I hope you are all doing well.

Thanks for coming to this information session.

My name is Kim McLaurin and I'm the Associate Dean for experiential learning here at Suffolk Law School.

And I also teach the Marshall Brennan Constitutional Literacy Program.

With me to my right anyway, is Kara Ryan, who is the Program Director for Marshall Brennan.

And Kara basically makes sure that everything's going well, and that we are where we need to be, and that people have books and things like that.

So for this information session, I'm really just gonna tell you all a little bit about Marshall Brennan, the program, and then I'm gonna open it up for questions.

If you don't get to ask a question, you can always reach me or Kara.

I'm on the fourth floor in the Dean's suite normally, and you can also always email me, kimmclaurin@suffolk.edu.

And we can set something up one on one if you want to.

But anyway, that is most helpful for you.

We're here to do that.

So a little bit about Marshall Brennan.

It started in 2010 at Suffolk, but the program originated in American University, Washington College of Law.

Some of you may be familiar with Senator Jamie Raskin who did the last presidential impeachment trial.

And he at the time was a professor at American, and he kept getting questions from high school students when his kids were in high school about constitutional rights, when in high school.

So it started with a group of LGBTQ high school students who wanted to advertise about some programming that they had for their Gay Straight Alliance at their school.

And the school said, "No, you can't do that."

And they came to Jamie, made their way to him to ask why they couldn't.

And as he got more and more of these questions, what occurred to him was that high school students really didn't know their rights, as it relates to school or themselves in the community.

And he saw that as a failure of our educational system.

And started thinking about how could he rectify this?

He looked around and said, "The greatest resource that I have at my fingertips"

"for you all, law students."

You're learning exactly those things that these high school students
students don't know.

And one of the best ways I can tell you to learn something more deeply yourself is to have to teach it. And I can tell you from almost 30 years of representing adolescents in the criminal and juvenile justice system, the other great way to learn something more deeply than teaching it is to teach it to adolescents, who at first flash, will seem like they really could care less. And that this is not important. This has no meaning in their lives, no relevance. And your job as Marshall Brennan fellows is to make them understand and invest in that relevance. And I can tell you in more than 10 years of teaching Marshall Brennan in Suffolk, every year, I am amazed at the work that Suffolk law students do in this program. And I have no doubt that next year will be the same. But that's how Marshall Brennan was really created to fill this need for both sets of students, for the high school students and for the law students. And then to really also connect law schools throughout the United States.

So the parts that we've added is that there's a Regional Moot Court Competition that we do for the high school students at Suffolk, and then there's a National Moot Court Competition. Right now Marshall Brennan is offered in about 22 law schools around the world, mostly in the United States, but there's also a chapter in Hong Kong and in South Africa. So there are other school that come together and that's the National Moot Court Competition. At Suffolk, we take between 12 and 14 Marshall Brennan fellows. This is a year long course. It's offered for six credits because it is a year long course. You have the option of doing... We do a final paper. You have the option of having that be satisfy your legal writing requirement. You just need to let me know if that's what you want to do. And the seminar meets every Wednesday from four to six, or 4 to 5:50, I should say. And it pretty much is half of our time is talking about teaching and teaching those of you who don't have experience teaching how to teach, and bouncing ideas off of each other. And really sharing information. And the second half of class is substantive, where I'm teaching you and others, and we'll talk about that also, are teaching you, other faculty are teaching
you constitutional law
as it applies to adolescents and schools.
So that might be fourth amendment in school
as opposed to fourth amendment outside of school.
What are your free speech rights
and first amendment rights in school?
Where are the limitations?
And it could be equal protection.
It could also be eighth amendment, fifth amendment.
So there is a lot of different possibilities
of what you will teach.
In some years, it might not be strictly constitutional.
And what I mean by that is that we like to be flexible
enough to really address some issues that your high school
students may have during the course of the year.
So one year teen dating violence because of an incident
between two celebrities was a really big issue.
LGBTQ rights could be constitutional,
but may not be gun violence.
A few years ago was a really big issue for high school
students and something they wanted to talk about.
Their rights to protest has been an ongoing issue
and what can they do on school grounds?
What can they do off school grounds?
Does the school issued laptop or iPad
really belong to them and how protected is it?
And the information on it.
So these are all topics that bleed a little bit into fourth
or first amendment, but maybe not.
But your high school students are interested in it.
What they can wear to school is a constant issue.
And that obviously is covered by first amendment.
But we like to be a little bit flexible
in terms of what you can teach during the course of a year.
In February, we hold the Regional Moot Court Competition
at the law school, in the last few years
unfortunately it's had to be remote and online.
We're hoping this year we can do it in person.
We're also in March is when the National Moot Court Competition
is held, while it was held remotely,
we were able earlier this month to hold to compete
together at the law school.
So that was great for the high school students
to be able to be together and compete
in this National Moot Court Competition.
We assign you to schools in pairs or sometimes three
to a school, depending on how large the class is.
We do not assign you to teach on your own.
We leave a lot of how you divide things up to you
and let you talk to your co-fellow and your host teacher.
And usually the classes are between 10 and 20
high school students in each one.
And again, you are teaching year long.
And when I say year long, I'm talking,
10:33 you're not starting in June,
10:36 you're pretty much starting with your high school
10:40 teaching mid-September you would start
10:45 going to your high school class.
10:47 You won't start teaching until probably October.
10:52 And then we pretty much let the host schools know
10:56 that once early May or late April rolls around,
11:02 we want you to focus on your studies
11:05 and finals and final papers for your classes
11:08 and things like that.
11:09 And for those of you who are graduating,
11:11 focus on getting grandma her tickets for graduation
11:14 and things like that.
11:16 So that's the general setup.
11:20 We provide the books for the high school students,
11:25 which is called "We The Students."
11:29 And that's also the book for you.
11:34 It is a book geared towards high school students,
11:37 which none of you are.
11:38 So we add extra work for you all.
11:43 So some cases you may ask your students to just read
11:47 a summary that's in the book.
11:50 We may ask you to read the full decision
11:53 so that you have a better understanding
11:55 of all of the sides of the decision.
12:02 And that's pretty much it.
12:03 I'm gonna stop here because I'm sure and hoping
12:07 that you all have questions and we can continue a dialogue.
12:12 If you have a question, just raise your yellow hand
12:18 or just raise your actual hand and I will get to you.
12:22 For those of you who are on camera.
12:29 Julia.
12:29 Hi, I have a couple questions.
12:32 One of them would be to be assigned to a school,
12:35 would it be in a certain radius to Suffolk?
12:38 That's my first question.
12:39 And then my second one is...
12:44 Oh, wait, now I just forgot it.
12:45 I can start with that one-
12:47 The first one and see and circle back.
12:50 So yes, we have chosen schools based on need first.
12:56 So we wanted to be in schools where the student body
13:00 might not have this kind of access to a law school,
13:05 to law students and this kind of program.
13:10 So even though every year we do get asked by some schools
13:14 like Brookline High School,
13:15 which is very well to do local high school
13:20 right on the green line, but they don't need us.
13:24 They're not a school that needs this kind of program.
13:27 So we choose schools that are close enough in distance
13:31 to Suffolk that you can get to.
13:35 There's one exception to that.
13:37 And I'll talk about that in a second.
13:39 And we also choose based on need.
The third real criteria is we're choosing schools where discipline isn't an ongoing issue. So we don't want you to spend much of your time separating kids in your classroom, worrying about your safety in these schools. We want you to focus on the teaching. So the discipline you'll have to face is, "I didn't do my homework." "I'm tired, my head is down on the desk." "I am not participating." That sort of the, I would say, consistent theme that fellows talk about that they have to deal with in their classrooms in terms of discipline. It won't be fighting, physical fighting, that kind of thing. There are some schools that we've chosen not to be in because that is the main focus. But that's also always changing. And some of our current and former fellows are themselves teachers in another life before law school and always have different ideas of where we could go and things like that. So we are always adding schools and things like that. But right now we're in, I think it's six schools, and sometimes we have a lot of students in that one school. So we'll split them into two classes versus one really large class. The one exception in terms of we have one great school in Hyde Park. So we know that it is tough to get to Hyde Park. What we end up doing for that class is really sometime if you're accepted to Marshall Brennan during the summer we will ask you questions about, where do you plan on living? Do you have a car? So we tend to try to find folks who have a car, and it's easier for them to drive to Hyde Park and maybe pick up their co-fellow or make arrangements like that versus to have somebody go to Hyde Park on public transportation. And generally there are about half of you who have cars and can, and are willing to drive. But otherwise we try to match you to a school based partly on your location, on your experience, on your proposed co-fellows experience and your ever changing schedules. So we take into account all of that. And as you can imagine, it's a lot like a house of cards that it changes constantly. And sometimes it is a little bit difficult to find that balance, but we work with you to try to figure out schedules. I tell prospective Marshall Brennan fellows try to keep at least two mornings free, and by morning anytime before one o'clock or 12 o'clock.
17:23 would be ideally great, but we also do have a number
17:29 of schools if that's not possible for you,
17:32 who also offer afternoon classes.
17:36 So there's a wide range and we can pretty
17:39 much have always been successful in matching students.
17:46 Thanks, my other question
17:48 was so part of it was on the time commitment
17:50 when you're actually at their school.
17:52 So you would go twice a week in their school.
17:55 And then how long would you be there each time?
18:01 So the time commitment for you changes a little bit.
18:26 Oh, spring, but not too much.
18:31 So that takes a little bit of time.
18:37 That's not an insignificant time commitment
18:41 because you really trying to prepare
18:45 them for the moot court competition
18:47 and also teach them for the first time.
18:53 Sorry, my internet connection is apparently unstable.
18:58 Can you all-
18:59 We missed your answer.
19:00 Do you mind just restating it?
19:03 So in terms of the time commitment, I would say it bears.
19:08 At the start, it's going to be more of a time commitment
19:13 because you are trying to learn your schedule,
19:17 your co-teacher's schedule, how you work together,
19:21 and also all of that with your host teacher.
19:26 For many of you, teaching will be new.
19:29 So that's a new skill that you're also adding.
19:32 For many of you, the con law that you will learn
19:36 in this class is similar to the con law
19:40 that you're having now, but is a lot more in depth
19:44 and covers some subjects that you don't cover in con law.
19:50 We cover a lot of criminal law and criminal procedure.
19:54 So some of you will not have had crim law by the time
19:59 you take Marshall Brennan, some will.
20:03 And that's okay.
20:04 So I would say that most students that are Marshall Brennan
20:11 fellows, or several, I should say, are on journals,
20:17 are teaching assistants, working outside of law school
20:22 and full-time law students.
20:25 So it's doable.
20:28 I think it really is just about scheduling
20:31 and things like that.
20:33 But we do work with you in terms of that.
20:36 I wouldn't say that to do Marshall Brennan,
20:41 you can't be on a journal.
20:43 The only thing that we do say
20:46 for those of you who are in your second year
20:49 and arising three or four L students,
20:54 you are not permitted to do a clinic and Marshall Brennan
20:59 in the same year.
21:01 But most second year Marshall Brennan fellows
21:06 go on to do a clinic in their third year.
21:09 So it is...
That's a popular sort of trajectory in terms of classes and things like that.

Samantha, and then I see Joshua, you have your question. I'll get to that in a second, Samantha-

Hi, so I was just wondering when we would find out and how that lays with us also applying for other classes, or would we find out if we're a Marshall Brennan fellow in the summer and then we would have to change our classes?

No, so you great question.

You will find out whether you are a Marshall Brennan fellow in time for you to register. So we're trying to get it done.

I think registration opens the first week in April.

So we are trying to wrap up this process by then in time so that during registration period, you can fit Marshall Brennan in with your other classes. This is why we tell you as you're choosing other classes that Marshall Brennan is Wednesdays from 4 to 5:50.

So if you can, don't choose classes then.

If you to and you're still waiting, go ahead.

If there's a waiting list for that other class and you can always drop an ad and change and things like that.

But pretty much we will let you know, the part we won't know, because you're dealing with two different school systems and some private or charter schools.

Is when you will be teaching, that will know this summer. And that's where Kara and I will go through all of your, not only your school schedules, but your work outside of school.

That schedule, if you're on a journal, we get that there are office hours that schedule as well.

And try to sort of cobble together teaching assignments. Each year we say we're gonna try get the schools to make a decision before they leave in June, and it never seems to happen.

They wait until August sometimes, but we do end up getting it done every year, but it is very much like a house of cards and we may go back and forth.

We may put out the assignments and you all may say, "Oh, wait, I forgot."

"Or I have this at that time, can I switch?" That kind of thing, and that's fine.

So I'm going...

I have a question.

A little bit more about the selection criteria for perspective fellows.

So I am...

Interest is clearly a big part of it.

We ask for a statement of interest in the application.
We do read those and wanna know a little bit about you.

So that is a factor.

Grades are a factor only in terms of,
if there's a student that's really low
or on academic warning, for example,
the time that you will dedicate to Marshall Brennan
probably isn't the best use of your time.
The best use of your time in that scenario
is really to get you grades up and study
more and work more with our academic support program.
So that's the only place
where I would say grades really factor in.
And so I don't want somebody who's a two nine
and not on academic warning not to apply.
That's just not the case.
We don't just take kids on journals and things like that.
So don't worry in terms of that.
The schools you will be teaching in are diverse
and your student population reflects that.
So we do want diversity and that comes in so many different
categories that are helpful and useful for your high school
students, not just race, gender, and sexuality.
Where you're from, your experiences,
why this matters to you.
We've had Marshall Brennan fellows
in the past who've written about their own experiences
as high school students and why they wanna do this.
Marshall Brennan because of,
at the very beginning,
vets were attracted to Marshall Brennan.
So every year I would say
we've got about four vets in this class.
And that's also really something that our high school
students don't get to experience too often.
And your desire to make this work,
your interest in the class, all are factors.
Another, this opportunity is available for any student
who is not a one L so rising two LS, three LS,
and four L evening students are all eligible
for Marshall Brennan and eligible for consideration.
So get those applications in.
Thank you for that question, Eliana.
Hi, I'm wondering whether you could speak
a little more about what our relationship with our host
teacher might look like.
Would we get any kind of mentorship
from them about teaching or anything?
I'm just really curious to learn more about that as well.
Thank you.
Yes, no problem.
Great question too.
Yes, you do get into a little bit of a mentoring system
with your host teacher.
Your host teacher isn't there though to tell you what to do at first, they're there to offer suggestions, talk to you about the culture of the school, because every school has a different culture and what they wanna do. You are there to teach when it comes time for you to teach. And as you can imagine, our host teachers that we have right now, run from incredibly hands on that we have to pry the class away from them. And sometimes I have to get involved and say, "Eliana needs to teach." "She will not..." This isn't true, "But she will not pass this class" "unless she is able to teach." And before a teacher will allow you to do it. Some are incredibly hands off, and a little bit sort of like it's your class, you run with it. There are certain things we ask all of them to do. One is to, if there are any issues in the class, for them to deal with it. And not for that to be the fellows handling that. We asked them to be as involved with supporting the high school students in the moot court competitions, as they possibly can be. And really just to maintain a presence in the classroom. And to share information with you all. Christina, and then I'll come back to you, Samantha. Thank you, I'm not sure if you touched on this, but I'm curious as to how the students are selected, the high school students. Are they opting into this course or how are they chosen for it? A variety of ways. Some schools they're opting into it, and it is a full, true elective. Other schools it's similar to you, where you're opting into it, but it's competitive. One of our schools... It's also one of three electives that rising seniors can choose. So it's an elective, a soft elective, I guess I would say. And I think in at least one school, it is required. It's only really going to be required in a charter school, because just of the class sizes, but otherwise, and in other schools it's completely voluntary. And it really does run the full spectrum of that. And I should also add that in some schools, this is a year long course in others, It's semesterized. So you may have one group of students for their fall, and a complete new... And their fall really starts again in January...
Their spring starts in January. So you may have a new group of students by then. That's a few schools where that happens. And again, that's something that we talk about, because the first group can compete in the competitions. The second wouldn't be able to. But we talk about what's your content for that second group, because there are going to be enough schools where they are semesterized. We have a question in the chat. Can we teach the students employment rights and students enter the workforce and are discriminated against or taken advantage of from such a young age? Yes, Samantha, absolutely. This is one of those subjects that is of interest to high school students that we absolutely could get somebody in to talk about employment rights and employment discrimination and things like that. But that's one of those topics that could also be taught in addition to what you will teach. And I should also say too, the other opportunity, I'm going to call it now that everything's opening up permanently, in terms of us going back to normal in person. In years past before the pandemic, you also have the opportunity. There's a lot of great programming happening in and around the law school. Including classes, some of my colleagues have welcomed high school students to come for a guest lecture or for a class or for a program, that one of your student organizations is presenting. You are welcome to have your high school class come and observe that listen in and come to class. One of the purposes of this is also for this to serve as a pipeline program for the high school students. So that they can envision themselves as you. And see themselves in the space that is a law school. And we do a lot of fundraising for Marsha Brennan so that we can pay for the books. Once we can travel so that we can all travel to the National Moot Court Competition. And so that we can put on the regional competition, and also so that we can provide a small budget for each high school class. That's controlled by you, the fellows for things like, if you wanna have your high school students come to a class or an event at Suffolk, you could buy pizza, or you could take them all to the courthouse because you clerked for a judge and your judge is fine with them coming and seeing what that's like. All of that's possible with the fundraising and with the budget. Great questions.
Any other questions or concerns or anything about the application or next steps? Are most of you rising two LS? Great, what makes you interested in Marshall Brennan? It's okay if you answer that, "Somebody told me to be here." That's great, Samantha. The Marshall Brennan program at Suffolk is one of the reasons why I applied to Suffolk. I'm a one L, so I have an interest because I felt like I was a very naive child even throughout high school. And I went to a vocational high school where I was able to do co-ops in culinary and I was taken advantage of in the employment process. And what I realized is from the age of 14 in Massachusetts, you can work, can sign a worker's permit. You can learn what you can and can't do, but you don't learn rights in the workforce. And schools depend on... Students depend on the schools to teach them, and this is just part of the education that I think is lacking in the schools, is these constitutional issues that could get them in trouble in the long run. Good point, thanks for sharing that, Emily. Hi, I'm also a current one L. I'm interested in this program because when I was in high school, I had some issues where just constitutionally it would've been nice to know my rights so that I could have been informed and felt like I had a voice and issues, and wasn't getting taken advantage of. Similarly my brother had issues. So this is a program I didn't know was available until I came to Suffolk and learned about it. And I think it's amazing. Great, thank you, Eliana. Hi, so after I graduated from undergrad, I worked as an AmeriCorps legal advocate for two years in from here in Massachusetts at a legal services office. And one of my... One of the products I was doing was conducting office hours at one of the local high schools with the immigration attorney. And I think it was really inspiring just to see how much the students at the high school really wanted to learn about what their rights were, and gain to learn more about how the system works. And obviously it's very different immigration and constitution. Though they're related in some ways, but it was really impressive to work with these high school
students who really want to learn what their rights were, and just see what the need was. It was amazing that this program exists because I think a lot of students do wanna know more, but there's just not always the support system in place to get those access... Those resources in school.

That's great, thank you. That's good experience also. Thank you.

That's great.

I should also say too, I don't teach Marshall Brennan alone.

Some of my co-teachers, which who you'll see in the first semester, and also in the spring.

Professor Robert Smith has actually retired from Suffolk, but we keep bringing him back and he loves Marshall Brennan so much that he keeps coming back.

But professor Smith was Dean at Suffolk Law School for a number of years before I started at the law school and where he taught con law also.

And I don't think any of you know him in that context.

I didn't think he's been retired longer than you've been in law school, but you will love him.

And then our other co-teacher is professor John Ifranc, who some of you may know and may have heard.

Might have missed him though, because of sabbatical.

But he also teaches property here.

Land use, religion and the law, voting rights law, all of which are topics that we do sometimes cover in this class.

So you can imagine in the last few years, voting rights has been a big issue.

So we have taught that during this class.

Gun rights continues, second amendment continues to also be an issue that your high school students typically wanna know about also.

So you'll see them.

And then throughout the year, we also tend to have some guest lectures, or if there's something interesting that's happening, we will connect you to it.

So for example, this year, we've got all of the proponents of trial four coming to campus.

So we are asking Marshall Brennan's fellows, if they want to bring their classes to that and do a lesson around that and the criminal justice system in poverty and race and gender and things like that.

Any other question, Julia.

I had one last question, for the high school students,
40:47 obviously we're taking it for credit,
40:48 so we're gonna be graded and you mentioned a paper,
40:50 but are we in charge of giving them any assessments
40:53 or having to grade their work
40:55 or any form of papers in that way?
40:58 That also varies.
41:00 And really from school to school.
41:02 The short answer is yes, there isn't a school
41:06 where you wouldn't be either solely responsible,
41:10 or responsible with your host teachers for grading.
41:15 I'll be honest with you, in some schools,
41:19 homework is something that's not done at home any longer,
41:22 it's done in the class,
41:24 and they sort of flip the classroom.
41:26 And the culture is that you do not assign homework.
41:31 In other classes, that's all they do.
41:35 And it's very homework heavy,
41:38 them writing and that kind of thing.
41:43 They will end up writing
41:46 because they have to for the moot court competitions.
41:49 But not all of your students will be interested in this.
41:54 And you will work with us.
41:59 And we also, I should say,
42:00 work with the Center for Teaching in Scholarly Excellence
42:04 at Suffolk, so CTSE typically helps faculty with teaching.
42:13 But they also have come to Marshall Brennan classes
42:17 to help you with things like backward design.
42:21 And how do you devise a lesson plan?
42:24 And how do you teach high school students?
42:27 Because we understand that many of you will come
42:31 to Marshall Brennan with no formal teaching experience.
42:35 So we do a lot of that.
42:38 We talk a lot about assessments.
42:40 We also talk a lot about adolescent development.
42:44 And that absolutely what I can do to you in class
42:52 and how I can teach law students is dramatically different
42:56 than what you will be able to do
42:58 in your high school classes.
43:01 They would not sit through two hours of lecture.
43:07 You won't have two hours.
43:09 And I should also say that your total teaching time
43:13 will be two hours per week.
43:16 It might be one hour, two days a week.
43:19 It might be two hours, one day a week.
43:22 But that's pretty much the total teaching time.
43:26 So a lot of that we'll talk
43:28 about lecturing versus inactivity.
43:32 How do you assess?
43:34 We talk about assessments, not the best ones,
43:39 not really being a paper or an exam or a quiz.
43:45 It's shocking what we do to you all,
43:48 but the better assessments are things like having somebody
43:53 do an activity or teach you something
43:59 about what they learned rather than quizzing.
And we're having them write a paper. But you're free to do that. And some schools actually want you to. The great other part of Marshall Brennan, and I confess mostly for teachers, is that you have a greater appreciation of teaching. And of that it isn't just, or it shouldn't be, just telling someone what you know. That assessments are a big part of it and having it be fun. And I think if you spoke with Marshall Brennan fellows, they would tell you that it is really fun. Can you do an internship or an externship? I'll throw in and Marshall Brennan, yes. You are free to do an internship with no pay. You're free to do an externship for credit and compensation or just credit. And you're free to work also. And most Marshall Brennan fellows do one or the other. I should also say Marshall Brennan isn't offered for experiential credit. And the reason for that is because you're not functioning as an attorney when you do Marshall Brennan, you're functioning as a teacher. And in that part... But you do get pro bono hours. And generally Marshall Brennan students satisfy pro bono requirements with this class and also are up for pro bono honors and recognition at commencement because of the hours that you'll put in for Marshall Brennan. All good questions. Any other questions or comments? Christina? I have a question, but I think that it might be very specific to me in my class schedule, and I'm wondering if we should talk about it now, in case it applies to other people or not? I could... I'm an evening student and I will be in... I'm an accelerated evening student, so I'm not quite sure where I'm at, but I think I'm a two L and con law is not being offered until the spring, there's a change in registration. And so con law, I would not be taking con law in the fall. I know it's a co-requisite, I'm wondering if there's a potential for me to apply with the hopes of being a part of the program in the spring semester once I do start con law. You are... It's not being offered in the fall. It's not being offered in the fall, just the spring. All right, let's talk about that, but I think you'll be okay. And that should be fine mostly because the con law
that you would be taking this class
goes a lot further than that.
Some of the first amendment might be a little bit tricky,
but none of the fourth will be and other aspects.
So I think the-
And so the requirement of it being a co-requisite
isn't a hundred percent strict, I can still apply.
I would say still apply,
and then we'll talk about that and figure that part out.
Thank you.
I hope that you'll all apply and please don't hesitate
to reach out if you have any other questions or concerns.
And let me know if you do, if you wanna talk one on one,
that's absolutely fine.
I'm gonna stay on, so if you wanna stay on,
you could stay on and ask more questions.
I haven't been able to see if there's anybody
who sort of dropped in a little bit late, if you did,
and you have questions that you didn't hear me address,
please don't hesitate to ask.
But it's good to see you all.
Thank you.
Thank you.