

- Black and White story: where were Asians, Latinos, Native Americans, immigrants, How were they impacted? How were they understanding what was happening? What sense were they making?
- White people, families? What were they experiencing? Their thoughts about racism? Their fears? What were you really saying when you said you didn't want your children sitting next... Was this code for something? If so, What?
- Understand decision making process in the legislative branch
- We need to change our approach – times are different, find a way to tell the story
- More stories that relate to individuals
- We need to find the right approach to come to an understanding
- Many do not know the story and it is told differently
- If we want individuals to come to our understanding we need to connect with them and find a way to relate our past history with what they are interested in
- We need to involve more of the younger individuals
- Parents decisions
- Reasons children dropped out of BPS
- What happened post dropping out
- L. Day Hicks (hostile) Boston School Committee
- Mayor Kevin White – teacher's perspective, he backed off; perspectives of principals;
- Southie is my hometown
- Mostly new teachers (title I) put into classrooms of mostly at-risk children
- Stories of People of Color who did not have a place to tell their story
- White Flight led to packed Catholic schools in many of the surrounding communities
- The near collapse of accountable activist politics in the black community
- The shifting intersections of race and class that played out differently on a neighborhood-by-neighborhood level.
- Within white working-class neighborhoods, demagoguery that replaced an honest assessment of local interests
- Internal divisions within the anti-busing movement; in particular to that movement's anti-racist anti-busing factions.
- The trauma, pain and feelings of “not being protected” these students experienced. Concern and upset that students, primarily students of color, were allowed to go into “a war zone” of another school and community where they were attacked and were not protected. taken from a loving community and welcoming school environment and bused to a school” a war zone, where they were not well-protected.”
- Issue of busing/desegregation has been framed as a Black and White issue. Must consider Asian students as well. Daily fights broke out between Chinese, Black and white students, and one time in Dudley station a race riot erupted between fighting groups of Chinese and White students. During that time 99% of the Asian students in the school system were Chinese and the only place Chinese students felt safe was in their own community.

- Must learn about the continuing difference in perspective about what people are fighting for—some for equal education and access, and others to stay in homogenous, segregated communities.

2. Do you believe the crisis of school desegregation in the 1970s has impacted Boston today -- re. people, communities, schools/other institutions, and power? If so, how -- what impact do you see?

- Boston has so many resources but has the worst schools.
- What is the nature of the long term effect of busing?
- Schools need to go back to the basics
- Students can't afford college in communities
- School cost in BPS unequal
- Neighborhood school is a buzzword for segregation
- Use imagination to determine what kind of city we want
- There is a lack of trust in the BPS
- Must teach to the whole class – seek ways to form alliance w/ teachers – move forward as consumers of education
- City is becoming wealthy – gentrification
- School buildings need redesign
- System is too top heavy
- Not enough check and balances
- Older teachers grooming younger teachers
- 1980 segregated again
- Black community powerless, voiceless, leaderless
- Empowered Southie Politicians
- Travel from neighborhoods to Columbia Point – come early, leave late, no time to do homework, students lack support, resources
- Busing to Southie did not = better education
- Roxbury was poor but had good schools, Local pride, busing causes instability
- Drop out (pushed out) Latino/as and blacks, immigrants in general
- Disrupted, damaged relationships among parents, communities
- 50% black students not graduating
- Impacted Housing – White flight, both voluntary and mandated (redlining)
- Programmatic legacies that people are still experiencing?
- Monies spent, outcomes, effectiveness
- Schools are still segregated (being resegregated)

- Chronic disinvestment: example – Ferdinand building; not building up communities to make them economically viable; lack of investment
- Impacts every area of life
- Churches are impotent? Ineffectual influenced by funding; minister are moving to political ideology rather than spiritual; it robs community of leadership and funds
- Unsure how gatekeeper voices are organized; no matter the issue: same voices, same organizations
- Who is educating us about the issues? Are leaders in the process or on the periphery?
- How good is info? Good info – good decisions – informed decisions
- There are many individuals that come from many places and don't have an idea about what has taken place in the 1970s
- It's happening in different places and times
- There is no unity because we differentiate and have disagreements over money and funding
- Being placed in a different environment creates identity problems
- People reluctant to talk about desegregation in relation to schools today
- Some people don't go to South Boston or other areas of the city
- How do People of Color feel now – those who lived or worked in South Boston/Charlestown?
- Are there sustained interpersonal relationships after desegregation?
- BPS schools are mostly “mono-racial.”
- To this day municipal politics distort issues of race and ignore issues of class.
- It **has retarded us a system** with lack of money, people and political will to address the educational issues
- Many students were very damaged by the busing and ended up committing suicide or doing drugs, or continuing to suffer with mental illness.
- Problem has become more complex because of the **increased immigration of non-white peoples**. It has complicated the issue of quality education because of the social-cultural and economic context and time they are entering this country. This country is less responsive and less receptive to people coming to improve their lives and who have many needs.
- **Schools and communities have deteriorated and gotten worse since busing/desegregation.** After busing, we saw white flight from the public school system, and white disinvestments in cities and schools/public education; worsening school conditions with dilapidated buildings, lack of resources, busing became busing children of color to schools with other children of color (minorities), this contributes to worsening conditions not just in the schools but also within communities---parents

many times are unable to attend parent teacher meetings or events at schools in other communities.

3. If Boston were to truly learn from this history and make change based on what we learn, what difference would we see in this city? What is your picture of success?

- Need for trade schools, offer alternatives
- Equality for all schools
- Redefine the purpose of education
- All students learn, are critical thinkers, graduate, have choices
- Students and Teachers examine and learn from their history, learn other languages, are motivated
- What are our communities' expectations?
- Rebuild our communities. Resources for schools so children don't have to travel far
- Boston has a multicultural identity = revolution, pilgrims and first thanksgiving – not just whites and Indians; others are there: an ethnic middle
- Lots of small businesses. We shouldn't have to leave our communities to shop... streets are safe... parks are well maintained great schools and kids going to college... (can't read some parts)
- Good leaders who respond to our particular need. Neighborhood has no specific ethnic identity(down with de facto segregation) Nothing negative comes up with Roxbury, Dorchester and South Boston and no one's racial identity is mentioned
- Kids know the history of the community and can talk about the issues, can have dialogue, pride in their identities
- Interrupt the cycle of poverty. Stop accepting this as natural. People are expected to be economically self-sufficient; we share resources!
- We are using our power to affect needed changes, individually and collectively
- Self-esteem:
 - Our men are to going to?
 - Our women value and love themselves
 - City is safe
 - Our children want to learn
 - Tech savvy
 - Fully employed
 - We are accessing needed/extra resources

- We are remembering the past, knowing what happened that caused fear and distrust and dysfunctionality, reclaiming the past, learning the lessons, reeducating ourselves
- Having dialogue
- Intentionally creating events that build community
- A new mindset (intergenerational) and young people telling their stories, wanting to know ours
- Visible and active in the political process
- How do we connect the past so we can improve the now and then?
- How can we have the resources we need to move forward as a community
- Individuals want access, quality, choice and voice
- 1/3 black, 1/3 white and 1/3 other in schools
- 1/3 black, 1/3 white and 1/3 other neighborhoods (no neighborhoods out of bounds)
- Teachers prepared to teach all kids to be active participants in all parts of society
- Kids aware and proud of their heritage (Don't have to check part of themselves at the door)
- Kids are active in the learning/teaching process
- There would be policies, based upon neighborhood participation, and premised upon upward social mobility for all the City's residents, and equity in the provision of services.
- One person felt problem could be alleviated with getting rid of Mayor Menino and another felt could not blame problems so complex on one person
- Most members of the group felt that To return to neighborhood schools and work to create diverse neighborhoods, not only racially, ethnically diverse communities but by class/income groups –critical to desegregate our communities and push for affordable housing to support working class people's ability to remain in a steadily gentrifying city
- Some felt there needed to be a return to an elected school committee while others felt that it wasn't so much of an elected vs. an appointed school committee but the city charter needed to be changed to create a better power balance and sharing of power between the Mayor and the City Council and to eliminate the power of an imperial Mayorship.