



directly from the person who experienced it. It is a form accessible to anyone – everyone tells stories.

- Why do separate pieces (intra- than inter-community dialogues)? People will become united as they tell stories together, find universals beneath those stories
- Record stories and have a space for listening
- Work with MassMouth
- Role playing can also be a powerful experience – puts us in another’s shoes, strips away privilege
- Like the recent “Kony2012” campaign, maybe target celebrities/politicians to make things happen; get a famous artist to do an installation?
- Make the links between then and now – economic stratification; decision making concentrated in the hands of elites; school assignment process
- Maybe we could get an MBTA bus, paint it, and play recorded stories on it as it drives people across the city

#### *Group 2:*

- Arts allow for less threatening dialogue. Need to be careful—arts very segregated from the mainstream. Must encompass those who may not be into the arts. Having food is good. Think in a grassroots, inclusive way.
- Use Mass Mouth—storytellers. All have a story to share (e.g. show at the Museum Schools was dismissed by the media but a documentary laid the groundwork. It was a tool but bigger than that. Shows the importance of art and how it invites those who see themselves as outside.
- As a non-artist, I welcome being shocked by the arts. Something with a purpose: “purposeful provocation”
- Recent climate change conference brought activists, scientists and artists together. Maintain the balance. With the subject being equity, you need to create a balance of perspectives of people who don’t usually really hear each other.
- Lee builds paper making projects (e.g. papermaking where veterans make paper out of their uniforms—one for peace one for war veterans)
- In the city, there is so much gentrification. People coming to the city whose children won’t go to public schools. Depending on who you are, when you get here you don’t see the equity issues when you arrive. Grew up in suburbs with little contact with Blacks/POC. Took long time to realize the trauma—on all kinds of levels
- In Charlestown, there is a challenge to figure out who the project is and is for.
- There is a population we’re never going to get e.g, young may do karaoke or story slams. People don’t interact. The city is being built for that—isolation/separation. Who will be the next gatekeepers? Will they stay home and have kids?
- This isn’t a Boston thing. Boston schools today have a bad rap. Complicated issues e.g. gentrification. Where do these issues begin? It’s hard to talk about everything at once.
- Look to 1<sup>st</sup> night for ideas. A cross section of all we want to get at. Non-alcohol, lots of diverse participation, works well. Came from someone in a moneyed space. A place of safety==how to cultivate such a space?

- Political—e.g. Jamaica Plain---they didn't vote for the mayor so their schools got closed.
- What do high school students say. The one's I work with don't like the schools or see it as a fun place to learn. There are big gaps in understanding history in general—not just this crisis. Children have cross-difference friendships but varied issues of safety. Kid's bring in the stories, traumas of their parents and grandparents.
- Story Corps-being it in to a city wide forum that allows anyone there to participate. Can do it in a different context to know or see this as a body of history. Build on the power of audio and video. You can see it did a lot of damage.
- Have general questions for interviews:
  - Mu wish is...
  - I remember...
  - My hopes are...

Piece these together to get to where the positive is

- What does a fair school system look like?
- Telling ones story and being heard allows the story to shift
- Artward bound example
  - 4 yeasts and every year an intensive art program
  - Watching and learning as they do it. For students who can learn through the arts
  - Need art in the schools
- There is a huge loss of public space—where do we gather? This is a critical issue to consider as we plan
- Remember music—youth bringing forth music and parents want to see their children perform
- Talk to and think with Shakespeare in the Park