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1999 Conversations at the Crossroads

Site Commitment

Sponsoring Organization: Ramsey International Fine Art
 Contact: Juliana James 9284967 home enter
 Name Phone E-mail

We will provide space for Conversations at the Crossroads Circles as follows:

Location

Name of location: Ramsey
 Address: One West 49th St
 City: Mpls Mn
 Phone: 627 2540
 On Site Contact: Juliana James

Dates & Times

thursdays
 Day Feb 18 Time: 6:30-8:30
Feb 25
March 4-11 and 18 Stones

Name of location: _____
 Address: _____
 City: _____
 Phone: _____
 On Site Contact: _____

Day _____ Time: _____
 Dates: _____

_____ EHEP may assign participants to this/these locations.

_____ We, as sponsors, will fill 8-15 places per circle, so please don't assign participants.

By January 15, 1999
 Fax to 612-330-1507 or mail to:
 EHEP, Augsburg College, CB185, 2211 Riverside Ave., Minneapolis, MN 55454

Juliana James
Ramsey IFAC
One West 49th Street
Minneapolis, Minnesota 55410

Education & Housing Equity Project
(EHEP) - Augsburg College
2211 Riverside Avenue, CB 185
Minneapolis, MN 55454

MPLS MN 554 04/12



55454+1250



TO Bill Hannon

<u>Name</u>	<u>Address</u>	<u>Phone</u>
Juliana James	4920 Uptown Ave S mpls mn 554110	928-4967

Stephen Slater	15 E. 48th St mpls, mn 55409	824-8431
122-7 7970 } TURRY SWANSON	2216 32nd Ave S mpls	55406
Crystal Coleman	2739 Bloomington Ave ^{SO} mpls mn 55407	728-3795
Angela Wash	3532 3rd Ave S mpls mn,	55408
Terry Miller	4925 Girard Ave S mpls	55409 (822-6352)
Louis Roberts	116 Oak Grove St. #306 MPLS, 55403 (871-1191)	

Ornette Coleman	1515 Spruce Place, Minneapolis, MN	55403
Graa Harbuz	2120 W. 49th St	612-925-9293 55409
Jim JACOBSEN	3520 - 41 st Ave S	Mpls 55406 729-5297
Nicole McJAMERSON	5055 Collwood Blvd #202 San Diego, CA 92115	(619) 583-5150
DOUGLAS KEARNEY	5055 COLLWOOD BLVD #202 SAN DIEGO CA 92115	619.583.5150
Diane Wiley	3208 10th Ave S	Mpls MN 55407 612 827-1329
Mary Brozic	3744 Lyndale Ave - So.	Mpls 55409 612/825-2989
Sue Harrington	4925 Girard Ave So	Mpls 55409 612-822-6352
Kerri Risberg	15 E. 48th St.	Mpls MN 55409 824-8431
S. J. Garrison, Jr.	3423 Elliot Ave S.	Mpls, mn. 55407 822-9702
Steve Wash	3532 3rd Ave S	55408 825-9244
Lance Handy	2739 Bloomington Ave So	55407 728-3795

DISCUSSION LEADER'S EVALUATION FORM

This document was adapted from a form developed by Selena Singletary in Springfield, Ohio.

Please complete this form after your last discussion session and return to [address] no later than [date].

1. Your name BILL HANNON
2. The name of your study circle organizer
RAMSEY INTERNATIONAL FINE ARTS SCHOOL
3. Where and when (day of the week and time) did your study circle meet?
THURSDAYS, 6:30-8:30 PM. 2/25 - 3/25
4. How many times did your study circle meet?
FIVE MEETINGS
5. Number of participants at:
Session I 17 Session II 12 Session III 7-9 Session IV 7-9 Session V 7-9
6. How would you characterize your study circle in terms of gender, racial and ethnic make-up, political spectrum, etc.? good well balanced mix re age, gender, race, education, professional/work background
7. What perspectives were well represented in your group? Which were missing? tree experience, perspective; teaching profession; community activity
wealth/power; legislation, policy administration; most affected, dislocated
8. What were your own observations about the dialogue and group process?
open participation; revealing authentic exchanges; rich deep learning
9. What did members of the group say about their discussions?
valuable, edifying, motivating - even as also frustrating, overwhelming
10. What was the topic of the group's liveliest discussion?
causes, responsibilities for segregation - embedded institutionalized racism
11. What were areas of general agreement? What were areas with little consensus?
institutionalized white privilege is unconsciously perpetuated
mixed hope/expectation that things can/will change (in time)
12. What suggestions came from the group about how people (individuals, organizations, institutions, government) might better address the issue?
dialogues a good direct way to start - need to move, broader, deeper
13. Did you have adequate support from your study circle's organizer and from the coordinators of the overall program? If not, what additional support would have been helpful? generally good support.
14. If you were to lead another study circle, what would you change? Feel free to comment on discussion materials, organization of the overall study circle program, your meeting site, your performance as discussion leader, and any other aspects.
predistribution of materials; qualification of some re role understanding, reading/reporting responsibility, commitment & process
15. Do you have concerns, or did the group have concerns, which need to be discussed with the study circle program's working group? modification of discussion guide(?)
or of process timing(?) outcome expectations(?)

Community Circle Participant Profile

1. Community Circle Location Ramsey IFAC
2. Community where you live: City Mpls Neighborhood? Lynnhurst Longfellow
School District _____
3. Community where you work: City SPV Downtown or Business District? _____
4. Ethnic/Racial background?
 African American _____ Hispanic/Latino/Chicano
_____ American Indian/Native American White/European
_____ Asian American _____ Mixed Racial Background
_____ Arab/Middle Eastern _____ Other
5. Gender Male Female
6. Age/Generation: Born in... 1920's 30's 40's 50's
 60's 70's 80's
7. Household/Family: Married/Partnered no children _____ Married/Partnered with children
Single alone _____ Single with children _____ Minor living with family _____ Room Mate _____
Other family configuration (e.g., extended family) _____ Other _____ Number in your household _____
8. Income Level: Low Moderate Middle High _____
9. Education (highest level attained): Grade or Middle School _____ High School
College studies Community College/Vo-Tech _____ College Degree
Graduate studies _____ Graduate School Degree Are you currently a student? _____
9. Political Affiliation: DFL Republican _____ Reform _____ Other
Independent (no affiliation)
10. Political Perspective: Liberal Conservative _____ Moderate
Libertarian _____ Other Radical
11. Housing Situation: Home owner Renter Landlord _____
Single-Family _____ Multi-Family _____ Other _____
12. Religious Affiliation/Faith Group: Catholic Protestant Jewish _____
Muslim _____ Unitarian _____ Other No affiliation
13. Employment/Occupation: Government _____ Education Private Industry _____
Corporate _____ Small Business _____ Self Employed Non-profit
Not Employed Retired _____ Other _____
14. Do you have children attending K-12 Schools? Public School _____ Private School Other grandchildren in public school

Planning Community-wide Study Circle Programs: A Step-by-Step Guide

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MEMO TO: Dick Little / Pam Jewson, EHEP

FROM: Bill Hannon

DATE: 5/23/99

SUBJECT: Ramsey International Fine Arts School Community Circle Dialogue

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Enclosed is the completed *Discussion Leader's Evaluation Form*.

Since our group did not follow the prescribed/desired format, we did not address or complete the *Session #5: Making a Difference Community Circle Report Form*.

We also didn't distribute the *After the Study Circle...* and the *Now That We've Talked...* forms to participants. The set of final forms was delivered to me at Session #5 by the scribe, but at a time when the contents couldn't be reviewed, and also without extra copies of the above two forms for distribution to the group. Therefore, if you think it would still be appropriate, I might suggest that copies be included in any follow-up mailings you may be preparing for this Circle's members.

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Our first session was filled by a wonderful round of introductory stories by a rich mix of 17 people. I also introduced the Discussion Guide booklet, with a quick page-by-page overview of content and intended use as the sessions would progress, along with a request that participants try to find time to review the Session One data content and questions, in order to "get grounded in content and premises," and thus be able to move directly the following week into the Session Two content and questions. [Here, two major design critique comments: with no pre-distribution or sufficient opportunity during the first session for real familiarity with the "Introduction" or "Getting Started" sections, and a heavy homework assignment right away, there was an immediate sense of "being behind before we even get started." Daunting, but still apparently not

EHEP Memo
5/23/99; Page 2

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This topic--i.e., "segregation, and its resultant gross inequities across the full spectrum of community life, caused by deeply embedded racism, continuously manifested in perpetually institutionalized white privilege" . . . along with the dismissal of the Guide as a legitimate and useful discussion framework . . . turned out to be the primary focus not only for all of Session Two, but, in one variation or another, for all three subsequent sessions as well.

For example, at one point, in seeking to use the Discussion Guide directly, and provide an example to the group of its potential usefulness in informing our dialogue, I asked another activist participant to read aloud paragraph 3 in the Session Two section ("Institutional racism in housing, hiring, and education leads to inequities"). The reading produced recognition that a central problem was constructively stated there--but another feeling also was evoked, to the effect that such intellectually correct statements are in fact quite common, but are used to create the illusion of recognition, without a real understanding or commitment to dealing with the consequences of their meaning.

Early in Session Three (then attended by what turned out to be a continuing core group of 7 to 9 participants), when reconnecting and seeking to bridge from the prior session, I sought as facilitator to name themes I thought I'd heard from the group the previous week--a primary one being "hopelessness," expressed by persons of color about the devastated conditions and negative promise of their people's circumstances, as well as by other participants who had spent their adult lifetimes in education and community involvement work on the problems of racism, only to be confronted again with the data backgrounding these sessions which reflect seemingly intractable, ever-worsening conditions.

Another main theme was of "discouragement" surrounding the enormous resources of time, money and talent being spent for decades on racism, to no apparent significant avail--and with the perverse effect that people are making careers (e.g., social workers) and investment return (e.g., housing developers) on "the problem," thus having incentivized vested interests in its continuation. As a facilitator I did not name

EHEP Memo
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[I believe these reactions to the Guide relate at least in part to another design critique of the Circles process: the materials, which in my view are extremely well prepared and prospectively useful in some settings, are unlikely to have universal appeal to groups of randomly and/or self-selected individuals from the general community, all of whom may not be immediately skilled and comfortable dealing in rather abstract analytical thought and discourse processes--particularly when barely sufficient time is available to reflectively penetrate the densely complex realities they represent.]

As an example of my facilitation intention in Session 4, I recall trying to reframe and redirect the group onto a track of generating concrete action ideas and steps by suggesting that it was my view that this entire five-session dialogue was not about racism per se, but about current manifestations of racism, and about how well-informed, highly intentional and committed people might work together to deal constructively with these manifestations.

The response, again led by the dominant member from the black community (and I believe echoed and supported strongly by most of the rest of the group) was that until the harm caused by "the vile, indelible stain of systemically embedded racism on the fabric of our society" is explicitly acknowledged (virtually as a condition to even beginning to discuss remedies), all such "efforts" will be doomed to ineffective results, thus continuing the illusion of problem remediation, while community and societal conditions degrade further.

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Ramsay Intl Fine Arts Group Juliana James

Community Conversation Circles

Meeting One

Where people are from and something about how they grew up:

Morris, Minnesota - the Minneapolis school my children go to now is a nasty political place, teachers and principals abuse the students; San Diego, CA.: stable neighborhood but blacks could not go where they were not wanted; small town in Louisiana people treated me with surprise because I was an intelligent, articulate black woman; Trinidad Tobago - no racism there, grew up with Hindu, Asian, African people, moved to Chicago to an all white neighborhood, wants to learn from ALL others; Korea, moved to Brooklyn, family always committed to social justice; Chicago IB Wells housing project, "Racism has impacted on blacks by creating in blacks, the desire to disassociate from being black. The only blacks kids in Mpls. see are the down and out blacks. The lack of dialogue makes people put on walls. Low income housing is being destroyed. The best educated leave; grew up in a foster home, I took my kids out of Minneapolis Public Schools because they were getting A's on papers that were sloppy; Chicago projects, gangs, drug activity; Silver Spring Maryland; hard workin' folks, poor, share croppers lots of Quakers, helped Blacks get property, Dad told me you have to work twice as hard as whites to get where you have to go. Our country just WILL NOT get over slavery. We have a huge problem with Race; Mississippi, grew up ashamed of blackness, worst Jim Crow laws, grew up extremely afraid; Minneapolis; raised \$130,000 to help Black students in Seward school, but this grant was trashed because it was the exclusionary model, (for Black only), Minneapolis schools don't want the village in.

Meeting Two

"Segregation exists to maintain the power and privilege of those who have it". "Slavery destroyed every black male, physically, mentally and emotionally." White to Black hatred has been extreme. "The number of affordable housing units in his city is related to RACE and its' not being addressed by this city and it is not in the language of the policy makers". "Put jobs where the people are and pay a living wage". "There are real racist real estate agents putting people on the North or South side". Problem - blacks were screwed over for so many years so bad they cannot catch up. Minneapolis wouldn't have a housing problem if the blacks left. WE CANNOT TALK ABOUT CORRECTION UNTIL WE DEFINE THE ISSUE.

"The minute you let up on public policy it falls back to the same B.S." "You got to understand black folks are dying, those that can get out of their neighborhood, they get out and make it and they don't come back and they don't give back.

Black folks speak from the heart, white speak from the intellect, we need to each meet up with the other.

The little blacks have they fight and kill each other over it.

Bureaucracy - the institutionalization of the programs that are there to help are NOT BEING PARTICIPATED IN BY THOSE MOST AFFECTED BY THE SOCIAL ILLS.

White privilege is not wanted to , refusing to feel shame and responsibility for genocide against blacks and other people of color. Is there hope? We need hope. We need to re-establish our villages, if you don't have a place to live that's decent, how can you have hope? The problem is the lack of belief in self power. The people in this circle can stop racism and change this city forever.

Meeting Three

Segregation is specifically racially motivated, but the element of POWER is involved. Immigrant groups cluster together when they come here and those with the power say, I have the power and won't let it go, you don't and that's fine.

In North Minneapolis, the Jewish temple moved to St. Louis Park. This devastated the North Side.

Segregation is economic power. Those that have it cling to it, those that don't have it, don't. Segregation prevents blacks and whites from socializing and getting closer.

The war on poverty was shut down before it really got going.

School integration doesn't really work. Closing Central High School and Marshall High School, two integrated schools was really wrong. Now I've been a life-long member of the NAACP, now who is gaining from the self destructiveness of the NAACP.

Slavery was a huge harm done to a group of people that is possibly irreparable and the wealth got which also brought intelligence and knowledge to the other group.

We acknowledge that racism is a vile indelible stain on American Society and it is systemically embedded.

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All of these issues are like a rat's nest, deeply intertwined.

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Whites need to hear and empathize with the issues of slavery.

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As institutions are created, they rest you up then you go right back to where you were living and IT doesn't WORK

Discussing these issues without those most affected is RIDICULOUS. Who is not here in these circles is really important. If you have sizeable success in these areas you can still leave out a large chunk of people.

Part of the strategy is who has the pie and where will the slices go.

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If we push for new laws, we'll be working with the sharks that consume hope and twist their laws to their own ends.

The questions in this book come out of the system that is causing the problem.

The programs that get funded have no connection to the people who need them.

Meeting Four

Fear and power are the main controllers and perpetrators of segregation. Those in power fear letting go and are unwilling to share. The system of privilege maintains segregation.

Gender predates racism and sets the foundation for the system of racism. Misogyny and hatred of women set the stage for hatred between blacks and whites.

Slavery is not over. The issues passed down to families who are black remain unsolved and it is cyclical. Like cyclical abuse and neglect, this cycle means blacks cannot overcome these ill psychological effects.

The affordable housing committees will not put down race as an issue.

Honesty might hurt, we have to call on public officials to be honest. We have to change the exclusionary way we do business. Racism was carefully constructed and put in place. It can be deconstructed, which requires a real grass root effort.

If you can't say it, you can't change it. Say it so you can shout it.

There must be economic reparations to blacks.

The way that everything is set up is to make sure nothing changes.

The first problem is to recognize racism. Recognize your role in the situation.

The black race has been almost destroyed. It needs to be rehabilitated. We have been stagnant, for so long. WE have been beat, we need to be re-educated and re-born.

The destruction of "fathering" during slavery, the demasculinization of the black man, Minneapolis needs to help rebuild the black family to solve problems of segregation. Blacks need to play the pivotal role, the central role, in the rehabilitation of blacks.

Once an idea becomes institutionalized, its a bad idea. Poor folks who really need to stuff can't access them.

You need people on the streets to go directly to the people to educate them about services.

Affirmative action was a kind of reparation. We need to talk directly about race. If you took all the blacks out of Mpls., the dollars would magically appear to build housing. No one in this town is willing to say blacks are a problem in housing and education. certain institutions, in every level, school, housing, we have all these hurdles. Those in power are white males. We need white males to become advocates. Empowerment of people, we need to break the system down.

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Community Conversation Circles

Meeting One

Where people are from and something about how they grew up:

Morris, Minnesota - the Minneapolis school my children go to now is a nasty political place, teachers and principals abuse the students; San Diego, CA.; stable neighborhood but blacks could not go where they were not wanted; small town in Louisiana people treated me with surprise because I was an intelligent, articulate black woman; Trinidad Tobago - no racism there, grew up with Hindu, Asian, African people, moved to Chicago to an all white neighborhood, wants to learn from ALL others; Korea, moved to Brooklyn, family always committed to social justice; Chicago IB Wells housing project, "Racism has impacted on blacks by creating in blacks, the desire to disassociate from being black. The only blacks kids in Mpls. see are the down and out blacks. The lack of dialogue makes people put on walls. Low income housing is being destroyed. The best educated leave; grew up in a foster home, I took my kids out of Minneapolis Public Schools because they were getting A's on papers that were sloppy; Chicago projects, gangs, drug activity; Silver Spring Maryland; hard workin' folks, poor, share croppers lots of Quakers, helped Blacks get property, Dad told me you have to work twice as hard as whites to get where you have to go. Our country just WILL NOT get over slavery. We have a huge problem with Race; Mississippi, grew up ashamed of blackness, worst Jim Crow laws, grew up extremely afraid; Minneapolis; raised \$130,000 to help Black students in Seward school, but this grant was trashed because it was the exclusionary model, (for Black only), Minneapolis schools don't want the village in.

Meeting Two

"Segregation exists to maintain the power and privilege of those who have it". "Slavery destroyed every black male, physically, mentally and emotionally." White to Black hatred has been extreme. "The number of affordable housing units in his city is related to RACE and its' not being addressed by this city and it is not in the language of the policy makers". "Put jobs where the people are and pay a living wage". "There are real racist real estate agents putting people on the North or South side". Problem - blacks were screwed over for so many years so bad they cannot catch up. Minneapolis wouldn't have a housing problem if the blacks left. WE CANNOT TALK ABOUT CORRECTION UNTIL WE DEFINE THE ISSUE.

"The minute you let up on public policy it falls back to the same B.S.!" "You got to understand black folks are dying, those that can get out of their neighborhood, they get out and make it and they don't come back and they don't give back.

Black folks speak from the heart, white speak from the intellect, we need to each meet up with the other.

The little blacks have they fight and kill each other over it.

Bureaucracy - the institutionalization of the programs that are there to help are NOT BEING PARTICIPATED IN BY THOSE MOST AFFECTED BY THE SOCIAL ILLS.

White privilege is not wanted to , refusing to feel shame and responsibility for genocide against blacks and other people of color. Is there hope? We need hope. We need to re-establish our villages, if you don't have a place to live that's decent, how can you have hope? The problem is the lack of belief in self power. The people in this circle can stop racism and change this city forever.

Meeting Three

Segregation is specifically racially motivated, but the element of POWER is involved. Immigrant groups cluster together when they come here and those with the power say, I have the power and won't let it go, you don't and that's fine.

In North Minneapolis, the Jewish temple moved to St. Louis Park. This devastated the North Side.

Segregation is economic power. Those that have it cling to it, those that don't have it, don't. Segregation prevents blacks and whites from socializing and getting closer.

The war on poverty was shut down before it really got going.

School integration doesn't really work. Closing Central High School and Marshall High School, two integrated schools was really wrong. Now I've been a life-long member of the NAACP, now who is gaining from the self destructiveness of the NAACP.

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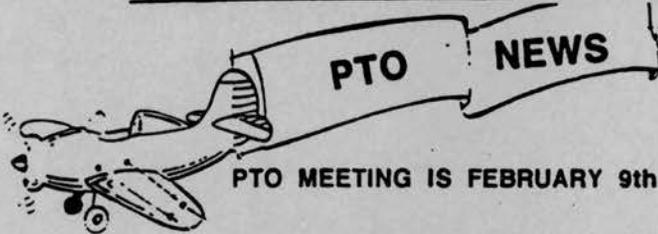


INTERNATIONAL FINE ARTS CENTER

Newsletter

February 2, 1999

1 WEST 49TH STREET MINNEAPOLIS MINNESOTA 55409-2587 TELEPHONE 627-2540



PTO MEETING IS FEBRUARY 9th

7-9:00 PM in the Band Room

As always, free childcare and transportation are available. And another lucky student will win a \$25 Gift Certificate Door Prize!

RESTITUTION AT RAMSEY: WHAT DOES IT REALLY MEAN?

Students need discipline at school and home. But what does that really mean? How can students learn from their mistakes? How can students learn to make good, right choices from within? How can students learn to make things right? Ramsey staff are continuing to restructure their approach to discipline using a process called Restitution. Discover ways to apply the concepts of Restitution at home. Program will be presented by the Restitution Committee Members.

AFRICAN AMERICAN FAMILY INVOLVEMENT DAY IS MONDAY, FEBRUARY 8
Please see attached invitation.

WE HOPE THAT ALL FAMILIES WILL COME TO SCHOOL THAT DAY- EVERYONE IS WELCOME!!! YOUR STUDENTS WANT TO SHINE FOR YOU!

FAMILY MATH NIGHT A SUCCESS!!
Thanks to all who came out for a great evening of food, fun and learning last week. Special thanks to Ramsey 2nd grade teacher Joanne Lambrecht for inviting our guest teacher, to the PTO who organized the event AND A SPECIAL THANKS TO RAMSEY PARENT IRENE MOONEY and her children Victor (2nd grade) and Rachel (1st grade) for pitching in at the last minute. We were thrilled with the turnout but would have been lost without Irene and company!

CONGRATS TO THE PRIZEWINNERS: Tori Roberts and De'Angelo Madison who each received a \$25 Target Gift Certificate from the PTO.

DON'T MISS THE BENEFIT FOR SAM COSTA!
****Thursday Night, February 4****see flyer



Student - Teacher Progression *(Looping) Informational Sessions

Tuesday, February 2 at 7pm
or
Thursday, February 11 at 5pm

Media Center

ALL parents are encouraged to attend one of these informational sessions.

DIALOGUE with the members of the Task Force; **ASK** questions; be provided **ANSWERS**

RAMSEY TO HOST COMMUNITY CONVERSATIONS

Ramsey invites you to join in a conversation at the crossroads - "Beyond Busing - Education, Housing and Race". There will be an informational meeting on Thursday, February 11, from 6:30 - 7:00 PM, Rm. 301. Conversations will take place on Thursdays: Feb. 18, Feb. 25, March 4, March 11 and March 18 from 6:30 - 8:30 PM in Room 301.



CALENDAR NOTES

FEBRUARY IS BLACK HISTORY MONTH and I LOVE TO READ MONTH!

- Feb. 2: MBS Tests for 8th Grade
Middle School Looping Mtng, 7:00 PM, Media
- Feb. 3: Site Council Meets, 6:00 PM
- Feb. 4: MBS Tests for 8th Grade
Art from the Heart, Sam Costa Benefit, 5:30 ..
- Feb. 5: Juliana James to state-wide Midl Schl Student Council Advisor conference, St. Cloud
Eighth Grade Lock In
- Feb. 8: African American Family Involvement Day
- Feb. 9: Middle School Roundtable Meets, 6:00 PM
PTO meets, 7:00 PM
- Feb. 11: Middle School Looping Mtng, 5:00 PM, Media
Community Conversation Info. Mtng., 6:30 - 7:00 PM, Rm# 301
Eighth Grade Trip Mtng and Dessert Potluck, Cafeteria, 7:00 PM
- Feb. 12: Midl Schl to "Witness" Program, Orchestra Hall
Middle School "Good Heart" Coronation / Dance
- Feb. 15: NO SCHOOL: Presidents' Holiday
- Feb. 16: Foundation Meets, 5 - 7:00 PM, Conference Rm
PTO Boards Meets, 7:00 PM, Conference Rm
- Feb. 18: SPCO in Strings Class, 12:15 - 1:15 PM
Autism Support Group, 5:45 - 8:15 PM
Community Conversation, 6:30 - 8:30 PM, #301
- Feb. 19: Fifth Grade to Roller Gardens
- Feb. 24: Fifth Grade Dessert Potluck, 7- 8:30 PM
- Feb. 25: REAP Meets
Community Conversation, 6:30 - 8:30 PM, #301
- Feb. 27: Rainbow Families Conf., 8:30 AM - 4:00 PM,
Hennepin Ave. United Methodist Church
- Feb. 28: Sibling Preference / School Choice Cards Due

RAMSEY BASKETBALL EAGLES ON THE MOVE

Coaches Richard Briscoe (boys) and Tony Williams (girls) have the teams well underway into the season. The next games will be at Ramsey on Tuesday, February 2nd, Friday, February 5th, at Green, at Sheridan on Friday, February 12th, and Tuesday, March 16th at Ramsey (this game is boys only). All games begin at 4:00 PM.

RAMSEY THANKS

Parents Ruth Dunn, Richard Briscoe, Melissa Olson, Crystal John and Rebecca McConkey who've volunteered to answer questions about Ramsey at the Information Fair this Saturday, February 6th. We still need a few more people - please sign up outside the Main Office door or call Lisa McLean, 627-2540. Thanks!

8th GRADE TRIP MEETING

Please come to the Winnipeg trip meeting, Thursday, February 11th, at 7:00 PM in the cafeteria. It's a dessert potluck. Questions? Please call Peggy Cottrell, 926-4677.

ATTENTION ALL FIFTH GRADE FAMILIES

There will be a dessert potluck Wednesday evening, February 24th, in the cafeteria, from 7 - 8:30 PM. Questions? Please call Cally Larson at 822 - 1334.

8th GRADE TEST THIS WEEK

All 8th grade students will take the Minnesota Basic Standards Tests (MBST) in reading and math on February 2nd and 4th. Please make every effort to have your student in school these two days. Students must pass the required basic standards test in order to graduate from high school. Contact Gene Goss or Bev Halvorson (627-2540) if you have questions. Thank you.

RAMSEY STAFF WIN AWARDS

Congratulations to Vocal Music Teacher Margret LaFleur and Spanish / Humanities Teacher Juliana James who each received a \$500 Imagination Fund Grant from the Star Tribune. Congratulations also go to Juliana for winning a \$2,336 grant from the Lutheran Brotherhood for books for the Media Center.

RAMSEY'S MUSICAL HITS THE STAGE

Don't Call Me Rump!, this year's musical has been cast and rehearsals begin Tuesday, February 2nd. **ADULT HELP IS NEEDED!** Please support our students and volunteer - see Linda Kronick at Ramsey or call Ramsey Parent Sandra Roback, 824-1040. Performance dates are March 17 - 19.

YEARBOOK UPDATE

Very important message to 8th graders: It's your turn to have your **BABY PICTURE** in the yearbook. Please turn them into the box in the office ASAP but absolutely no later than February 22nd. Please choose carefully: your picture can not be returned. Yearbooks are \$8.00 - return order form with payment to your child's teacher. Don't worry if you're missing the payment envelope - just put payment in a plain envelope, mark it with name, room # and the number of copies you're ordering. The Yearbook Committee still needs candid photos for the yearbook - either black & white or color will do. Please call Sue Lofgren, 729-2003, with your questions.

WHAT CAN FAMILIES AND COMMUNITY DO TO SUPPORT THE ACADEMIC LIVES OF OUR CHILDREN?

Join this free community dialogue on Wednesday, Feb. 10th, from 7 - 9:00 PM, at Sabathani Community Center, 310 E. 38th St. (3rd Ave. S. and 38th St.) and participate in an important conversation with Dr. Freeman A. Hrabowski. Event is sponsored by the League of Women Voters of Mpls, the Mpls Urban League and other community and academic organizations. Call (612)333-6319 or visit the web site www.lwvmpis.org for more information.

WITNESS CONCERT FEATURES RAMSEY CONNECTIONS

The WITNESS concert, a celebration of African American Composers, features special guests, the Leigh Morris Chorale, who will be performing with Jazz Great Billy Taylor next weekend at Orchestra Hall. Ramsey's own Margret LaFleur and Tom Cross (husband to Ramsey strings teacher Pat Kelly) sing in this chorale. Performance is Saturday, February, 13th, at 8:00 PM. TREATSEATS coupons or your Target Guest Card may be used for ticket discounts. For ticket information call (612) 371-5656.



*You are invited to
National African American Family Involvement Day*

Monday, February 8, 1999

*Call the main office (627-2540)
if you need a taxi voucher.*



**Schedule of special events at Ramsey IFAC
9:40 a.m. - 3:50 p.m.**

Dance Studio - sign in, coffee & cookies, pick up scavenger hunt bag

10:00-11:20 Ongoing informal discussion with Dawn Allan in dance studio

10:00 -12:00 LaRue Fields (Office of Family Involvement) visits Ramsey

11:20-1:50 Lunch in the **dance studio (\$3.00)**

12:20-1:15 Open rehearsals - Upper School band and orchestras

Ongoing events:

Classroom visits all day

Lower School art teacher Gayle Bliss - REAP child/parent art activity

Decorate your door contest/collecting of stories

Scavenger Hunt for parents with prizes (plants from Bachmans)

Parent photo opportunity with children

Community informational booths (Washburn Library, Sabathani Community Center, Pillsbury Neighborhood Center and others)

Book Fair in the Media Center

ELL display in hallway

Ramsey "Celebrate the Joy in All Humanity" t-shirts on sale

Are You Coming to
Art From The Heart
A benefit and show of support
for Sam Costa?

February 4, 7:30-9:30 PM at Ramsey International Fine Arts Center the following artists will gather to honor local dancer and teacher, Sam Costa.

Michael Dennis Browne,
IN THE HEART OF THE BEAST
PUPPET AND MASK THEATRE,
Gen Huitt, YOUNG DANCE,
Galumph Performance Troupe,
Tom Wells, Tim Leach, Tap Twistas,
Roy McBride, CHRIS GRIFFITH
and
a Ramsey Quartet.

Please join us for an evening of fun, laughter and
Art From The Heart!



February 4, 1999
7:30-9:30

Tickets available at the door for \$7.00,
Ramsey International Fine Arts Center
1 West 49th Street, Mpls. MN 55409

