18 (W) ..........Winter musical concert 2 p.m.
20 (F) ..........1-hour early dismissal for Winter Break
23 (M) ..........Winter Break begins

JANUARY
6 (M) ............School starts again
7 (T) .............Middle school parent forum, Parenting in the Techno-times, 7:30 p.m.
8 (W) ............Site Council meeting 5-7 p.m.
20 (M) ..........Martin Luther King Jr. Day. No school
21 (F) ..........Professional development day. No school
27 (M) ..........Day between semesters. No school
30 (Th) ..........The Outsiders at SCT, grades 6-8

FEBRUARY
4 (T) .............Middle school parent forum, Stress Management, 7:30 p.m.
5 (W) ............2-hour early dismissal
12 (W) ..........Site Council meeting 5-7 p.m.
17-21 (M-F) ....Mid-Winter Break. No school
26 (W) ..........2-hour early dismissal
27 (Th) ..........Go, Dog. Go! at SCT, grades K-1, 3

MARCH
4 (T) .............Middle school parent forum, Focus on Boys, 7:30 p.m.
5 (W) ............2-hour early dismissal
12 (W) ..........Site Council meeting 5-7 p.m.
21 (F) ..........Professional development day. No school
26 (W) ..........Nicky Somewhere Else at SCT, grades 1-3
26 (W) ..........2-hour early dismissal

APRIL
1 (T) .............Middle school parent forum, Focus on Girls, 7:30 p.m.
4 (F) .............End of third quarter
7-11 (M-F) ......Spring Break
16 (W) ..........Site Council meeting 5-7 p.m.

MAY
6 (T) .............Middle school parent forum, Parents and Kids, 7:30 p.m.
7 (W) ............2-hour early dismissal
14 (W) ..........Site Council meeting 5-7 p.m.
21 (W) ..........The Shakespeare Stealer at SCT, grades 2-6
26 (M) ..........Memorial Day. No school

JUNE
10 (T) ..........Middle school parent forum, 8th Grade Transition, 7:30 p.m.
11 (W) ..........Site Council meeting 5-7 p.m.
18 (W) ..........Last student day, 1-hour early dismissal
TOPS Website Gets a Makeover

By Jack Lee

Have you visited the TOPS website lately? If not, take a moment to look at it (www.seattleschools.org/schools/tops). You’ll notice a dramatic change since the beginning of the school year, because the site has recently undergone a complete renovation. It is now an easy-to-navigate portal into a rich repository of information. Thanks to some superb design ideas from Pm Weizenbaum and Keith and Sheri Toussaint, the TOPS website is poised to play a central role in enhancing communication among the members of the TOPS community.

When you look at the new home page, the first thing you’ll notice is the stunning artwork (see the illustration on the facing page for a taste, but view the real website to get the full-color impact). The colorful panels on each page are reproductions of paper-cut collages, created by some of Luzia Roll’s seventh grade art students and inspired by the work of Henri Matisse and Jacob Lawrence. Clicking any one of them takes you to enlargements of all eight collages with the artists’ names.

The new site offers a number of navigation aids that should make it easy to find the information you need. Foremost among these are the menu buttons running down the left-hand side of the page, which take you to the main sections of the website. Hold your mouse over one of these buttons on the home page, and a small menu pops up showing the contents of that section. (This works if your web browser accepts Javascript commands, which will be the case if you are using version 4.0 or later of Netscape or Internet Explorer and have not deliberately disabled Javascript.) When you click on one of these buttons, or on one of the pop-up menu items, you go right to the appropriate page, with the menu buttons always visible on the left and the corresponding submenu “opened up” and visible on the screen.

One of the handiest features of the site is the row of class buttons, labeled K-8, BOC, and DHH, across the top of the page. These offer one-click access to information about every classroom in the school. Right now, these pages contain contact information, class lists, supply lists, and a few announcements. We hope that teachers and their room reps eventually will also use them to post such things as handouts, homework assignments, curriculum info, samples of student work, and links to other websites.

The other two key sections of the home page are “What’s New at TOPS,” a list of announcements of current events, and “Quick Links” on the right-hand side, where you’ll find one-click access to some frequently requested pages on the TOPS website, such as the latest go-home and seasonal events.

Here are some of the things you’ll find inside the TOPS website: the current issue of TOPS News (usually posted long before the printed version arrives in your mailbox); the latest Wednesday go-home bulletin; the TOPS calendar; staff directories; the TOPS family handbook; information about TOPS programs and extracurricular activities; Site Council records; volunteer opportunities; archives of information from previous years; and (my favorite) a gallery of artwork, writing, and other creations by TOPS students, staff, and families. So far, the gallery contains only the collages featured on the home page, but continued on page 7
VISION AND MISSION AT CAMP SEALTH

By Susie Martin, Principal Intern

This fall the fifth-graders headed out to Camp Sealth for their annual community-building retreat. Students spent time overcoming various challenges to develop courage and creativity, while simultaneously tapping their leadership and nurturing skills. The fifth-graders had our mission and vision close at hand as they headed out to face a whole new set of experiences.

According to Lisa Govan, fifth grade teacher, one of the most memorable activities was the scavenger hunt. Camp Sealth lore reveals that the residing spirits must be entertained by groups of newcomers in order to willingly share their camp. Furthermore, the spirits must be hunted down in order to be entertained. Teachers had already arranged students into cabin groups in which each student had at least one previously identified friend and several potential friends, stretching the students to build new relationships. These cabin groups were given the task locating and entertaining all of the residing spirits.

Students followed partially completed maps around the camp to find and entertain the spirits. The spirits were demanding yet quite pleased by the talented TOPS fifth-graders who sang, danced, told jokes, and answered challenging questions. When each spirit felt it had been properly entertained, a puzzle piece and perhaps a bit of information were given to help the group to find the next spirit. Upon completion of the scavenger hunt, all of the puzzle pieces were assembled to create a completed map of Camp Sealth. The question was posed, “What would happen if one of the pieces was missing?”

The message was clear and this became the theme for the entire retreat. No experience was complete if even a single student was left behind. The challenge course provided endless opportunities to put this into practice. Students were faced challenges such as ordering themselves by height while standing on a log without falling into the imaginary hot lava, or moving across a set of small stepping stone islands without ever touching the treacherous waters.

When one fifth-grader was asked whether it changed any friendships, the student immediately replied, “Now I can trust my friends who used to tease me in fourth grade.” As our vision states, “we are creating a school that empowers students to be active participants, leaders, learners and contributors to social justice.” Camp provided yet another venue for empowerment.

TOPS Mission
We are committed to educating our students by using an anti-bias, multicultural approach in a safe and stimulating environment. We help all students to learn, to understand and honor diversity, to respect and care for themselves and others, to be responsible, and to achieve a high level of academic excellence. By eliminating the achievement gap, all students will meet or exceed standards, including those students historically underserved by the public school system.

TOPS Vision
We are creating a school that empowers students to be active participants, leaders, learners, and contributors to social justice.

TOPS Website continued from page 6

with help from Luzita and contributions from the other teachers, I’m hoping to enhance it soon with many more wonderful examples of TOPS creativity. In addition, Keith Toussaint and I hope eventually to add a secure way to use the website for sharing documents such as auction procurements and permission forms. Stay tuned.

TOPS was one of the earliest K-12 schools to start publishing its own website, back in the fall of 1996. At a time when the web itself was only a few years old, an ad hoc committee of parents and staff introduced the school to the idea of creating a TOPS website and connecting the school computers to the Internet. The website went online that winter, and the Internet connection was up and running the next fall thanks to Site Council funding. The original TOPS home page (see the accompanying illustration), which my wife Pm Weizenbaum designed and I created and maintained, was simple but functional, with student artwork at the top, a “What’s New at TOPS” section on the left, and links to menu pages on the right, all against a salmon-colored background. Under the stewardship of former fifth grade teacher Kevin Crozier, the website evolved over the years, with the “What’s New” section gradually assuming increased importance as a medium for communicating important announcements to the TOPS community. At the same time, the old site structure gradually became outdated as the amount and variety of information on the website increased.

Fast forward to summer 2002: Kevin moves on to Lowell Elementary, TOPS needs a new webmaster, and the creaky old site design is in dire need of a facelift. When I agreed to take on the job of updating and maintaining the site, I didn’t really intend to rebuild the whole site from the ground up; but, as is so often the case, the project took on a life of its own. Now that the redesign is complete, I invite everyone in the TOPS community to make as much use of the website as possible.

Putting things on the web is easy. You don’t have to learn how to create web pages; just send the information to me by email (lee@oz.net), or prepare a document in almost any electronic format (some popular ones are Microsoft Word documents, Excel spreadsheets, GIF or JPEG images, PDF files, HTML web pages, and plain text files), and send it to me as an email attachment. It will usually be available on the web within a day or so, sometimes in just a few hours.
VENISE JONES-POOLE

By Amy Hagopian

Venise Jones-Poole, TOPS’ new fifth grade teacher, was raised in Seattle by a family of teachers. She initially tried to avoid joining the “family business” (teaching), but eventually the lure was too strong to resist.

Jones-Poole lived in the Montlake neighborhood as a kid, and went to Seattle public schools—Stevens, Eckstein, and then Roosevelt. In the early 1970s, that meant she was in the first cohort of African American students to attend Eckstein Middle School. “Some of those teachers had never taught black students before, and they struggled,” Jones-Poole observed about those years.

While her mom was still teaching math at Wilson-Pacific, Jones-Poole went to Seattle University, where she earned a B.A. in elementary education with a focus on special education, and a minor in music. Music is still a big part of Jones-Poole’s life, and in her previous teaching jobs in the Seattle district, she also served as a choral music instructor.

Jones-Poole worked throughout the 1990s at Hawthorne Elementary, teaching third through fifth grades. Before that, she did teaching stints at Stevens, Brighton, B.F. Day, Fairmount Park, and Emerson. A number of those years were spent specifically in special education classrooms, both “generic” and mentally or neurologically handicapped.

In some of her teaching assignments, Poole-Jones had “looped” classrooms—that is, classes that stay together for two grade levels. “I like looping,” she observed. “It works especially well to loop fourth into fifth grade, because you can manage all that pre-adolescent behavior more smoothly if you know the kids well.” TOPS has never done much classroom looping or mixed-grade grouping, however.

TOPS is a long drive from Renton, Jones-Poole’s home. It’s a terrible freeway drive, and when she gets here there’s a competition for parking. In addition, her son got left behind at Hawthorne (he’s a fifth-grader there), because there was no room for him at TOPS.

But she’s glad to be here. “It’s very innovative here, even to the point of making me learn computers!” Jones-Poole said. “I like the people, the conversations. I’m impressed at the conversations about race. We don’t always follow through, but I like the openness of the discussion. In other settings, I’ve sometimes had to be the one to create the conversation.”

Hawthorne, however, prepared Jones-Poole well for being at TOPS. “It’s a very active school, too, with lots of community ties. It was very diverse there, with 65 to 70% students of color. Some years we actually had no white students at all.” But Hawthorne also struggled to boost its numbers of kids meeting WASL standards, and that is a big difference with TOPS. “I love teaching a more challenging curriculum here. I have some materials I’ve been wanting to use for years and haven’t had the opportunity until now.”

Jones-Poole’s goals for the year include “helping my kids step outside their tight circles of comfort. There are lots of cliques here. I’d like them to be more considerate and supportive of each other.” She’d also like them to “be more motivated about their own learning, to be accountable for the work they do. And I want them to love it, not just see it as a task.”

There are 30 kids in the fifth grade classroom this year. “That is a lot of kids.” Jones-Poole says she can meet the organizational challenge, but “can’t meet everyone’s needs adequately with so many.”

The TOPS community will want to seek out opportunities to hear Jones-Poole’s voice, as she is a popular professional singer. She has sung classical, opera, jazz, and gospel music in a variety of settings, including the Bellevue Philharmonic, the Seattle Repertory Jazz Orchestra, and the Seattle Opera Chorus, and she is now a soloist with the Mount Zion Baptist Church choir.
MIDDLE SCHOOL HALLOWEEN DANCE

By Andrea Ness, Grade 8

TOPS’ first middle school dance was a big hit. With more input from the kids on the kind of music to be played, there was a whole lot more enthusiasm from the students. There was way more dancing than there had been at any of the dances last year.

The sixth-graders this year were very outgoing, dancing very excitedly, as opposed to previous dances where they would usually hang out right by the walls. During the slow dances, there was a normal amount of nervousness, but people were mostly relaxed and happy.

The whole atmosphere was very fun. My recommendation for future dances is more rock music.
By Anna Ludwig and Kate Macklin, Grade 6

Graham Hill is a great soccer player (and coach) from Scotland. He works for The British Challenger Soccer Organization and gets to travel all over the world to coach and play. He was a guest in our P.E. classes last month where he taught us about soccer and his country, Scotland.

There are many different customs and traditions in Scotland. People often wear a piece of clothing around their waist called a kilt, which sort of resembles a skirt. Kilt pins are used to hold the flap on the kilt from showing anything underneath it, especially since they don’t wear any underwear of any kind! Girls and boys wear kilts, but the boys’ kilts reach to just below the knees, where the girls’ kilts reach to halfway between the knee and the waist. There are many different kinds of kilts. People have a special pattern and type of kilt for their families. Kilts are very heavy, and difficult to run in.

There is a lot of fishing in Scotland so fish is a common meal. Historically, the people in Scotland ate all parts of the sheep including eyeballs, tongues, brains, etc. mixed together and stuffed into an intestine. This is called “agus.” On January 29, agus is eaten for a big celebration kind of like we eat turkey on Thanksgiving, and everyone wears their kilts and black coats. Spirits are passed around, and it’s just a big celebration. People carry a wool pouch-like thing called a sporn around their waist most days, and it is threaded through their kilt like a belt.

Graham also talked about “Nessie” the Loch Ness monster and explained to us how the story of the monster could be true. We learned about the geography of Great Britain and what it’s like to live there. Graham showed us a number of different exercises and drills that we can do individually to improve our soccer skills.

He concluded his visit by talking about how his involvement with soccer has enabled him to travel and meet people from all over the world.

It was really fun and interesting having Graham visit. I really like his Scottish accent!
ULTIMATE FRISBEE

By Molly Moore, Grade 7

Ultimate frisbee is one of the only co-ed sports in middle school. It gives boys and girls an equal chance to be good at a sport. Also, it is self-refereed, which means the teams get to call fouls and work out the problem. This helps with developing problem-solving skills.

My experiences with this sport have been nothing but good. Sure, I have been hit with the frisbee a couple of times, missed some catches, and our team has lost some games but it has taught me to deal with pain, be able to say I’ll catch it next time, and make up great cheers even if we lose.
Your No-Bake $$ Help Make Learning at TOPS Nourishing, Satisfying, and Irresistible!

By Ann Bergman

Friends of TOPS has only two fundraisers per year: the auction in the spring and the No-Bake Sale in the fall. Our goal is 100% participation. Every dollar counts: no donation is too small. 99% of your No-Bake dollars go directly to the programs and supplies essential for a first-rate TOPS education. The No-Bake Sale ends December 31. Make a healthy contribution to your child’s education now! No fat, no sugar, no fuss.

Questions? Contact Ann Bergman at 328-0678 or annbergman@aol.com.

Thanks to G&H Printing
2370 Eastlake E. 329-9888