Here Comes The Annual TOPS Auction!

By the Auction Committee

Well, TOPS parents, it's getting to be that time of the year again. Time to roll up our collective sleeves and get busy collecting items for the 11th annual TOPS Spring Auction. As a TOPS family, by now you should have received a packet of information and donation forms in the mail. We ask you to do your share for this fundraiser by procuring at least three items for the auction.

What kinds of items can you round up? Here are a couple of tips. Topping the silent-auction success chart are restaurant gift certificates and home-cooked dinners. How great would it be if everyone went to their favorite place and procured a dinner out for two! Next in line come tickets to sports events, theater tickets, hotel stays, vacation homes, airline tickets, theme baskets, and salon gift certificates.

This year the auction committee is determined to surpass the set goal of $75,000. We also want to cut expenses, partly by raising ticket prices to actually cover the cost of food, beverages, and room rental, and partly by seeking donations specifically aimed at covering our operating costs (usually about $10,000). In a single month's time, our extraordinarily energetic underwriting team of Barbara Lui, Judith Gille, and Kelli Knutsen has already collected $1,100 in cash toward that goal. How would you or someone you know like to help sponsor the TOPS Auction? By donating money or your business's services at any of our three levels — Great ($100-299), Fantastic ($300-499), or

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A Message From The Principal

Thank you for your support of the TOPS No-Bake Sale. If you haven't donated yet, there's still time. Your participation in the No-Bake and Auction is especially needed this year, as we face one of our greatest financial crises in school funding for next year. The money from the two fundraisers provides your students with K-4 art instruction, scholarships for student activities/field trips, a full-time counselor, books, science lab equipment, supplies, a speech tournament, TOPICS, drama, the volunteer coordinator, and eighth grade passage. The district is carefully planning, consolidating departments and looking for ways to save, but we will certainly see a reduction in the size of our budget. We are beginning to plan, carefully looking at programs and priorities for TOPS. There is a good chance that we will see class sizes increase due to a decrease in our foundation allocation and none of the expected increase to our I-728 money. We only receive funding for students who are here; if we maintain smaller class sizes, we won't be able to support our needs. Although these discussions and decisions are difficult, we are fortunate to have a solid mission and vision to guide us, as well as a staff that continually looks for what is best for our students.

On January 15 we had a wonderful assembly to honor Dr. Martin Luther King Jr. The celebration, emceed by ASB President Traci Tate, featured musical selections by the fifth grade, kindergarten, Hummingbird Choir, and Inspire Choir, as well as “Lift Every Voice and Sing,” performed by Mr. Ellis and Ms. Poole. First- and second-graders contributed with poetry and chants. A group of middle school students shared the meaning behind the celebration through a series of readings.

Our middle school play, directed by Todd Jamieson, is coming up on February 6 and 8. I hope you can make it. February 10 is National African American Parent Involvement Day. We would like to welcome all TOPS parents to visit their children’s classrooms or come have lunch with their children. Mr. Denton and I, along with members of the Coalition for Social Justice, would also like to invite you for coffee between 10 and 11.

Cheers!

Clara
SERVICE LEARNING IN THE MIDDLE SCHOOL

By Maude Scott and Susie Martin

This article should have appeared in the December issue. My apologies. ~Editor

This year marks the beginning of an exciting new addition to the TOPS eighth grade curriculum: service learning. Most Seattle high schools include service learning as part of their graduation requirements, and a number of Seattle middle schools have added it to their programs. Clara Scott was very involved in introducing the service learning program as counseling department chair at Nathan Hale High School, leading the way for Seattle Public Schools to make it a high school requirement. She has wanted to bring it to TOPS for years. In her words, “Students learn about themselves through giving to others. It validates who they are.” Ms. Scott, Mr. Denton, Ms. Eick, Ms. Hart, and Ms. Martin have been working with a group of eighth grade parents to set up the program.

Starting in January, service learning will be part of the curriculum in eighth grade language arts and social studies classes. Ms. Eick will teach a unit called “People Can Make A Difference,” in which students study a person who has made a difference in our community. Then they will each have a chance to see that they too can make a difference, through giving ten hours of their own time to one or more community organizations.

The program will be flexible. Students can work for one hour a week or two five-hour stints on a weekend. They will receive a list of places where they can volunteer, along with a phone number, web address, contact name, and brief description of what each organization does. This is intended to give students a choice of the kind of work they want to do—from planting trees to tutoring kids or working in a soup kitchen. Students may also work for organizations that are not on the list, providing they are engaged in community service. It will be up to each student to choose an activity, contact the agency to arrange for their service time, keep a journal about their service learning, and complete a final project about the experience.

To help make service learning a success at TOPS, a group of eighth grade parents will work as team leaders. Each team leader will be assigned a small group of students who will report to them about their service learning projects. The parents will answer questions and offer some assistance if students need help. Other parents are encouraged to get involved in such activities as taking a group of students to work on a Saturday on a stream restoration project.

Parents who are interested in learning more about being a team leader should contact Maude Scott at 329-7942 or by email at maude@djc.com, or Rebecca Fox at 322-5239 or by email at Heller-Fox@email.msn.com.

Our position is that the assignment problem bears directly on the issue of quality seats in the entire Central Cluster, and that equitable redress of assignment problems requires cluster-wide remedies. We have an opportunity to make a constructive impact here, and to carry forward the work of helping to strengthen schools and thus increase educational opportunity in the Central Cluster.

~ Ben Low & Michelle Penny Legion, Co-leaders of SSA (Subcommittee on School Assignment) Group 3

We seek to broaden the circle of involvement within the TOPS community. We will be working through the Coalition for Social Justice on communication and outreach, to share information about the ongoing work aimed at full realization of the school Mission. All are welcome to come and join this conversation. We are continuing to focus on the achievement gap through group dialogue and readings on these issues with the purpose of helping TOPS cultivate an anti-bias ethos to become a culturally-inclusive school.

~ Beth Wheeler, co-leader of SSA Group 1
The National Black History Month theme this month and throughout the year, "The Souls of Black Folk: Centennial Reflections," invites an in-depth, critical examination and analysis of the state of the African American in America today. The following piece contains information from an article written by Lerone Bennett Jr., executive editor of Ebony Magazine, and published in February 1999.

THE ORIGINS OF BLACK HISTORY MONTH

Carter G. Woodson (1875-1950)

This is the story of how Carter G. Woodson, known as the Father of Black History, saved himself for the history he ultimately saved and transformed.

James Henry and Anne Eliza Woodson, two former slaves who could not read or write, had the honor of bringing Carter G. Woodson into the world on December 19, 1875, in New Canton, Buckingham County, Virginia. The Woodson family was impoverished and oppressed, and the future scholar’s childhood was bleak and unpromising. Like so many of his contemporaries, he was denied education partly because there were few Black schools, partly because his father needed his hands in the fields. Driven by this need, young Carter, aided by two uncles, taught himself the ABCs between backbreaking hours in the field.

He moved in 1892 to Huntington, West Virginia, which had one of those rarities of the time, a high school for Black students. To get money to finance his education, he went to work in the coal mines, braving falling rocks, accidental explosions, and poisonous gases. At 17, the young man who was called by history to reveal Black history was an untutored coal miner. At 19, after teaching himself the fundamentals of English and arithmetic, he entered Douglass High School and mastered the four-year curriculum in less than two years. At 22, after two-thirds of a year at Berea College, he returned to the coal mines and studied Latin and Greek between trips to the mine shafts. Four years after his graduation, he returned to Douglass High School as principal. Woodson then went on to the University of Chicago, where he received bachelor’s and master’s degrees, and Harvard University, where he became the second Black to receive a doctorate in history.

When Woodson arrived in Washington, D.C., in 1909 and began his research, he said “the people there laughed at me in my poverty. I had the ‘audacity’ to write a book on the Negro, the ‘scholarly’ people of Washington laughed at it.” The laughing stopped in 1915. On Thursday, September 9, 1915, he asked four supporters—YMCA director A. L. Jackson, Dr. George Cleveland Hall, insurance executive J. E. Stamps, and teacher W. B. Hartgrove—to join him in organizing the Association for the Study of Negro Life and History. The purposes of the organization, in Woodson’s words, were “the collection of sociological and historical data on the Negro, the study of peoples of African blood, the publishing of books in the field, and the promotion of harmony between the races by acquainting the one with the other.” On January 1, 1916, Woodson published at his own expense the first issue of the Journal of Negro History.

In 1920, he organized Associated Negro Publishers, “to make possible the publication and circulation of valuable books on colored people not acceptable to most publishers.” In 1922, he published one of the major books in the history of Black America, The Negro In Our History.

On February 7, 1926, he organized Negro History Week, which was expanded in the ‘60s to Black History Month. This was perhaps his proudest accomplishment. “No other single thing,” he said, “has done so much to dramatize the achievement of persons of African blood.” It serves also as eloquent evidence of the courage and devotion of Carter G. Woodson, who burrowed into the deep veins of the Black experience. Dr. L. D. Reddick said Woodson’s “main interest ... was in Negro boys and girls and their teachers and parents. He wanted these youngsters to grow up with an appreciation of their own possibilities through knowledge of the contributions Black folks had made to world ... history....”

It was for the young, then, and for the future, that Woodson rummaged in the past. He believed that you look back in order to look forward. It was his faith that “the achievements of the Negro properly set forth will crown him as a factor in early human progress and a maker of modern civilization.”

When, on April 3, 1950, he died at the age of 74, he had erected millions of monuments to his own memory in the hearts and minds of the people. “With the power of cumulative fact,” Mary McLeod Bethune said, “he moved back the barriers and broadened our visions of the world, and the world’s vision of us.”
SITE COUNCIL MEETING REPORT  
JANUARY 8, 2003

By Ellen Markman

MUSIC COMMITTEE
Laurie Roth, co-chair of the music committee, proposed changes to Site Council rules regarding process and administration of the Special Auction Item. The current process is unclear, and the Site Council will discuss at the February meeting amendments that will clarify how the TOPS community can propose Special Auction Item funding and how that money is administered after the auction.

PRINCIPAL’S REPORT
Clara Scott reported that the school visits have started, with 25 parents attending the first TOPS tour. She thanked all who are volunteering with the tours. The TOPS ultimate Frisbee team received the spirit award at the school board meeting January 8.

There was a discussion related to Ms. Scott’s letter in last month’s newsletter regarding increased aggression, and she emphasized the need for cooperation and trust between parents, teachers, and staff.

EASTLAKE COMMUNITY COUNCIL
Susan Kaufman, Eastlake Community Council representative to the Site Council, said that the ECC had asked her to speak about the “culture of their neighborhood, since we are in their school in their neighborhood” and they would like us (TOPS) to know more about them. The ECC developed a neighborhood plan between 1995 and 1998, with four main focuses that were important to Eastlake – “mainstreet”, developing the neighborhood commercial area, “diversity”, “affordable housing” and one more that she couldn’t recall. Susan pointed out that at that time the ECC recommended that the neighborhood have access to the school. They are hoping to have a dialogue with TOPS and solve what she termed the ongoing access problem.

Susan was questioned about the signs posted around the neighborhood which read “Welcome to beautiful Eastlake, a neighborhood with NO school.” She said she did not post them herself and did not know the intent.

DEVELOPMENT COMMITTEE
Jennifer Shaw reported that the No-Bake proceeds are at $41,000, with 265 families giving, representing 59% participation. She was hopeful that more money was going to come in within the next few weeks.

FACES
Marlies van Bergeijk reported on the continuing work of the FACES committee, formed in response to the assignment issue last fall. Attention has divided into three areas: 1) inside the TOPS community; 2) in the Eastlake community; and 3) at the board and district level.

Group 1 has found a natural link with the Coalition for Social Justice. Elizabeth Dickinson and Beth Wheeler are heading up this group. They hope to increase attendance and membership at CSJ meetings, and to work on an internal discussion around the assignment issue.

Group 2 is still in the planning stages.

Group 3 is under the leadership of Ben Low and Michelle Pennylegion. They are working with Pauline Hill, the director of the Central Cluster schools, and producing a newsletter to highlight these schools. The first newsletter, with a focus on Martin Luther King Jr. Elementary, is expected to be published January 21. Jack Lee and Keith Toussaint are reviewing all the Central Cluster schools’ websites to help maximize their effectiveness and positive image.

TOPS will continue to attend school board meetings and speak during the delegations and petitions portion of the bimonthly meetings. The Eastlake community members have continued to speak at the school board meetings since the November decision, and it is important for TOPS to also be present and vocal. Ben Low spoke at the school board meeting January 8.

BUDGET
The issue of teacher honorariums was discussed, with specific reference to overnight outings in which teachers essentially donate time. Tentative conclusions were reached.

Discussion continued (from previous meetings) on the possible need to recoup funds from last year. Here, too, likely solutions were found.

WE WANT TO SING!
By Sari Breznau

The TOPS choirs are sounding wonderful this year! We are looking for opportunities for the kids to sing outside of our own school assemblies. If you are involved in a community event or festival in your neighborhood that might be a good match for a choir performance, please contact Sari Breznau at saribreznau@hotmail.com with your ideas.

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2002-2003 TOPS Calendar

FEBRUARY
4 (T)..........Middle school parent forum, Stress Management, 7-8:30 p.m.
5 (W) ..........2-hour early dismissal
7 (F) ..........Middle school ski club to Snoqualmie, leave TOPS – 2:30 p.m., return to TOPS – 10:45 p.m.
6 (Th) .......Middle school play (A Midsummer Night’s Dream), 7:00 p.m.
8 (Sa) ........Middle school play (A Midsummer Night’s Dream), 2:00 p.m. and 7:00 p.m.
12 (W) .......Site Council meeting 5-7 p.m.
17-21 (Th-F) ...Mid-Winter Break. No school
26 (W) .......2-hour early dismissal
27 (Th) .......Go, Dog. Go! at SCT, grades K-1, 3
28 (F) .........Middle school ski club to Snoqualmie, leave TOPS – 2:30 p.m., return to TOPS – 10:45 p.m.

MARCH
4 (T)..........Middle school parent forum, Focus on Boys, 7-8:30 p.m.
5 (W) ..........2-hour early dismissal
12 (W) .......Site Council meeting 5-7 p.m.
21 (F) ..........Professional development day. No school
22 (Sa) .........8 a.m. TOPS K-6 chess tournament, TOPS gym
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, 7-8:30 p.m.
4 (F) ..........End of third quarter
7-11 (M-F) .....Spring Break
16 (W) .........Site Council meeting 5-7 p.m.
26 (Sa) .........TOPS 2003 Auction

MAY
6 (T) ..........Middle school parent forum, Parents and Kids, 7-8:30 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
30 (F) .........Art Walk and elementary school play
31 (Sa) .........Elementary school play

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

TOPS Auction continued from page 1
Awesome ($500 and above) — you would not only be listed in the auction program as a sponsor, but you could also make a huge difference in ensuring that more of the auction revenues go directly to TOPS kids.

Anytime you’re out in the community, please get the people you do business with as excited about TOPS and our Spring Auction as we are. You’ll be surprised how easy it is to bring in donations of products and services. The procurement deadline is March 26; additional forms can be found in the office. If you’d like to volunteer, call Tammy Luthy at 322-3784 and she’ll let you know where we’ll need help.
TO BE OR NOT TO BE...
STUDYING SHAKESPEARE IN THIRD GRADE?

By Sharon Mentyka

If you happened to be anywhere near the third grade commons in November, you may have caught snippets of TOPS third-graders having what seemed like unlikely conversations. “It’s not Ham-let like in a ham sandwich, it’s Haaam-let.” Or “Hermia doesn’t WANT to marry Demetrius, she loves Lysander.” Or perhaps your child came home and requested, “I’ll have some ice cream, methinks.”

It was all in preparation for staging the annual third grade Shakespearean productions. For the past several years, TOPS third-graders have had the opportunity to study, explore, and act in a Shakespearean play. “When we first started this program, people thought we were crazy — kids this age and Shakespeare?” third grade teacher Katie Waters said. “But the kids love it and they learn so much.” Shana Bestock, director of the Seattle Public Theater and a passionate Shakespeare lover, says, “Introducing Shakespeare to third-graders is perfect timing. Eight- and nine-year-olds love the rhythm and repetition of Shakespeare’s language.” She says they respond to the sound and beat of the language as much as they do to his wonderful stories and characters. “They get a positive attitude toward Shakespeare. They’ll have an openness toward it in their later years.” It doesn’t hurt that they get to wear dramatic costumes and crowns, and stage sword fights.

Seattle Children’s Theater interns Amanda Williams and Eli Keltz, both recent theater arts graduates, directed this year’s third-graders in their efforts. Each received a small stipend for their work from funds allocated by the Site Council for third grade drama. Working closely with teachers Tracy Seefeld and Waters, Eli and Amanda selected a comedy (A Midsummer Night’s Dream) and a tragedy (Hamlet) to offer the most variety to the students both as performers and audience members. They began with abbreviated scripts adapted for the young reader and cut and added lines and scenes as necessary as the play developed. All students had speaking parts in the plays, from town criers to ghostly spirits. Work began by introducing the story and studying its meaning. Before we so much as read any of the actual lines of the play, the kids had a really strong idea of what the play was about,” said Keltz. “Katie and Tracy did a great job of preparing them, even before our first visit.”

Then came casting and character development, memorizing the lines, blocking, and choreography. Multiple actors shared the main roles, and the transitions were timed so that the kids could see the changes happening to the characters. A big order, but the students were more than up to the task. Parents and students helped design, build, paint, procure, and improvise. By the day of the big performances, the kids had worked on the project for close to six weeks. Two performances of each play were staged, one during the day for the third and fourth grades and one in the evening for parents and friends. “For some kids, they had never really seen something on this scale come together from beginning to end,” Katie noted. “And they realized that they were the ones who made it happen.”

Midsummer Night’s Dream director Williams felt that her players got a real sense of working together — of a real team effort. “There’s a little bit of every student invested in these plays. I am so proud of every fairy, elf, Athenian, and mechanical. . . their creativity and dedication overwhelmed me.” Would they do it again? “In a heartbeat,” answered Hamlet director Eli Keltz.

And as for the students? What did they think?

“The play of Hamlet at 1:15 was good but the one at 7 was better.”

“It was a fabulous experience. If given the chance, I would do it again!!!”

“He was a very good writer. In the olden days, he made the best plays.”

“It was a great experience because we got to learn a bunch of new words and we got to know what they mean.”

“The hardest thing was getting my blocking right.”

“I never thought I could memorize so many lines but I did!”

“We got to work with real directors and we said real words that Shakespeare wrote.”

“What I didn’t like about being royal was having to walk really slow.”

Second-graders, you’re in for a treat.

Photo by Jeff Heft
Balloons Of Freedom  
Mexican Artist Shares With TOPS Students

By Catherine Means, Alyssa Locke, and Alex Price, Grade 7

Have you ever seen paintings done on sand? I know someone who makes beautiful Mexican sand paintings that are colorful and full with detail. His name is Fulgencio Lazo, and he is a great Mexican artist. The seventh- and eighth-graders from TOPS middle school were able to see Lazo’s paintings and prints and learn about his culture on December 13, 2002.

Fulgencio Lazo is a Zapotec Indian who grew up and went to school in Oaxaca (“wha hak ah”), a city located a little southeast of Mexico City. He was inspired to paint by the traditions and lifestyle of his country. He is really into keeping his culture in existence. You can see that his work reflects the kind of environment he’s in.

One of the ways Lazo depicts his culture is through sand painting. The sand paintings are done in honor of The Day of the Dead. The Day of the Dead is a time to remember those who have passed away. Families and friends gather together and offer food to the spirits of those who have died. As an artist Lazo creates alluring sand paintings in honor of the deceased. They’re done on the ground with damp sand and powdered tempera paints. The sand is formed into the shape of the desired design. Then details are colored in with the powdered paint. The final result is amazing! He showed us one painting he did at the Seattle Art Museum. There were pictures of fruit, the sun and moon, lots of day and night colors, and important cultural animal shapes. He told us that in Mexico, when the sand starts to crumble, chunks of the sand painting are put on graves to honor the dead. In several of his paintings he depicts turkeys. In Mexico turkeys symbolize marriage. He also depicts fruit in some of his paintings. Fruit symbolizes what spirits of the dead eat during the nine days before they ascend into heaven.

At the presentation you could see that Lazo was all about sharing. He even gave away several clay figures from Oaxaca in a raffle. He told us about Gulagetza, a Mexican celebration. During Gulagetza, which takes place in late July, all the different rich cultures of Mexico come together and share all their food, dance, music, and all the other aspects of their engrossing cultures.

In Lazo’s well-formed, extraordinary artwork you can see his beliefs about freedom for women in his country through his expressive shapes and intensive colors. Lazo believes that the women in Mexico should have more opportunities. He thinks their lives should include more politics and music. He usually paints women playing music, something that they aren’t presently allowed to do. Sometimes he puts images of balloons in his paintings to create an even stronger aura of freedom for women. When you release balloons from their restraining ropes they fly and go free. Lazo wishes all the restraints on women could be taken away.

Lazo’s art has given us a new interest in painting and has influenced our thoughts about women’s rights in Mexico. We hope you can see some of his art.

This was the first Artist Presentation of this school year. The program is supported by the King County Arts Commission.

~ Rachel Brumer

Photos by Michal Chapko

Here, Carla’s second-graders view Lazo’s work.
**Young Authors**

Students in grades 1-5 shared stories, poems, and journal entries, then discussed the writing process, at this year’s Young Authors Conference in December.

*Photos by Teresa Nemeth*
MIDDLE SCHOOL BOYS AND GIRLS B-BALL MID-SEASON REPORT

By Alex Manning, Grade 8

So far, the 2002-2003 basketball season for both the boys and girls has been a disappointment in terms of wins and losses for the first five weeks of the season. Both teams are 0-5, but each team has given great effort in every game.

The boys have been close in two games and the girls have been competitive no matter what the score is. TOPS has played five schools, Blaine, McClure, Whitman, Aki Kurose, and Hamilton, so far.

There are four games left: Eckstein, Summit, Salmon Bay, and one school from the south side of the city. The home games left are against Eckstein, Salmon Bay, and the school from the southern division.

Good luck the rest of the season, TOPS (let’s try and win one), and students and parents please come support both teams. It’s cool to have a large and loud crowd, which makes a great playing atmosphere (and to intimidate the other schools).
**Roller Skating**

*By Josie Baldner, Grade 6*

Every year in P.E. we get to roller skate in the gym for two weeks. When we were younger, a lot of the skating time was spent on things like how to skate properly, how to stop, and how to fall! We have the option of bringing in our own skates or we can use the skates that belong to the Seattle school district.

While we roller skate, Don plays music. When the music stops, everybody stops skating and Don gives us an instruction, such as to change directions, practice certain skills, make a train, and other fun stuff like that.

Skating has become something that my classmates and I look forward to every year. It’s a blast!

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**Skating Comments From The Third-Graders…**

I feel scary, happy, good, fun, excited, fine, nervous, and great. ~Iris

I had fun skating and helping other people. I can’t wait until we skate next year! ~Eliana

“When I put skates on for my first time in my life it felt as if I was a different animal.”

~Alexander M., Grade 3
A SPECIAL NEED

By Toby Harris

I want to share a story about a former TOPS family and their struggles. Bob Jaffe’s daughter, Kate Rutledge-Jaffe, was a TOPS student when TOPS was a program at Stevens. She began as a kindergartener in about 1988 and continued until 1993, through fourth grade. Bob was struck with an illness about five years ago which caused his kidneys to fail, and he now spends 4 days per week hooked up to a hemodialysis machine. He’s now one of over 48,000 individuals in the United States waiting for a kidney donor. Although family members and friends have come forward to provide a kidney, none have been a match. As health statistics have changed and medical procedures improved, an increasing number of individuals have been serving as living, unrelated kidney donors.

I wanted to spread the word about Bob Jaffe in hopes that you might consider becoming a live kidney donor. This is a tremendous decision for anyone and can only be made with lots of information and careful consideration. One helpful step you can take is to let others know about Bob’s need. If you’re interested in learning more about whether or not you could be a match, you can either contact him directly at (206)329-6465 or check out www.kidney4bob.org. You can also contact Mary Kirz, RN, transplant coordinator at the Swedish Medical Center Transplant Clinic, at (206)386-3660.

Until this illness, Bob had been a very active physician and community member. He and his wife, Susan Isaacson, have three great children. With a successful transplant, Bob looks forward to resuming his active life with his family, work, and community-building.

Kate is now attending Reed College, loves creative writing, and plans to major in English. An example of her early writing style can be viewed in the library, where Steve Haines has it posted. It’s about problem solving.
COMES SEE THE MIDDLE SCHOOL PLAY

By Julie Jamieson

A MIDSUMMER NIGHT’S DREAM, one of Shakespeare’s most hilarious comedies, opens Thursday, February 6, at 7 p.m. Returning director Todd Jamieson promises a hit starring the very talented middle schoolers. Additional performances are Saturday, February 8, at 2 and 7. Join us in the gym to laugh with these lovers, lunatics, and low-lifes!

THANKS TO G&H PRINTING
2370 EASTLAKE E. 329-9888