

WEBVTT

1

00:02:09.420 --> 00:02:10.290

Jo Keogh: Hey lady.

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00:02:20.070 --> 00:02:21.660

Jo Keogh: I love that look color on you.

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00:02:22.200 --> 00:02:24.990

Clarice Yasuhara: Well, thanks. I thought I'd give it a shot.

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00:02:27.540 --> 00:02:31.380

Clarice Yasuhara: Now I the only person I see is, you know, always screaming at me so

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00:02:35.070 --> 00:02:36.120

Jo Keogh: Your lip color, though.

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00:02:37.290 --> 00:02:40.650

Clarice Yasuhara: You know, I was thinking as I put it on. I was like, I wonder if

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00:02:40.710 --> 00:02:42.810

Clarice Yasuhara: The lipstick industry is taking a hit.

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00:02:45.000 --> 00:02:49.560

Jo Keogh: Well, yeah, thinking that with masks protecting their to be

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00:02:50.640 --> 00:02:58.200

Jo Keogh: A big upsurge in like I stuff like what are the best pilots, you know, I'm a gun Kobe.

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00:03:01.200 --> 00:03:08.130

Clarice Yasuhara: Hello I maybe I should invest in some fake lashes like buy stock in it.

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00:03:09.030 --> 00:03:13.410

Jo Keogh: It's possible. Okay, we've got somebody named Mike coming in right

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00:03:14.760 --> 00:03:16.950

Jo Keogh: I need to change my name.

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00:03:21.630 --> 00:03:22.830

Jo Keogh: I am not Tracy

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00:03:26.310 --> 00:03:26.730

Mike: Thank you.

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00:03:27.960 --> 00:03:28.830

Mike: Yeah, okay.

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00:03:28.920 --> 00:03:29.670

Hi.

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00:03:33.480 --> 00:03:34.020

Jo Keogh: Welcome

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00:03:39.630 --> 00:03:40.830

Jo Keogh: Are you doing this evening.

19

00:03:43.020 --> 00:03:43.410

Mike: Hey,

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00:03:44.160 --> 00:03:44.580

Hi.

21

00:03:45.720 --> 00:03:47.730

Mike: I'm just listening in. I hope that's okay.

22

00:03:48.090 --> 00:03:52.920

Jo Keogh: Yeah that's fine are happy to have you here. Can I ask your name, just so we know who you are.

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00:03:53.160 --> 00:03:54.540

Mike: Yeah. Hi, I'm Cindy Kozel

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00:03:55.470 --> 00:04:02.370

Jo Keogh: Cindy. I've seen your name online a lot. Nice to see you. Thank you for dropping in and listening this evening. Yeah.

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00:04:02.430 --> 00:04:05.700

Mike: Your agenda looks great. I'll mute myself so I'm out of your space.

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00:04:06.420 --> 00:04:08.040

Jo Keogh: No, you're fine. We're happy you're here.

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00:04:08.490 --> 00:04:10.590

Clarice Yasuhara: Yeah, we're always happy to take input.

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00:04:11.970 --> 00:04:12.810

Clarice Yasuhara: From the public

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00:04:13.200 --> 00:04:13.800

Yes.

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00:04:15.810 --> 00:04:18.270

Jo Keogh: I am I started posting our

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00:04:19.290 --> 00:04:20.070

Jo Keogh: Our meeting.

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00:04:21.360 --> 00:04:22.440

Jo Keogh: Our meetings on

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00:04:23.940 --> 00:04:26.490

Jo Keogh: The Facebook page that we've created. So

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00:04:27.750 --> 00:04:30.240

Clarice Yasuhara: I wish I had something I wish the other

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00:04:31.710 --> 00:04:32.820

Clarice Yasuhara: Town commissions would do.

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00:04:33.990 --> 00:04:37.230

Jo Keogh: Do they have Facebook pages. A lot of them. Yeah.

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00:04:38.310 --> 00:04:38.730

Clarice Yasuhara: Picture.

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00:04:40.560 --> 00:04:42.780

Jo Keogh: Well, yeah, it would be a good thing to do.

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00:05:05.520 --> 00:05:06.540  
Jo Keogh: Miss Kadena doing

40  
00:05:07.800 --> 00:05:08.100  
He's

41  
00:05:10.350 --> 00:05:16.110  
Clarice Yasuhara: She's and she has some baby eczema. And so now we're dealing with that you know whether or not she's

42  
00:05:17.880 --> 00:05:18.630  
Clarice Yasuhara: Still a baby.

43  
00:05:21.240 --> 00:05:29.940  
Clarice Yasuhara: So hopefully, I'll have to like jump out and breastfeed or anything, but if you're fishing half off screen. That's what it is.

44  
00:05:31.320 --> 00:05:33.780  
Jo Keogh: John have her jump in and breastfeed her to

45  
00:05:34.770 --> 00:05:35.370  
Clarice Yasuhara: That's true.

46  
00:05:37.530 --> 00:05:51.330  
Mike: While you're while you're waiting to have everybody arrived like Don and people. I thought maybe it would be useful to know I know I'm Donna through the writing and justice but group and hurts and

47  
00:05:52.170 --> 00:05:56.400  
Mike: And allies of who I think is presenting went to high school with my

48  
00:05:57.180 --> 00:06:08.970  
Mike: Or actually not high school but younger grades with my daughter and I'm a familiar with her project. So I was interested to see that and also your agenda, all the things that you're talking about, are all the things I'm thinking about. So thanks for

49  
00:06:09.000 --> 00:06:10.410  
Jo Keogh: Opening good

50  
00:06:11.880 --> 00:06:13.680  
Jo Keogh: Yeah, oh here's jack

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00:06:15.600 --> 00:06:19.740

Jo Keogh: I know city. We were playing phone tag earlier in the summer.

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00:06:21.150 --> 00:06:22.620

Jo Keogh: And I

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00:06:23.700 --> 00:06:33.240

Jo Keogh: I wanted to Donna actually suggested you as somebody to join the Commission and then it was my understanding that you live in New Haven is not accurate, or is that accurate.

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00:06:35.160 --> 00:06:36.270

Jo Keogh: Oh, you're muted.

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00:06:38.970 --> 00:06:48.660

Mike: Yeah, no, I live in Guilford, but we, I won't want to bomb into your meeting, but just feel free to call I can. I think I still have your number from when you call before. So I'll reach out

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00:06:49.440 --> 00:06:50.700

Clarice Yasuhara: officially started to me. Okay.

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00:06:51.690 --> 00:07:01.470

Jo Keogh: Yeah, we're we're full up on Democrats. At the moment, we can only have five any county commissioner committee, there can only get soft majority.

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00:07:01.950 --> 00:07:06.510

Jo Keogh: Yeah, but you know, I would like to talk to you.

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00:07:06.960 --> 00:07:08.940

Mike: I think you didn't have to get the Commission.

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00:07:10.800 --> 00:07:14.040

Mike: So I just want to know how to support a lot of these different efforts.

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00:07:15.720 --> 00:07:18.780

Jo Keogh: Thank you. Well, it's lovely to see you face to face.

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00:07:19.560 --> 00:07:21.270

Mike: Just trying to make myself invisible but

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00:07:22.170 --> 00:07:26.700

Jo Keogh: You, fine, fine. We still have a few minutes. Hi jack, how are you

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00:07:27.450 --> 00:07:28.560

Jack Evans: I'm good, how are you all

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00:07:29.460 --> 00:07:29.970

Good.

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00:07:31.020 --> 00:07:33.150

Jo Keogh: Do you have access to a

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00:07:34.920 --> 00:07:39.120

Jo Keogh: Computer so we can see you, or do you need to call in this evening.

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00:07:39.690 --> 00:07:42.270

Jack Evans: I have to call in I bone a funky cells own

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00:07:42.780 --> 00:07:43.170

Jo Keogh: Got it.

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00:07:45.300 --> 00:07:48.630

Jo Keogh: Well we missing your face. It's been a long time. Yeah.

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00:07:49.380 --> 00:07:52.500

Jack Evans: Well, we'll have I miss you guys too. Yeah.

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00:08:07.980 --> 00:08:11.190

Jo Keogh: Oh jack. We've got instance, you can't see.

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00:08:12.210 --> 00:08:26.520

Jo Keogh: We are expecting a few few well two people specifically from the public tonight. And we do have someone else to Cindy Kozel who is just an interested not just but is an interested Member of the public, who's here to

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00:08:27.900 --> 00:08:29.640

Jo Keogh: And highlight how are you

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00:08:35.010 --> 00:08:39.630

Jo Keogh: Sorry I keep talking to people before they connect via audio book, and we just lost her

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00:08:40.800 --> 00:08:41.280

Clarice Yasuhara: So,

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00:09:14.250 --> 00:09:14.850

Clarice Yasuhara: Hi, Andy.

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00:09:17.430 --> 00:09:17.940

Andy Gottlieb: How are you

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00:09:20.610 --> 00:09:21.810

Jo Keogh: Nice to see you.

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00:09:32.160 --> 00:09:32.820

9BeEQU: Hi.

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00:09:32.940 --> 00:09:34.560

Jo Keogh: Hi everyone.

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00:09:36.780 --> 00:09:43.260

Jo Keogh: Thank you so much. I just wanted to say that Sue was actually away on vacation.

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00:09:44.460 --> 00:10:00.270

Jo Keogh: Several days and had to deal with a zoom call falafel because we were scheduled at the same time as another crown commission. So she spent part of her vacation, making sure that we could meet tonight so thank you sue for going

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00:10:00.270 --> 00:10:00.600

Oh,

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00:10:02.670 --> 00:10:03.540

Jo Keogh: As usual,

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00:10:05.640 --> 00:10:06.510

9BeEQU: Happy to help

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00:10:16.410 --> 00:10:18.450

Jo Keogh: So we're just waiting for a couple more people

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00:11:18.750 --> 00:11:22.410

Clarice Yasuhara: me one more person from the Commission right to officially start

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00:11:26.970 --> 00:11:28.770

Jo Keogh: I know Marlene has

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00:11:30.180 --> 00:11:31.380

Jo Keogh: Continued to

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00:11:32.910 --> 00:11:35.190

Jo Keogh: Really be swamped with work.

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00:11:36.810 --> 00:11:37.260

Jo Keogh: Now,

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00:11:37.650 --> 00:11:40.170

Jo Keogh: But I believe she's going to be able to join me

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00:11:40.650 --> 00:11:42.690

Jo Keogh: Good. Hi, Eric, how are you

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00:11:43.740 --> 00:11:44.370

eric's iPhone: Good. How are you doing,

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00:11:44.790 --> 00:11:46.080

Jo Keogh: Good. Nice to see you.

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00:11:49.560 --> 00:11:52.890

Jo Keogh: We're just waiting for one more person and then we'll get started.

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00:11:59.850 --> 00:12:07.110

Jo Keogh: It's lovely to see so many people members of the public here tonight who were interested in what we're doing. So thank all of you for

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00:12:08.730 --> 00:12:09.840

Jo Keogh: Coming into with them.



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00:12:11.340 --> 00:12:13.080

Jo Keogh: You love feedback so

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00:12:14.670 --> 00:12:17.250

Jo Keogh: Anything that you want to offer either in the

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00:12:18.780 --> 00:12:24.960

Jo Keogh: The chat comments for you know us via our email or

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00:12:25.980 --> 00:12:28.770

Jo Keogh: Facebook after the meeting, please do.

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00:12:41.730 --> 00:12:43.020

Jo Keogh: Hi, Donna. How are you

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00:12:43.530 --> 00:12:44.820

donnadaniels: Good, thank you. Hi, Joe.

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00:12:46.470 --> 00:12:46.620

Hi.

107

00:12:50.280 --> 00:13:09.060

Jo Keogh: I'm not sure if Maureen is running a little late. I know as I was just saying she's still been pretty bogged down at the hospital, but there are enough of us on now to call the meeting to order. So I would like to do that. Do I have a second on that.

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00:13:09.750 --> 00:13:10.200

Andy Gottlieb: Second,

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00:13:10.740 --> 00:13:13.920

Jo Keogh: Thank you. But, and then here is morning

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00:13:25.890 --> 00:13:26.940

Jo Keogh: Hi, Maria, how are you

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00:13:27.810 --> 00:13:28.680

maureenâ€™s iPhone 8+: I'm good, how are you

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00:13:29.250 --> 00:13:31.590

Jo Keogh: Good. Lovely to see you. We literally

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00:13:31.650 --> 00:13:34.350

Jo Keogh: Just call the meeting to order.

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00:13:34.890 --> 00:13:48.330

Jo Keogh: Of. So we've got several members of the public here tonight. I'm just going to ask if you could all mute yourselves during our meeting and use the chat function.

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00:13:49.350 --> 00:13:56.370

Jo Keogh: If there's something that you'd like to share with us during the meeting or the reactions function. That would be really helpful.

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00:13:58.050 --> 00:14:07.170

Jo Keogh: Okay, so we've called order. I'd like to go ahead and ask for approval of the minutes. Anyone have any changes.

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00:14:07.830 --> 00:14:10.770

Jo Keogh: To last month minutes or are we good to go.

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00:14:13.110 --> 00:14:13.860

Clarice Yasuhara: Good to me.

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00:14:14.490 --> 00:14:15.210

Clarice Yasuhara: Yeah yeah

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00:14:15.930 --> 00:14:16.320

Jo Keogh: Okay.

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00:14:16.470 --> 00:14:16.980

Jo Keogh: Great. I think

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00:14:17.070 --> 00:14:17.760

Twice.

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00:14:19.140 --> 00:14:30.180

Jo Keogh: Since we do have so many members of the public here tonight. Is there anyone that like to speak. So anyone have any comments for us. Anything you'd like to share with us before we get started.

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00:14:35.670 --> 00:14:38.460

Jo Keogh: Now, okay, well thank you for coming and observing

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00:14:40.710 --> 00:15:00.720

Jo Keogh: At our last meeting we done it, and I felt that the reading assignment and discussion with something that we wanted to hold off on given the volume of subjects that we're tackling right now, Donna. Is that still your information at this point.

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00:15:01.200 --> 00:15:05.280

donnadaniels: If it is we have a full agenda. Yeah. So I think that's correct.

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00:15:05.790 --> 00:15:10.260

Jo Keogh: Okay, and is. Everyone okay with that. Any objections from the Commission.

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00:15:11.400 --> 00:15:11.670

Clarice Yasuhara: No.

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00:15:12.390 --> 00:15:12.630

Jo Keogh: No.

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00:15:13.140 --> 00:15:15.240

Jo Keogh: All right. Then we'll table that till next time.

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00:15:16.410 --> 00:15:17.040

Jo Keogh: Hey, Joe.

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00:15:17.250 --> 00:15:19.950

Jack Evans: Joe. Could you repeat that, because it was garbled on my end.

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00:15:20.760 --> 00:15:21.360

Jo Keogh: Well, yeah.

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00:15:21.750 --> 00:15:23.370

Jo Keogh: We, we decided

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00:15:24.480 --> 00:15:37.800

Jo Keogh: Last our last meeting to hold off on their reading assignment and discussion piece of our regular agenda because we have so much territory. We're trying to cover at this point. So,

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00:15:39.000 --> 00:15:41.130

Jack Evans: Now, I understand. I couldn't make it out. Okay.

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00:15:41.490 --> 00:15:46.080

Jo Keogh: Yeah, so we're proposing to hold off on that for another meeting or two.

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00:15:47.910 --> 00:15:53.610

Jo Keogh: So moving on to outstanding items, the manual of government or the governance.

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00:15:54.480 --> 00:16:19.470

Jo Keogh: Has been fully reviewed by town council and will be in be sent back to us within the next two to three days. So we can look at the recommendations that are being made for adjustments. I know at our last meeting we discussed how how we would approach those recommendations and

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00:16:20.550 --> 00:16:32.070

Jo Keogh: We'll see what the scope of the changes entails and then you know obviously share that with all commission members.

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00:16:32.910 --> 00:16:44.700

Jo Keogh: If they're sweeping changes or changes that really need some thought and discussion. I'll go ahead and add that to the agenda for our next meeting. Otherwise,

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00:16:45.510 --> 00:17:04.380

Jo Keogh: It's likely something that will be able to communicate about via email BETWEEN MEETINGS. So as soon as I have that document in my possession. I'll share that with the rest of the Commission and we can sort of make decisions from there. If that sounds amenable to everyone.

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00:17:05.460 --> 00:17:07.590

Jo Keogh: Um, any thoughts on that.

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00:17:10.230 --> 00:17:12.420

donnadaniels: I'm in agreement with that. Okay.

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00:17:13.200 --> 00:17:15.180

Andy Gottlieb: Sounds good. Make sense

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00:17:16.110 --> 00:17:17.040

Clarice Yasuhara: Okay, yes.

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00:17:17.760 --> 00:17:28.170

Jo Keogh: Um, we also decided last month that again, given the breadth of what we're dealing with now in terms of issues that are up.

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00:17:28.710 --> 00:17:48.540

Jo Keogh: That we would also hold off on conversation around continuing to define our values and beliefs as a commission. So if it's okay with everyone on the Commission, I'd like to also postpone that until our next meeting is everyone in agreement with that.

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00:17:49.500 --> 00:17:51.240

Clarice Yasuhara: True. Yes.

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00:17:52.200 --> 00:17:53.400

Jo Keogh: Okay, great. Thank you.

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00:17:54.900 --> 00:18:07.410

Jo Keogh: Okay, so a big topic for our last meeting was the mascot change, as I'm sure everyone on this zoom meeting is aware of that change did happen.

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00:18:08.880 --> 00:18:09.270

Jo Keogh: And

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00:18:10.440 --> 00:18:13.020

Jo Keogh: Obviously for for the Commission.

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00:18:14.250 --> 00:18:28.320

Jo Keogh: The mascot change is just the very tip of the iceberg in terms of having a conversation around ways in which guildford's indigenous history can be honored.

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00:18:29.790 --> 00:18:50.700

Jo Keogh: And in terms of bringing education to Guilford around indigenous history and also issues that still affects Native Americans today, I want to introduce everyone to Eric McDonald, I had the pleasure of having a conversation with Eric last week.

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00:18:52.080 --> 00:18:58.020

Jo Keogh: Eric in just a moment. I'm going to invite you to tell everyone a little bit about yourself, if that's okay.

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00:18:59.430 --> 00:19:13.770

Jo Keogh: Eric is very likely, by this time next month going to be a member of our commission he was born and raised in Guilford, and he is an independent so he can join, which I personally very excited about.

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00:19:15.480 --> 00:19:19.380

Jo Keogh: Eric, I know when we sat down. Last week we talked about

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00:19:20.970 --> 00:19:23.010

Jo Keogh: Several different initiatives.

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00:19:24.570 --> 00:19:42.630

Jo Keogh: Around education, both for history and ongoing issues impacting Native Americans. Would you mind introducing yourself and just talking a little bit about yourself and we can start getting into some of what we discussed

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00:19:43.680 --> 00:19:44.160

ericâ€™s iPhone: Yeah, so

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00:19:45.270 --> 00:19:56.460

ericâ€™s iPhone: everyone my name is Eric McDonald and I want to thank you all for time that you put into putting forward your recommendation and all the thoughts that you took on to do so.

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00:19:57.690 --> 00:20:02.370

ericâ€™s iPhone: I was on the opposite end of it when I was in high school, I never found any kind of

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00:20:03.510 --> 00:20:07.410

ericâ€™s iPhone: Negative effects from it. So I was for keeping the mascot.

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00:20:08.550 --> 00:20:17.160

ericâ€™s iPhone: Since I have researched quite a bit of the psychological aspects of it and I'm starting to maybe kind of lean towards the other way.

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00:20:19.680 --> 00:20:27.480

ericâ€™s iPhone: But I'm still kind of researching in a little bit. And there is, you know, some other people like there's a student that's in the school right now.

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00:20:27.930 --> 00:20:36.270

ericâ€™s iPhone: And she's, she's a native and she's kind of, you know, devastated about the mascot being taken on so there are other views to it. Obviously, as well.

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00:20:37.320 --> 00:20:39.870

ericâ€™s iPhone: But like Joe mentioned, I think that we should be putting

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00:20:41.160 --> 00:20:52.110

ericâ€™s iPhone: Initiatives for to try to bring more Native American studies into this one and anything that I can do to help bring ideas, I'd be happy to do that. That'd be great.

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00:20:53.310 --> 00:20:56.700

Jo Keogh: But just to be clear, Eric, do you want to talk

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00:20:56.790 --> 00:20:57.000

About

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00:20:58.260 --> 00:21:00.750

Jo Keogh: Your own heritage and

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00:21:02.400 --> 00:21:04.410

Jo Keogh: I think it's important to the

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00:21:05.640 --> 00:21:10.350

ericâ€™s iPhone: Number of the scout coke Indian tribe from Connecticut and

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00:21:11.880 --> 00:21:17.790

ericâ€™s iPhone: My uncle, he is one of the few people that still lives up there, he's he's our chief, his name's Alan Russell.

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00:21:20.160 --> 00:21:28.620

Jo Keogh: And you were raised in Guilford went through the Guilford school system and you continue to live in Guilford, yeah. That's correct. Okay.

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00:21:30.690 --> 00:21:32.370

Jo Keogh: So one of the things

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00:21:33.510 --> 00:21:36.030

Jo Keogh: That you talked about last week.

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00:21:39.330 --> 00:21:44.280

Jo Keogh: Mascot and you want to talk a little bit about that your views on that.

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00:21:45.420 --> 00:21:51.330

ericâ€™s iPhone: Um, well, like I said before, when I went through the school I

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00:21:51.810 --> 00:21:55.170

ericâ€™s iPhone: I liked the mascot. I thought it was like an inspiring type of

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00:21:55.170 --> 00:22:09.000

ericâ€™s iPhone: Thing anytime I got any kind of thing had a symbol on it has Native American on ours. Now, I kind of like cherish did my mother, she did the code that had the Guilford Indians on it and she she was all for it, too. So

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00:22:10.530 --> 00:22:12.180

ericâ€™s iPhone: I didn't really have a problem with it.

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00:22:13.620 --> 00:22:19.080

ericâ€™s iPhone: But I've been researching the psychological studies by Stephanie Freiburg and I have

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00:22:20.100 --> 00:22:26.100

ericâ€™s iPhone: Seen you know where her perspective comes in from she's like kind of a little bit more of an, an outside kind of view.

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00:22:27.210 --> 00:22:43.290

ericâ€™s iPhone: Whereas I was kind of like a inside you like kind of mixed YouTube because also being white as well. I have kind of a double perspective identity, rather than what she had. So it's a different different thing altogether.

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00:22:44.700 --> 00:22:45.150

Jo Keogh: Right.

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00:22:46.530 --> 00:22:52.950

Jo Keogh: And in terms of picking the new mascot. You had mentioned the idea of using

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00:22:53.970 --> 00:22:59.550

Jo Keogh: The Native American spirit on all of them on that a little bit about that.

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00:23:00.300 --> 00:23:03.780

ericâ€™s iPhone: Like a golden eagle or something like that.

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00:23:05.160 --> 00:23:08.040

ericâ€™s iPhone: Kind of to just kind of like pay homage back to

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00:23:09.510 --> 00:23:15.540

ericâ€™s iPhone: You know, the people that feel like they're losing their, their heritage, by, by taking away this Indian symbol.

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00:23:17.160 --> 00:23:20.010

Jo Keogh: So something that I was thinking about

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00:23:21.600 --> 00:23:29.430

Jo Keogh: Something that part of our conversation is that we have, I think, an opportunity to

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00:23:30.660 --> 00:23:34.620

Jo Keogh: Inform session around what the new mascot would be

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00:23:37.260 --> 00:23:49.890

Jo Keogh: An opportunity to educate about what spirit animals are why they are important in Native American culture and we will not as a Commission have

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00:23:51.090 --> 00:24:08.190

Jo Keogh: Any say in what the new mascot will be. I know that's being chosen by students at the high school, but it's my understanding that a lot of the proposed mascots are animals. So I was wondering if it might make sense to

198

00:24:10.680 --> 00:24:25.470

Jo Keogh: You know, depending on what the final animals are I've seen you know grizzly bears. I know, or an auction Osprey eagles, as you said, specifically golden eagles wondering if it would make sense.

199

00:24:26.700 --> 00:24:46.410

Jo Keogh: To provide a little bit of education about the spiritual meanings, the spiritual qualities of those animals from a Native American

perspective. And again, also have a piece about why spirit animals are important in Native American medicine and

200

00:24:47.880 --> 00:24:52.800

Jo Keogh: Just have an opportunity to educate students around that part of native culture.

201

00:24:55.440 --> 00:24:56.730

eric's iPhone: Yeah, I think that's a great idea.

202

00:24:57.900 --> 00:25:01.380

Jo Keogh: How does everyone else feel about that as a possibility.

203

00:25:06.390 --> 00:25:16.110

donnadaniels: I just want us thinking about this in the context of what it means to introduce that notion of a spirit animal in a predominantly white community.

204

00:25:18.000 --> 00:25:25.800

donnadaniels: I know that there's been pushed back around the ways in which spirit animals has been used for instance and social media and people

205

00:25:26.400 --> 00:25:41.220

donnadaniels: Calling different people, their spirit animals. And so I think education would be really critical, and also really thinking about issues of cultural appropriation and where they come in with with that kind of idea.

206

00:25:42.540 --> 00:25:43.410

Jo Keogh: And so

207

00:25:45.570 --> 00:26:01.410

Jo Keogh: Off the top of your head. Do you have ideas around how we might be able to approach this kind of education and a way that is culturally sensitive, I'll ask for your input on this as well. Eric

208

00:26:03.750 --> 00:26:12.540

eric's iPhone: Well, when I was younger, we would have tribal meetings and we'll get together. And one of the elders come in and tell us stories about the

209

00:26:13.140 --> 00:26:21.600

ericâ€™s iPhone: Animals and stuff like that. I'm not sure if possibly we could reach out to somebody and have them come in to educate whoever needs to know about it.

210

00:26:22.980 --> 00:26:29.880

ericâ€™s iPhone: Maybe in school. Why so people know that they can kind of get together and back everyone. Yeah.

211

00:26:35.190 --> 00:26:42.030

Clarice Yasuhara: I mean, I haven't heard about the spirit animal being a possibility, um,

212

00:26:43.320 --> 00:26:50.190

Clarice Yasuhara: And I'm sorry for the digression. But I, is this like a

213

00:26:51.720 --> 00:26:56.580

Clarice Yasuhara: Religious thing kind of thing, because then I feel like that gets a little bit into like

214

00:26:58.830 --> 00:26:59.250

Clarice Yasuhara: And

215

00:27:00.540 --> 00:27:04.800

Clarice Yasuhara: I don't know if spirit animals is something that's more

216

00:27:08.940 --> 00:27:10.680

Clarice Yasuhara: Yeah, I'd have to

217

00:27:11.100 --> 00:27:13.830

Clarice Yasuhara: Do some research on that because I don't know much about spirit animals and

218

00:27:14.130 --> 00:27:15.660

Clarice Yasuhara: How that pertains to

219

00:27:17.220 --> 00:27:17.880

Clarice Yasuhara: The culture.

220

00:27:18.570 --> 00:27:24.600

Jo Keogh: So is your turn around to purchase it, for lack of a better. Yeah.

221

00:27:24.780 --> 00:27:25.110  
Yeah.

222  
00:27:28.230 --> 00:27:29.490  
Jo Keogh: Box a lot

223  
00:27:36.930 --> 00:27:37.440  
ericâ€™s iPhone: So,

224  
00:27:39.150 --> 00:27:45.090  
ericâ€™s iPhone: The spirit animal. I guess you could call it kind of a religious type of mythology type of thing.

225  
00:27:46.470 --> 00:27:53.040  
ericâ€™s iPhone: The one of the main stories that sticks out in my head is is the Turtle Island on how the world was first started

226  
00:27:54.360 --> 00:27:57.540  
ericâ€™s iPhone: Yes. Yeah, you could say it's like a religious type thing.

227  
00:27:59.160 --> 00:28:02.400  
ericâ€™s iPhone: When. When the kids get together in there and they're like,

228  
00:28:03.480 --> 00:28:08.670  
ericâ€™s iPhone: Using their mascot or whatever and other schools have like school spirit and that's another

229  
00:28:09.690 --> 00:28:11.490  
ericâ€™s iPhone: term use of the word as well.

230  
00:28:14.460 --> 00:28:16.800  
Jo Keogh: So, to your point, Donna.

231  
00:28:20.100 --> 00:28:22.830  
Jo Keogh: Understand, I think we're coming fall on this.

232  
00:28:24.930 --> 00:28:38.100  
Jo Keogh: Feels like there's potentially a very, very fine line here between educating around this aspect of Native American culture and getting into appropriation of

233

00:28:39.150 --> 00:28:40.170

Jo Keogh: Spiritual

234

00:28:43.980 --> 00:28:47.850

Jo Keogh: Preparation of a spiritual aspect of Native American culture.

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00:28:47.850 --> 00:28:53.070

Jo Keogh: Black or white institution is that is that you're concerned.

236

00:28:54.300 --> 00:28:58.170

Mike: I think we would want to educate around cultural free for free.

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00:28:58.500 --> 00:28:59.220

For free.

238

00:29:00.690 --> 00:29:03.570

Jo Keogh: Right. I think that's going to be really critical here.

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00:29:05.010 --> 00:29:07.110

Jo Keogh: Well, I'm wondering, um,

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00:29:08.520 --> 00:29:11.190

Jo Keogh: If, then, are you

241

00:29:11.250 --> 00:29:15.030

Jack Evans: A Donna Donna, could you expand upon that point, just a bit.

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00:29:16.980 --> 00:29:35.190

donnadaniels: Cultural appropriation is when dominant groups take on the cultural symbols, the beliefs, the practices of other groups of people. So in this country. It's very common for white people to engage in the cultural

243

00:29:35.190 --> 00:29:36.270

donnadaniels: Appropriation

244

00:29:36.360 --> 00:29:50.760

donnadaniels: Of the culture of African Americans of Native American of Latinos it and that's what I think we want to be thoughtful about here. And you can also Google cultural appropriation and find definitions of it online.

245

00:29:54.660 --> 00:29:57.150

Jo Keogh: ERIC You had mentioned the possibility of

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00:29:58.590 --> 00:30:05.520

Jo Keogh: Bringing in maybe one of the elders from your nation to speak about

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00:30:06.810 --> 00:30:16.830

Jo Keogh: What spirit animals are, why they're important in native culture. And I'm wondering if it might make sense to do a panel.

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00:30:18.570 --> 00:30:23.370

Jo Keogh: Like a zoom panel discussion about this that would both allow

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00:30:24.690 --> 00:30:30.450

Jo Keogh: You know, an elder to share wisdom, if that's something that would be palatable.

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00:30:31.920 --> 00:30:38.640

Jo Keogh: And also to have someone speak about cultural appropriation some more of a two arms.

251

00:30:39.960 --> 00:30:40.950

Jo Keogh: Educational

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00:30:43.170 --> 00:30:45.960

Jo Keogh: It's like a two pronged educational panel.

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00:30:46.350 --> 00:30:57.180

donnadaniels: Yeah, like this, like us not to I, I'd like us to have a more rich discussion that has happened, for instance, with the appropriation of black lives. So the witness stones project.

254

00:30:58.200 --> 00:31:04.950

donnadaniels: Which is deeply problematic for me and other African Americans who live in this town.

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00:31:05.430 --> 00:31:14.220

donnadaniels: On where the lives are not understood in any kind of deeply textured weights and and white people are in charge.

256

00:31:14.670 --> 00:31:25.290

donnadaniels: Of the honoring of black people's lives and it doesn't feel like that's at all of a conversation that is fair and and fruitful.

257

00:31:25.740 --> 00:31:38.730

donnadaniels: And so I'd like not to find ourselves in a similar situation with the experiences of Native American people. So I completely honor where Eric is going with this conversation. I just want to put it in the context

258

00:31:39.090 --> 00:31:47.940

donnadaniels: Of things that have happened recently in Guilford that have not been productive or not been fully honoring even if that's the intention.

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00:31:48.570 --> 00:32:02.070

Jo Keogh: For quite. Um, I'm not sure what the timeline is on choosing the mascot. So I'm wondering if it would make sense to form a subcommittee to talk about this.

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00:32:03.330 --> 00:32:09.300

Jo Keogh: Because obviously, we have a lot of other things to discuss. And I want to give this particular piece.

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00:32:10.620 --> 00:32:14.190

Jo Keogh: ample time for discussion and really thoughtful creation.

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00:32:15.630 --> 00:32:18.750

Jo Keogh: So Eric, can you be willing to

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00:32:19.740 --> 00:32:20.190

Jo Keogh: Listen.

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00:32:20.490 --> 00:32:31.500

Clarice Yasuhara: I'm sorry to interrupt, but if if we're not the ones who are going to choose, shouldn't we may be waiting till they narrowed down the mascots like I know the top five and

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00:32:31.980 --> 00:32:32.430

Jo Keogh: Yeah.

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00:32:32.490 --> 00:32:39.090

Clarice Yasuhara: Didn't get in the conversation or do we want to do this as a separate entity of of the whole mascot thing.

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00:32:39.660 --> 00:32:40.290

Jo Keogh: I think just

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00:32:40.530 --> 00:32:42.390

Clarice Yasuhara: To expand on the education of

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00:32:43.350 --> 00:32:47.910

Jo Keogh: I think yes, I think that it would absolutely make sense.

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00:32:49.020 --> 00:32:56.190

Jo Keogh: To wait until the, you know, top five choices or whatever. I know a little bit down to be

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00:32:57.660 --> 00:33:08.760

Jo Keogh: I'm not and i really i need to reach out to caffeine on the Via we'd find out more about the timeline. But I think if we're talking about putting

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00:33:09.870 --> 00:33:17.910

Jo Keogh: An educational panel together than getting going on that piece of it now would probably make some sense it's

273

00:33:19.710 --> 00:33:22.710

Jack Evans: Just Joe would it be fair for for us to

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00:33:23.970 --> 00:33:33.960

Jack Evans: Raise the trajectory and kind of go to the go to the Board of Education and say that that they had to have committed to a educational component

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00:33:34.470 --> 00:33:51.390

Jack Evans: To the, to change a mascot, and ask them what their timetable is to to accomplish that task so that I'm going to say in a couple of classes in the high school. Don't miss the miss the advantage of having that education.

276

00:33:51.960 --> 00:33:53.160

Jack Evans: Because otherwise that that

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00:33:53.220 --> 00:34:01.740

Jack Evans: Otherwise, that could just drag on and on before it's inactive and maybe maybe the trajectory of this committee, if you will, is to



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00:34:02.310 --> 00:34:13.110

Jack Evans: Go to the Board of Education and the and the superintendent and asked for, though, that sort of thing of how the education is coming volunteer to help and then bring Eric's ideas along with it.

279

00:34:14.790 --> 00:34:16.170

Clarice Yasuhara: Um, yeah, then

280

00:34:17.250 --> 00:34:28.470

donnadaniels: It has already invited us to be part of this conversation. So we don't necessarily have to ask permission but coordinating with the board of it would make sense. Yeah.

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00:34:28.860 --> 00:34:32.280

Clarice Yasuhara: Yeah, they are having a search committee.

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00:34:33.600 --> 00:34:35.880

Clarice Yasuhara: I just looking at the email that

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00:34:37.560 --> 00:34:40.620

Clarice Yasuhara: Was sent out to a global parents and

284

00:34:41.940 --> 00:34:46.290

Clarice Yasuhara: Yeah, they're asking the public to, you know, send suggestions.

285

00:34:47.430 --> 00:34:53.490

Clarice Yasuhara: To a specific email and to volunteer to participate in the mascot search committee and so

286

00:34:53.820 --> 00:34:54.150

Clarice Yasuhara: That's

287

00:34:54.210 --> 00:34:55.500

Clarice Yasuhara: That's open for everybody.

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00:34:56.250 --> 00:34:57.960

Jack Evans: Right. Can you circulate that please

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00:34:59.100 --> 00:34:59.910

Clarice Yasuhara: Remember minute

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00:35:00.600 --> 00:35:01.080

Yep, I get

291

00:35:02.880 --> 00:35:06.960

Jack Evans: Those of us that don't have kids in school, don't see it.

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00:35:07.350 --> 00:35:08.610

Clarice Yasuhara: Yeah, that's true. I know.

293

00:35:08.790 --> 00:35:11.430

Jack Evans: And and my wife's a teacher and she doesn't see it.

294

00:35:12.900 --> 00:35:20.100

Clarice Yasuhara: Yeah, well, they are putting it they're saying that the finalists will then be presented to high school students current and future so

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00:35:21.510 --> 00:35:24.660

Clarice Yasuhara: Anybody that's there that's currently enrolled in the

296

00:35:25.890 --> 00:35:26.790

Clarice Yasuhara: Public School system.

297

00:35:27.960 --> 00:35:43.200

Jack Evans: I think, as I say, I'll go back to a week. I think one of the things that we could prove the value is to basically hold the Board of Education. His feet to the fire about creating the educational component to this and getting it done.

298

00:35:43.470 --> 00:35:45.060

Jack Evans: In some timely fashion.

299

00:35:45.690 --> 00:35:47.820

Jack Evans: Because they've had enough time to figure it out.

300

00:35:50.520 --> 00:35:51.000

Jack Evans: You know,

301

00:35:51.150 --> 00:35:58.980

Jack Evans: They've you know they've had enough time to come up with a decision that could have come up with the educational component at the same time, please my view.

302

00:35:59.610 --> 00:36:14.310

Jo Keogh: Well, I mean to be fair, I don't know, we're able to attend any of the VOA meetings that were held on the subject jack that they actually did do a fair amount of education themselves over the past couple of weeks.

303

00:36:15.000 --> 00:36:15.480

Jack Evans: Yeah, good.

304

00:36:15.600 --> 00:36:16.170

Jack Evans: Good attempt

305

00:36:16.650 --> 00:36:19.830

Jo Keogh: Yeah. So I think, you know,

306

00:36:21.780 --> 00:36:23.970

Jack Evans: It seems like they're starting at the beginning. That's all.

307

00:36:25.110 --> 00:36:28.890

Jo Keogh: Well, they think in a lot of ways. They are you think

308

00:36:30.450 --> 00:36:31.830

Jo Keogh: That's been a necessity.

309

00:36:33.030 --> 00:36:36.600

Jo Keogh: Enable them to communicate with a lot of people

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00:36:37.800 --> 00:36:45.540

Jo Keogh: In town who might not necessarily have a really strong understanding of all of the issues at play.

311

00:36:46.590 --> 00:36:49.590

Jo Keogh: But certainly I do agree that

312

00:36:50.910 --> 00:36:53.550

Jo Keogh: Figuring out a timeline for

313

00:36:55.170 --> 00:37:16.650

Jo Keogh: Choosing the new mascot, or at least you know hearing from the do we, what that timeline is is really important. I will reach out to Kathy tomorrow to get more information about that and then see what ways are the ways in which we can work with the committee is choosing the mascot.

314

00:37:17.820 --> 00:37:19.860

Jo Keogh: Donna incorporating your

315

00:37:21.330 --> 00:37:30.630

Jo Keogh: Your ideas around maybe education concerning appropriation and Eric working with you to make sure

316

00:37:31.920 --> 00:37:35.040

Jo Keogh: That there is a native voice speaking

317

00:37:36.810 --> 00:37:38.880

Jo Keogh: As they move forward with this choice.

318

00:37:40.380 --> 00:37:44.130

Jo Keogh: Morning Andy Do you have any thoughts about all this.

319

00:37:46.470 --> 00:37:46.800

Andy Gottlieb: Well,

320

00:37:46.950 --> 00:37:51.240

Jack Evans: Eric if if you're if you're a farmer committee all volunteer to be on it.

321

00:37:54.870 --> 00:37:55.410

ericâ€™s iPhone: Sounds good.

322

00:37:56.610 --> 00:37:57.240

ericâ€™s iPhone: I also

323

00:37:58.290 --> 00:38:01.350

ericâ€™s iPhone: emailed the principal to join the committee.

324

00:38:02.700 --> 00:38:06.870

ericâ€™s iPhone: That will end up reducing the number to the finals as well.

325

00:38:07.440 --> 00:38:07.740  
Jo Keogh: Right.

326  
00:38:08.580 --> 00:38:09.150  
ericâ€™s iPhone: And she has

327  
00:38:10.290 --> 00:38:18.930  
ericâ€™s iPhone: SAID ANYTHING whether how many members are going to be on that committee or who's going to be able to be part of that committee yet, but she did.

328  
00:38:20.490 --> 00:38:21.810  
Jo Keogh: Okay, okay.

329  
00:38:22.920 --> 00:38:23.250  
Jo Keogh: Great.

330  
00:38:24.480 --> 00:38:26.100  
Jo Keogh: Lori Andy box.

331  
00:38:27.150 --> 00:38:28.860  
Andy Gottlieb: Yeah, I was just gonna say that I was

332  
00:38:29.700 --> 00:38:36.360  
Andy Gottlieb: Intrigued by what Eric was saying about another way to honor Native Americans.

333  
00:38:37.800 --> 00:38:54.150  
Andy Gottlieb: Through a new mascot, but I do share Donna's apprehension about cultural appropriation about making sure we get the education right around that sort of thing. And I do wonder whether there can be that nuance with a mascot.

334  
00:38:56.070 --> 00:38:59.490  
Andy Gottlieb: I don't know if that's the the best place for

335  
00:39:00.570 --> 00:39:01.950  
Andy Gottlieb: Those conversations

336  
00:39:03.030 --> 00:39:06.750  
Andy Gottlieb: So I think if if if you offered ever did go in that direction.

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00:39:07.920 --> 00:39:08.730

Andy Gottlieb: It would have to be done.

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00:39:08.760 --> 00:39:10.110

extraordinarily well

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00:39:11.430 --> 00:39:11.940

Andy Gottlieb: It's

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00:39:13.290 --> 00:39:14.730

Andy Gottlieb: I mean I think certainly with

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00:39:16.260 --> 00:39:25.440

Andy Gottlieb: My, my experience in the public school system, and I would hope it would be different now going forward, but just such a dearth of

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00:39:27.180 --> 00:39:36.720

Andy Gottlieb: Conversations about Native Americans about our history, and I think it just would require a lot of work on the part of the part of the school.

343

00:39:40.830 --> 00:39:50.130

maureenâ€™s iPhone 8+: I just to add to that, I think they're absolutely needs to be a Native American voice and presence at the table of the utmost importance. And so I think Eric's

344

00:39:50.160 --> 00:39:53.610

maureenâ€™s iPhone 8+: volunteering to be a part of that search group and a part of that.

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00:39:53.790 --> 00:39:56.310

maureenâ€™s iPhone 8+: That group with a high school is so very important

346

00:39:57.810 --> 00:40:02.280

maureenâ€™s iPhone 8+: And I fully support that and I think education goes hand in hand, along with the process.

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00:40:04.920 --> 00:40:05.370

Jo Keogh: So,

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00:40:05.400 --> 00:40:05.970

I guess.

349

00:40:07.770 --> 00:40:10.170

Jo Keogh: The key is to find out what the timeline is

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00:40:11.250 --> 00:40:11.640

Jo Keogh: And

351

00:40:14.040 --> 00:40:14.790

Jo Keogh: Because

352

00:40:16.740 --> 00:40:24.420

Jo Keogh: As you say, Andy and Donna the educational component of this would have to be done with such error.

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00:40:27.210 --> 00:40:36.210

Jo Keogh: It might make sense to have a special guest on this subject. Again, we're a subcommittee housing. Well, feeling about this.

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00:40:37.350 --> 00:40:47.940

Jo Keogh: Do you want to figure this out as a mission or a move to a subcommittee to talk about this meeting report back

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00:40:56.400 --> 00:41:03.540

Jack Evans: I think it should be a subcommittee because of the looking at the agenda, there's going to have to be additional subcommittees

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00:41:09.720 --> 00:41:10.620

Jo Keogh: Anyone else

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00:41:14.220 --> 00:41:15.450

Clarice Yasuhara: I guess so, yeah.

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00:41:16.650 --> 00:41:16.860

Clarice Yasuhara: Hi.

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00:41:19.710 --> 00:41:29.520

donnadaniels: Kelly handle this is a template for how we educate around sensitive topics. So I actually think Commissioners need to

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00:41:30.030 --> 00:41:45.510

donnadaniels: Be paid to meet about this, and I understand we don't have time to do it in this meeting, but quite honestly this is our mandate and

I think we need to get there, how to I don't think it's a, I don't think it's a subcommittee. I think it's the entire Commission.

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00:41:47.160 --> 00:41:49.500

maureenâ€™s iPhone 8+: But I agree completely with Donna

362

00:41:51.690 --> 00:41:57.240

Jo Keogh: Yeah, I'm inclined to agree with that as well. I jacked. I do think that there are other

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00:41:57.810 --> 00:42:04.740

Jo Keogh: Things on the agenda, not all of which we're going to get through tonight, unless we all want to be here until 10 o'clock at night agree.

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00:42:05.700 --> 00:42:31.110

Jo Keogh: For this particular issue. You're right, Donna. So I will get the timeline around the decision. And you can either call a special meeting or hopefully awesome time to gather more information and talk about this at length, our next meeting will be our top priority.

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00:42:32.580 --> 00:42:34.080

Jo Keogh: Is everyone in agreement with that.

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00:42:37.230 --> 00:42:37.620

Jo Keogh: Okay.

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00:42:38.670 --> 00:42:41.160

Jo Keogh: Eric, there were there were other

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00:42:42.180 --> 00:42:52.140

Jo Keogh: issues as well that I wanted to bring up tonight. And I'm wondering if it would be you. If

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00:42:53.160 --> 00:43:00.930

Jo Keogh: we postpone those conversations until our next meeting. I'm just trying to be mindful of time.

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00:43:01.590 --> 00:43:03.210

ericâ€™s iPhone: Yeah, absolutely. Yeah.

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00:43:03.300 --> 00:43:03.660

Okay.



372

00:43:04.740 --> 00:43:05.130

Jo Keogh: Okay.

373

00:43:06.990 --> 00:43:09.960

Jo Keogh: One piece that I do want to talk about

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00:43:11.070 --> 00:43:22.800

Jo Keogh: Briefly is an email that was sent to Matt Foley about the original deed of sale that is currently

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00:43:24.180 --> 00:43:32.460

Jo Keogh: On I guess in the zoning office. And the idea is to give the deed of sale, a new phone.

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00:43:34.680 --> 00:43:36.960

Jo Keogh: With an educational component

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00:43:38.490 --> 00:43:53.040

Jo Keogh: So something that I've been thinking about is that we have all of these sort of disparate elements around Native American history in Guilford, we've got the deed of sale. We've got the

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00:43:53.880 --> 00:44:15.690

Jo Keogh: Native American Museum at the W farm. I'm not entirely clear on whether that's a permanent fixture, there will not. We've got, you know, education pieces that we're talking about, too. So something that I've been thinking about and we don't need to figure this out tonight is just

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00:44:16.770 --> 00:44:30.150

Jo Keogh: A way that we could tie all of those pieces together, either in a central location or Donna, I know you would raise the idea of having a map.

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00:44:31.410 --> 00:44:34.140

Jo Keogh: In for Guilford that would mark.

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00:44:35.790 --> 00:44:43.590

Jo Keogh: Notable sites Native American historical sites. That to me is another piece of this

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00:44:45.030 --> 00:44:54.090

Jo Keogh: So I just want to throw this out there for all of us to be thinking about how we can sort of tie all of these pieces together.

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00:44:55.860 --> 00:45:12.150

Jo Keogh: And one final piece that I want to mention and having a conversation with another young woman who went through the Guilford school system and is a native heritage. She is

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00:45:13.170 --> 00:45:27.990

Jo Keogh: Very interested in compiling personal histories of indigenous people and go for both people who were here before the traders and the settlers came in and

385

00:45:29.010 --> 00:45:40.680

Jo Keogh: You know, people who live here now just sort of documenting the Native American experience over time. So that would be another piece to add

386

00:45:41.760 --> 00:45:43.020

Jo Keogh: To all of this.

387

00:45:44.160 --> 00:45:49.440

Jo Keogh: So I'm just wondering if there's a way to tie all of these pieces together.

388

00:45:51.180 --> 00:45:54.570

Jo Keogh: Into a central location, whether that's a physical location.

389

00:45:56.370 --> 00:46:00.000

Jo Keogh: You know, a map of many physical locations.

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00:46:01.380 --> 00:46:13.380

Jo Keogh: An online location. It's just something that I want to start thinking about, because we actually do have, you know, quite a few pieces that can be tied together. I think to start

391

00:46:14.430 --> 00:46:16.470

Jo Keogh: Building a foundation

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00:46:17.940 --> 00:46:22.200

Jo Keogh: For Native American experience in Guilford

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00:46:24.600 --> 00:46:29.490

Jo Keogh: But in terms of the, the, the original deed of sale.

394

00:46:33.600 --> 00:46:43.440

Jo Keogh: And the idea is to again to move it out of the zoning office and to a location where there will be an educational component involved with it.

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00:46:44.760 --> 00:46:53.610

Jo Keogh: And so, Matt. Whoa. We asked us to, you know, think about that and see if we could come up with recommendations around

396

00:46:56.190 --> 00:47:00.780

Jo Keogh: Any thoughts from the commissioners or error from you.

397

00:47:02.940 --> 00:47:06.840

Clarice Yasuhara: And the first thought that comes to mind is the history room in the library.

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00:47:08.100 --> 00:47:09.690

Clarice Yasuhara: Or maybe one of the local

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00:47:10.770 --> 00:47:11.820

Clarice Yasuhara: Museums, but

400

00:47:14.040 --> 00:47:17.520

Clarice Yasuhara: I think now the historical room. There might be a good place.

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00:47:20.910 --> 00:47:31.710

Andy Gottlieb: Yeah, I think in the US Navy, the email mentioned we have either the library historical room or the field has and I feel like those would be natural candidates.

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00:47:32.820 --> 00:47:33.810

Andy Gottlieb: It does seem

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00:47:35.130 --> 00:47:42.030

Andy Gottlieb: A little uncomfortable that it's in town hall and it seems like more of a trophy than historical document.

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00:47:43.620 --> 00:47:50.760

Andy Gottlieb: So I think just making sure it's in a place where the context is there and it's not just kind of

405

00:47:52.020 --> 00:47:52.290

Andy Gottlieb: Yeah.

406

00:47:53.550 --> 00:47:56.640

Andy Gottlieb: There's some sort of triumphal thing.

407

00:48:00.480 --> 00:48:08.940

donnadaniels: I mean, if it's in the historical run at the library. It seems like it presents like a prime opportunity to create educational sessions.

408

00:48:09.330 --> 00:48:31.560

donnadaniels: Like a curriculum that could go for, you know, a period of time, featuring different speakers kind of jumping ahead to the curriculum that the lives of shared with us. But, you know, if you start thinking, imagining it as like sort of units of study that we could collaborate with

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00:48:33.930 --> 00:48:39.720

donnadaniels: Even the Guilford foundation in terms of funding speakers who could come could be

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00:48:40.920 --> 00:48:53.640

donnadaniels: You know, a Native American to come to speak about their specific history in the researchers at Yale. It could be students in the school who take on

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00:48:55.140 --> 00:49:19.080

donnadaniels: You know, like the student who wants to collect narratives of Native people and in the town. So you could imagine it as a way to get people raising consciousness around who was here who remains here and it can be a really interesting way to partner with some other institutions in town.

412

00:49:23.670 --> 00:49:25.440

Jo Keogh: Eric, do you have any thoughts on us.

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00:49:27.270 --> 00:49:31.140

ericâ€™s iPhone: Um, one of the things that was mentioned before was

414

00:49:32.760 --> 00:49:41.700

ericâ€™s iPhone: To honor the the Native Americans. Maybe we could. We can name something at high school, our name the high school itself in high school.

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00:49:42.360 --> 00:49:50.100

ericâ€™s iPhone: And if if that was you know an option is something that we could go for with maybe we can have the document there and start with the education with the

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00:49:50.610 --> 00:50:01.860

ericâ€™s iPhone: For the students in Guilford right there, rather than in the library where maybe not as many people might visit as much and and learn from, from the young age.

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00:50:03.900 --> 00:50:07.050

Jo Keogh: Wondering, who that if

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00:50:08.700 --> 00:50:08.910

Jo Keogh: It's

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00:50:10.590 --> 00:50:14.970

Jo Keogh: Possible to have a copy made right so to have

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00:50:16.170 --> 00:50:22.560

Jo Keogh: Maybe one copy and you know I won't really speak to where you want to be.

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00:50:24.060 --> 00:50:32.190

Jo Keogh: Maybe the original in one place and a copy in another. So, you know, the original at the library and

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00:50:32.190 --> 00:50:34.290

Jo Keogh: Copy or vice versa.

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00:50:35.850 --> 00:50:46.830

Jo Keogh: Because I, I do think that there's yeah there's merit a lot of merit of the idea of having at the very least, a copy of it as a school

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00:50:48.300 --> 00:50:51.900

Jo Keogh: were seen by our students as well.

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00:50:52.500 --> 00:50:52.800

Yes.

426

00:50:54.870 --> 00:50:58.260

Jack Evans: At the risk at the risk of maybe

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00:51:00.150 --> 00:51:06.090

Jack Evans: I don't want to say insulting or same so I spent a great deal of time over the last two days to sort of research.

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00:51:06.720 --> 00:51:21.150

Jack Evans: What the, the document is and where it is and all that sort of stuff. And one of the things that you all are talking about a sort of a lack of knowledge that collectively, our group has on what that that document does or does not do.

429

00:51:22.530 --> 00:51:41.190

Jack Evans: There are copies. First off, the document is multiple pages. Second of all, it already is in the Whitfield house. It's already in the library. It's already in multiple buildings in Brown Town, all of which all of those areas have been trying to educate and have educational programs.

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00:51:42.420 --> 00:52:02.070

Jack Evans: About how Guilford is founded and the, if you will, the deed of the deed of sale is basically the basis of all of Guilford and how was established and put together. And it's one of the more studied documents between

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00:52:03.210 --> 00:52:12.720

Jack Evans: If you will, the Puritans and the Indians are the settlers and the Indians heritage, not only in New England but across the country. So there's a lot of

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00:52:14.340 --> 00:52:18.330

Jack Evans: Educational stuff already there. And in play within town.

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00:52:20.070 --> 00:52:34.710

Jack Evans: Admittedly, maybe the the people that have that document have not broadcast their education enough or to the liking obviously because members of the members of the Commission or committee.

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00:52:35.250 --> 00:52:50.910

Jack Evans: Are not aware of their educational efforts, maybe the first thing to do is to get with the Whitfield house and get with the. The other area. Other places where these documents exist and find out about their educational programs from promote them.

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00:52:52.020 --> 00:53:05.760

Jack Evans: One of the things you'll find is it as the basis of the of the town and all, everything is built upon it, and it was it was put together with by government basically

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00:53:06.900 --> 00:53:08.460

Jack Evans: Soon to be governor leat

437

00:53:09.900 --> 00:53:14.340

Jack Evans: It has multiple pages. It's certainly detailed and what have you.

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00:53:15.660 --> 00:53:30.420

Jack Evans: At the Board of Education meeting. Wait, it was noted that the the agreement between the tribe and the town and the Puritans was a unique document that was unlike several others.

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00:53:31.680 --> 00:53:43.800

Jack Evans: And actually, the, the, the, and I can't pronounce her name, but some people, the person that signed the document that was a second document. She actually was involved with one in New Haven.

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00:53:44.460 --> 00:53:58.470

Jack Evans: So just doing a little bit of research. The document is is a part of the history and quite frankly every historian I spoke with said here's what we know about it, they're more than willing to share the information they have

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00:53:59.070 --> 00:54:09.210

Jack Evans: And all of them said yes, it's, it's kind of baton being transparent about how it established itself. Here's how. Here's how everything is based upon

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00:54:09.600 --> 00:54:14.130

Jack Evans: Here's how all the land records are put together. Here's how everything is together. It's on the wall.

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00:54:14.550 --> 00:54:22.680

Jack Evans: And if there's something wrong with it. Let us know and we'll put that that up with it so that we can we can challenge it and educate people about it.

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00:54:23.400 --> 00:54:47.820

Jack Evans: It's, it's not a document that's meant meant or ever was created to offend or cause problems. It was to actually join people and make them work together. So I think we might want to step back a bit from this conversation. Do some own research on ourselves. I can tell you that if you read

445

00:54:49.530 --> 00:55:01.830

Jack Evans: Joel he landers book on on Guilford or the Steiner book of the history of Guilford was first published in 1876 you'll find a lot of that documentation that will help you out.

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00:55:02.940 --> 00:55:04.500

Jack Evans: But then again,

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00:55:05.550 --> 00:55:16.320

Jack Evans: Moving I'm gonna say, making this the statements you all are are very valid need to be done. And I think what we we can do as a as a committee.

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00:55:16.890 --> 00:55:27.870

Jack Evans: Is go out to those places and say, hey, how do we help you spread this education because it covers all ranges of people that have been in count and Guilford

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00:55:30.210 --> 00:55:38.400

Jo Keogh: I thank you jack for do taking the time to do all of that research. I appreciate that and I think

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00:55:39.420 --> 00:55:55.230

Jo Keogh: That, yes, absolutely. It would make sense to reach out to people who are already educating around this document to see what kinds of educational initiatives, they're hiding. I think that something a

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00:55:56.220 --> 00:55:56.730

Jack Evans: Lot of it.

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00:55:57.570 --> 00:56:13.290

Jack Evans: Let me interrupt a lot of the, the things that we're saying went into the education before it was put into the town hall. There's a lot of to make sure that everything was accurate and truthful and gave the history of the count of the Community.

453

00:56:14.910 --> 00:56:30.540

Jack Evans: To move to remove it from town hall is basically saying the town is ashamed of doing what they did when they should be proud they



made. They made us historically document that has stood the test of time and became the model for others.

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00:56:31.380 --> 00:56:31.560

Which

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00:56:32.850 --> 00:56:39.360

Jo Keogh: I understand that perspective. And I would also point out unless

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00:56:39.870 --> 00:56:43.800

donnadaniels: I strongly disagree with Joe, I just have to say that

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00:56:43.890 --> 00:56:44.760

Jo Keogh: Drop me

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00:56:44.850 --> 00:56:46.710

donnadaniels: Strongly disagree.

459

00:56:47.550 --> 00:56:50.430

donnadaniels: I'm as history out its worst

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00:56:50.940 --> 00:56:51.240

Jo Keogh: And I

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00:56:53.220 --> 00:56:53.580

Jo Keogh: Know,

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00:56:54.060 --> 00:56:55.020

Jack Evans: In what way.

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00:56:56.130 --> 00:57:02.010

Jo Keogh: Well jack. I mean, the main problem is that a lot of this history's been written through a white lens.

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00:57:03.270 --> 00:57:03.660

Jo Keogh: And

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00:57:03.720 --> 00:57:04.140

Jo Keogh: I think

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00:57:04.200 --> 00:57:16.950

Jo Keogh: Part of what we're talking about wanting to do as a Commission is to educate around the, the history of the establishment of Guilford through a lens.

467

00:57:17.220 --> 00:57:17.520

Jack Evans: Okay.

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00:57:18.450 --> 00:57:27.270

Jack Evans: Hold on, hold on, that that statement is not true because of you speak to the historians and the care that they take about

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00:57:28.890 --> 00:57:33.450

Jack Evans: If you will, making sure that the Native American

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00:57:34.500 --> 00:57:37.140

Jack Evans: Ideas positions and and

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00:57:37.590 --> 00:57:48.300

Jack Evans: habits and customs art are maintained and defended and educated. You'd be surprised. I think, I think you'd be overwhelmed with it. I think many times we

472

00:57:48.990 --> 00:58:03.900

Jack Evans: I'm gonna say we, as I'll use the term white people want our want don't see it readily and without doing the hard work of research and digging into it and digging into the past and if we don't do that.

473

00:58:05.250 --> 00:58:13.320

Jack Evans: It's wrong. I would. I would. I'm the first to stand up for there's a wrong thing in it. Let's get it out to get it off there but

474

00:58:13.830 --> 00:58:27.600

Jack Evans: Boy, the little bit. I've done in the last couple of days, it's, it's hard for me to see where this document hasn't stood the test of time and has been challenged all over the place. It's one of the few

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00:58:29.370 --> 00:58:30.750

Jack Evans: Town documents.

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00:58:30.870 --> 00:58:32.490

Jack Evans: That has not been

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00:58:33.510 --> 00:58:43.590

Jack Evans: Challenged by the Native Americans in in the court of law over this over the three centuries. It's or three centuries. It's been in place.

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00:58:45.600 --> 00:58:46.110

Jo Keogh: Eric

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00:58:46.410 --> 00:58:46.680

The

480

00:58:49.980 --> 00:58:50.160

ericâ€™s iPhone: So,

481

00:58:51.150 --> 00:59:00.810

ericâ€™s iPhone: The document Joe and I had discussed it before I haven't read the whole thing. The first time I read it was a couple weeks ago and I just read the the cover page. And I also

482

00:59:01.830 --> 00:59:11.970

ericâ€™s iPhone: Studied a real estate as well. I went through the real estate courses and I am very well versed in the terminology and the legal ease around real estate.

483

00:59:13.500 --> 00:59:16.620

ericâ€™s iPhone: Basically, I will challenge the document because

484

00:59:17.640 --> 00:59:24.960

ericâ€™s iPhone: It's, it's basically they're they're trading what I've seen from the front pages. They're, they're trading goods for for land which the

485

00:59:25.620 --> 00:59:36.060

ericâ€™s iPhone: People had really didn't have a concept of what they were trading. So when you make a contract it kind of voids the contract. I think it's a interesting historical document to

486

00:59:37.530 --> 00:59:45.330

ericâ€™s iPhone: To, you know, educate people around, but I don't know about how well it would hold up in court if there weren't please stand up.

487

00:59:46.350 --> 00:59:50.040

Jack Evans: It has, it has it has it has not been challenged

488

00:59:50.280 --> 00:59:51.630

Jack Evans: It's one of the few that hasn't

489

00:59:52.200 --> 00:59:53.610

Jack Evans: Right. Am I right or wrong.

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00:59:54.660 --> 00:59:55.830

ericâ€™s iPhone: And who's going to challenge it though.

491

00:59:56.520 --> 01:00:08.280

Jack Evans: Oh, no, no. What I'm saying hundreds of these have been challenged across the country. This type of document, according to the people I've spoken with today.

492

01:00:08.670 --> 01:00:09.540

ericâ€™s iPhone: I'm sure they have

493

01:00:10.290 --> 01:00:16.890

Jack Evans: And and this one has not because of the detail and the and the and how its constructed. I'm not a lawyer.

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01:00:18.180 --> 01:00:21.900

Jack Evans: I also know that you can kind of have to look at the context of when the

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01:00:22.980 --> 01:00:40.680

Jack Evans: When the document was put together and the time frame and that sort of stuff and applying today's standards may not be a necessarily a fair way or or the right way I defer to the historians to that fat on that side. If we want to call the historians and

496

01:00:41.970 --> 01:00:53.220

Jack Evans: Wrong or not, not correct. Absolutely. I think all of them have said, Do do this for years. They'll give you every document everything they have and if they're wrong, they'll, they'll stand beside you and

497

01:00:53.910 --> 01:00:54.240

Jack Evans: I think

498

01:00:54.480 --> 01:00:54.750

The

499

01:00:57.270 --> 01:00:59.490

Jo Keogh: grantee, please. You're trying to say something.

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01:00:59.670 --> 01:01:03.420

Andy Gottlieb: Oh yeah, I mean just just to say that I mean that if we want to look at context.

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01:01:03.480 --> 01:01:04.590

Andy Gottlieb: No, no matter how

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01:01:05.880 --> 01:01:12.180

Andy Gottlieb: I mean no generous the document looks on its face if one wants to use that term.

503

01:01:13.620 --> 01:01:23.280

Andy Gottlieb: You know the context is conquest and genocide. So, I mean, that just supersedes everything. And I think that should be the context that's made clear on this.

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01:01:24.180 --> 01:01:30.210

Jo Keogh: And coming back to Eric's point as well. I agree with you, Andy, thank you for. Thank you.

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01:01:31.800 --> 01:01:52.740

Jo Keogh: So something that Eric just said is speaking about culture and understanding of what land meant, which then and now is very, very different for whites and for Native Americans. So I think, again, it makes sense.

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01:01:54.570 --> 01:01:59.010

Jo Keogh: To look into this a little bit more, I would be very curious to see

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01:02:00.270 --> 01:02:02.250

Jo Keogh: What education is being done.

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01:02:03.360 --> 01:02:08.520

Jo Keogh: Around the history of the land purchase and

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01:02:10.020 --> 01:02:11.850

Jo Keogh: See whether there's any

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01:02:12.930 --> 01:02:15.900

Jo Keogh: Education that's being done around

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01:02:17.400 --> 01:02:24.870

Jo Keogh: Basically, the cultural differences speaking from a Native American perspective and also as Andy pointed out.

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01:02:25.620 --> 01:02:45.030

Jo Keogh: contextualizing the the sale of the land in the overall history of genocide of Native American people. So that's the conversation that we're having. It's not about I think it's not about whether you know white historians are in agreement.

513

01:02:46.140 --> 01:03:07.770

Jo Keogh: About the the particular, you know, find points of this document. I'm really more interested in talking about the other pieces that may not be discussed and maybe maybe I'm wrong about that maybe these conversations are being had and I'm not aware of them.

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01:03:08.820 --> 01:03:14.400

Jo Keogh: Certainly jack if you'd be willing to share the names of the storylines.

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01:03:15.570 --> 01:03:28.740

Jo Keogh: That you've talked to over the last couple of days, that would be great. But my sense is that there is a larger conversation to be had. And as part of our educational initiative.

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01:03:29.640 --> 01:03:46.890

Jo Keogh: We would, I think he a really good group to implement those conversations and those educational pieces so jack. Have you again, I would be willing to share the names of the stories you've been talking to with us, that would be great.

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01:03:48.180 --> 01:03:56.100

Jo Keogh: And we can continue this conversation at our next meeting and I will also certainly

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01:03:57.960 --> 01:04:08.880

Jo Keogh: Look into why this particular document if you know as you say there are already copies in multiple locations and Guilford

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01:04:10.020 --> 01:04:23.820

Jo Keogh: Why this one which is hanging on the wall is a particular significance because you're right. I don't understand the difference there. So I need to educate myself around that. That's certainly something that I'm going to do.

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01:04:28.110 --> 01:04:28.620

aosaos: Mm hmm.

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01:04:29.970 --> 01:04:34.890

Jack Evans: Oh, all, sir. I'll circulate. Some of the his I'll circulate some of the details that I did.

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01:04:36.030 --> 01:04:38.550

Jack Evans: I'll give you all the contacts and you guys and

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01:04:39.990 --> 01:04:40.920

Jack Evans: And we'll go from there.

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01:04:41.340 --> 01:04:42.450

aosaos: The company mission.

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01:04:46.140 --> 01:04:46.500

Jo Keogh: Okay.

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01:04:47.910 --> 01:04:57.300

Jo Keogh: Does anyone else have any anything you'd like to add to this conversation. This part of the conversation. Before we move on, I don't

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01:05:02.040 --> 01:05:02.820

Jo Keogh: Know, okay.

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01:05:03.840 --> 01:05:06.180

Jo Keogh: Eric, thank you so much.

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01:05:07.470 --> 01:05:18.390

Jo Keogh: I'm looking forward to continuing conversations with you around all of these issues and I'm sure there will be more as we continue to dig in. So thanks for joining.

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01:05:19.590 --> 01:05:22.770

donnadaniels: Us. Thank you for joining tonight, Eric. Really appreciate it.

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01:05:26.370 --> 01:05:26.880

Jo Keogh: Okay.

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01:05:28.170 --> 01:05:31.590

Jo Keogh: I want to actually skip down to

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01:05:32.850 --> 01:05:44.250

Jo Keogh: The next section on the agenda because I know we're, we're getting pressed for time and Eliza is here with us tonight. I'm happy to see you again. Eliza.

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01:05:45.630 --> 01:06:00.480

Jo Keogh: You all have or shouldn't have had emailed to you for proposal around the Guilford Free Library Summer Sessions Eliza, would you

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01:06:00.570 --> 01:06:05.070

Jo Keogh: Be willing to tell us a little bit about how this project came to be and sort of

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01:06:05.220 --> 01:06:08.040

Jo Keogh: Walk us through your vision for this.

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01:06:09.360 --> 01:06:12.330

Eliza Summerlin: Yeah, absolutely. Hey, I'm Eliza, I

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01:06:13.470 --> 01:06:24.300

Eliza Summerlin: spent my whole life in Guilford graduated from high school in 2009 and this project was part of my grad school studies I live in Seattle now.

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01:06:24.660 --> 01:06:33.480

Eliza Summerlin: And I went to the University of Washington's to get my master's in library science and my first year there. I took a course that was all about.

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01:06:33.840 --> 01:06:42.090

Eliza Summerlin: Making libraries more equitable places and we had to do an assignment where the the assignment was to

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01:06:42.480 --> 01:06:51.210

Eliza Summerlin: Pick a library as a case study and sort of do some research about the library and how it functions and propose some change that the library could make to be a more



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01:06:52.050 --> 01:07:03.780

Eliza Summerlin: Inclusive diverse equitable place. And so I immediately thought of Guilford, and in my perspective Guilford is a place that I think as this conversation illustrates like

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01:07:04.890 --> 01:07:22.950

Eliza Summerlin: Really values are really a political take on history and how it informs our current present day. And so I thought the library would be a really good place to take these historical events like a deed of sale or like a witness stone or something that we value from the

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01:07:22.950 --> 01:07:23.460

Eliza Summerlin: Past.

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01:07:23.730 --> 01:07:40.200

Eliza Summerlin: And connect it to current social justice efforts happening today because I think I just think people in Guilford really don't understand the legacy of a lot of the oppression that our town is based on and how it continues to affect people today so

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01:07:41.220 --> 01:07:53.400

Eliza Summerlin: I worked with Dennis content and the witness stones. I worked with Rob McCool. And I also should say this project was I didn't do this on my own. I had a partner in grad school. The name is Elizabeth

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01:07:54.600 --> 01:08:14.100

Eliza Summerlin: And so we came up with a mock program that would be run at the Guilford Free Library, and we call it the summer sessions and the structure of the summer sessions. Essentially, it would take place over a summer I think it's designed to be eight weeks long. And each week takes

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01:08:15.210 --> 01:08:24.360

Eliza Summerlin: Historical events and it has readings about it and then connects it to a current social movement and we paired all of each session with

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01:08:25.020 --> 01:08:33.780

Eliza Summerlin: A local speaker in Connecticut. So an organizer, a professor poets different things like that, um,

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01:08:34.650 --> 01:08:42.990

Eliza Summerlin: And yeah the the hope was to sort of capitalize on guildford's reverence for history and for its colonial history in particular and sort of

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01:08:43.290 --> 01:08:56.160

Eliza Summerlin: Illustrate the pitfalls of thinking that way and how we can connect that to current social movements today. Um, and it's again this from 2018 so it's a little bit outdated I'm

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01:08:57.420 --> 01:09:00.480

Eliza Summerlin: In two years not horribly but um

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01:09:01.650 --> 01:09:10.650

Eliza Summerlin: Yeah, I just I I initially wanted to actually implement the program for my Capstone but that ended up not happening, and now just sort of seems like a

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01:09:10.650 --> 01:09:26.790

Eliza Summerlin: Really, perfect time to sort of try to revisit programming like this and see if you know something like this could be a jumping off point or some type of structure a model that we could implement or build from for public education.

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01:09:29.790 --> 01:09:33.000

Clarice Yasuhara: That's great. Um, my first question.

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01:09:34.230 --> 01:09:42.780

Clarice Yasuhara: Is what's the target audience like what's the age range of this kind of readings and presentation.

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01:09:43.650 --> 01:09:50.760

Eliza Summerlin: Yeah, it's designed for adults. I think it would also be very effective for teenagers, um,

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01:09:51.960 --> 01:10:04.380

Eliza Summerlin: But yeah, mostly adults and like the, the, the, like assignments for each week are not very intense. They're like a couple articles, maybe, so it's not like a huge commitment.

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01:10:05.400 --> 01:10:16.680

Eliza Summerlin: I do think like a greater problem that I see is that a program like this is going to sort of like attract people who are already sort of have the mindset that

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01:10:17.610 --> 01:10:31.980

Eliza Summerlin: That there is like systemic racism and, you know, have that sense. So I'm not totally sure how to I think a blind spot of the

project is I'm not sure how to engage programming that is going to get to the people who need to hear it perhaps

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01:10:33.720 --> 01:10:38.580

Clarice Yasuhara: I haven't seen a lot of programs, not just it's a valid one.

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01:10:41.100 --> 01:10:53.640

Jo Keogh: I will say that the library, from what I've seen was a really good job getting the word out for a lot of its programming done. I know you have direct experience.

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01:10:54.750 --> 01:10:57.750

Jo Keogh: With them with the writers and justice book work.

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01:10:59.580 --> 01:11:04.320

Jo Keogh: Do you have any thoughts suggestions on

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01:11:06.060 --> 01:11:09.870

Jo Keogh: Implementation might work for some of us.

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01:11:10.290 --> 01:11:19.560

donnadaniels: Yeah, I actually think who leads the group and that group that is in charge of bleeding. They're really the glue

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01:11:20.610 --> 01:11:22.740

You know what it means to take

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01:11:24.540 --> 01:11:35.490

donnadaniels: A curriculum like that seriously and build from session to session and to create a space where people can really have open conversation.

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01:11:36.090 --> 01:11:43.350

donnadaniels: Cindy Kozel is on the line with us today. And she works with Hazel Kirby and I with the writing and justice group.

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01:11:43.770 --> 01:11:54.750

donnadaniels: And Rob is a fantastic partner and supporter of that. But I think there's a kind of intention that goes into preparing for each session.

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01:11:55.530 --> 01:12:14.430

donnadaniels: Thinking about how you engage people how you encourage the wider swath of attendees to participate, how you create a warm welcoming space. They're all of these details that I think we've sort of figured out, as we've gone along that I think make a huge, huge difference. So

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01:12:14.460 --> 01:12:19.560

Clarice Yasuhara: Part of it is wondering about who might be the leaders of this kind of

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01:12:22.020 --> 01:12:32.790

donnadaniels: Series and and then hoping that they have time connections. Some thoughts to be able to apply to this.

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01:12:33.450 --> 01:12:40.650

donnadaniels: You know what it means to be able to reach out to others and invite them to come in to town to orient them so they kind of know who

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01:12:41.040 --> 01:12:55.110

donnadaniels: Who's likely to be there and what kinds of issues are going to come up. So there's some pre there's pre planning that I think goes into each section that is that one has to do really carefully to pull this off well

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01:12:55.980 --> 01:13:05.010

donnadaniels: But I think if you have people are who who are committed the library is very, very supportive and definitely will get the word out and

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01:13:06.090 --> 01:13:08.490

donnadaniels: Yeah, they've been wonderful partners for us.

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01:13:10.350 --> 01:13:21.930

Jo Keogh: Eliza. I know when we spoke, you hit a little bit of resistance. A couple years ago around trying to implement this program from various parties.

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01:13:23.700 --> 01:13:32.010

Jo Keogh: Including a thing. At that time, the library itself, wondering if there's been a shift.

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01:13:33.660 --> 01:13:35.490

Jo Keogh: Over the last two years.

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01:13:36.540 --> 01:13:43.290

Jo Keogh: At the library or if it's a matter of contacts there. Do you have any thoughts about that.

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01:13:45.780 --> 01:13:54.810

Eliza Summerlin: BEEP I think I mean my own take on this a little bit. Is that like I'm perhaps not the best messenger for this kind of programming, because I think

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01:13:55.380 --> 01:14:05.970

Eliza Summerlin: I'm one. I'm not trying to speak to anybody else's experiences beyond my own and I wouldn't want to position myself in a way that I could

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01:14:06.300 --> 01:14:26.340

Eliza Summerlin: be perceived as doing that and to, I think, also, and at this point, like sort of perceived as like an outside agitator sort of as like a like a younger person who like left Guilford and doesn't live here anymore and is um you know like coming back to

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01:14:27.510 --> 01:14:38.730

Eliza Summerlin: I don't know, like impose my own ideas about things. So I think that's like that that might be part of part of the pushback is that I'm

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01:14:39.960 --> 01:15:02.580

Eliza Summerlin: I'm not like embedded in I have a stake in Guilford, but I'm not an active citizen in it, per se, um, or at least that might be the perception, a little bit. So yeah, I fully recognize that I think I am, perhaps not the most well connected person to like advocate for this program, maybe

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01:15:04.350 --> 01:15:04.860

Jo Keogh: So I

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01:15:05.550 --> 01:15:15.510

Jo Keogh: Me. Let me talk about this to Eliza. We also talked about the potential difficulties of establishing the food like this. And during the summer in a short town.

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01:15:16.110 --> 01:15:28.950

Jo Keogh: Because Guilford really does a lot of the surrounding areas tend to kind of go offline during the summer, which is, you know, part of the loveliness of living in the short term for some folks.

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01:15:31.020 --> 01:15:49.080

Jo Keogh: I am wondering if and when we talked about that you mentioned that there for you. This was more of a template that you felt you know that there were different aspects of it that could be modified. Either you know for timing.

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01:15:50.190 --> 01:15:55.140

Jo Keogh: When it would be presented and the details around assignments, things like that.

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01:15:56.610 --> 01:15:58.470

Jo Keogh: So I just wanted to make sure that

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01:16:00.210 --> 01:16:16.050

Jo Keogh: Was just to get your view on on that piece of flexibility, if there is anything since this is a program designed really want to have, you know, stay as is if there are pieces that you feel are particularly important.

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01:16:17.250 --> 01:16:19.590

Eliza Summerlin: Yeah, I have absolutely like no

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01:16:21.390 --> 01:16:35.040

Eliza Summerlin: Like commitment to this program like as is my hope with presenting it or sharing it with anybody would just be perhaps like a jumping off point or a potential template or I'm not having to

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01:16:35.160 --> 01:16:38.130

Eliza Summerlin: Reproduce work that like maybe I have already done that could

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01:16:38.160 --> 01:16:45.600

Eliza Summerlin: Potentially be helpful for anybody. Um so yeah I I am fully I take no

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01:16:46.680 --> 01:16:59.790

Eliza Summerlin: Like, I feel no authorship over this particular thing. I just hope that if it is something that you all or anybody at the library sees potential in that it could be a starting point for how to

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01:17:00.840 --> 01:17:03.840

Eliza Summerlin: Begin some of these conversations. So I'm not committed to

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01:17:04.380 --> 01:17:06.300

Eliza Summerlin: The structure of it, the timeline of it.

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01:17:07.080 --> 01:17:10.200

Eliza Summerlin: Even the exact content of it. Um, yeah.

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01:17:10.230 --> 01:17:11.610

Eliza Summerlin: My hope is just that.

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01:17:13.590 --> 01:17:23.070

Eliza Summerlin: It would be something that I could bring to the library to be like, hey, the work has been done for you of how this could potentially be a conversation

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01:17:24.240 --> 01:17:24.990

Eliza Summerlin: Don't ignore it.

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01:17:28.110 --> 01:17:32.640

Jo Keogh: So for those. No, I'm sorry. Going to Donna

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01:17:33.090 --> 01:17:36.000

donnadaniels: I feel like it's even more relevant right now.

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01:17:37.260 --> 01:17:48.240

donnadaniels: And so there's the potential for a kind of traction that maybe it didn't have just two years ago and just wondering, I see that it's very much

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01:17:48.750 --> 01:18:03.690

donnadaniels: Shaped around sparking a kind of conversation. So it's the readings. Yes, but you're also trying to engage people in a kind of conversation where they interrogate their own

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01:18:04.110 --> 01:18:11.430

donnadaniels: Beliefs are things that they haven't necessarily thought very closely about why they believe something um

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01:18:12.090 --> 01:18:21.510

donnadaniels: I don't know how you launch something like this. During coven because I also think there's a trust building aspect to it that might be needed.

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01:18:22.170 --> 01:18:41.640

donnadaniels: But, um, and I don't know how we can hold it as a as a Commission, but you know it feels like a very generative syllabus that you basically put together that could be held somewhere. I'm just not quite sure how we facilitate God

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01:18:43.140 --> 01:18:44.310

Eliza Summerlin: Yeah, absolutely.

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01:18:45.960 --> 01:18:48.420

Eliza Summerlin: Absolutely, it needs. I feel

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01:18:49.470 --> 01:18:58.620

Eliza Summerlin: I think for for me. I think I've sort of dive back into organizing efforts in Guilford in the last month.

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01:18:59.100 --> 01:19:05.940

Eliza Summerlin: Around the mascot change and things like that. And so I think for me I recognize and I think through that work.

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01:19:06.930 --> 01:19:16.560

Eliza Summerlin: That you know it's not like I'm going to be able to come in with this fully formed thing and plop it down on someone's desk and then it happens like I think there's not a real

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01:19:18.570 --> 01:19:25.620

Eliza Summerlin: Urgency in that way to like push this through for me at all and the for a little bit of context. I am likely going to be home.

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01:19:26.160 --> 01:19:36.420

Eliza Summerlin: In Guilford for a few months in the fall. And so part of me, introducing this was also sort of to be like, Hey, I'm going to be around that I want to be part of these conversations

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01:19:37.920 --> 01:19:45.570

Eliza Summerlin: And yeah, I mean, yeah, I've already in this meeting. So I feel grateful for that and just sort of to like offer myself. Yeah.

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01:19:47.730 --> 01:19:49.050

Jo Keogh: I think to

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01:19:50.490 --> 01:20:10.530

Jo Keogh: To your point, Donna that this curriculum does definitely have that generative potential for conversation and they say, you know,



earlier Eliza, you said that you weren't sure that this would drop people who might really benefit from it the most, but I think

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01:20:11.670 --> 01:20:26.280

Jo Keogh: For speak for myself, but I i can see in this curriculum opportunities for me to go deeper and mean in further into some of the subject matter. So I think that

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01:20:27.090 --> 01:20:38.490

Jo Keogh: There is a great opportunity for education from the syllabus, even if it's people you know who are already somewhat familiar with the subject matter.

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01:20:41.100 --> 01:20:44.250

Jo Keogh: I'm wondering for Commission members.

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01:20:45.900 --> 01:20:59.400

Jo Keogh: If you're feeling like this is something that we could partner with the library on you know what that would look like obviously needs to be discussed further and it looks like

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01:21:00.900 --> 01:21:07.560

Jo Keogh: Our next big conversation is around how to approach education or educational initiatives in general.

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01:21:09.090 --> 01:21:13.560

Jo Keogh: But I'm just wondering how you all feel about using this as a template.

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01:21:15.210 --> 01:21:20.760

Jo Keogh: For another educational initiative that we would be partnering in this case.

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01:21:22.590 --> 01:21:26.580

Jo Keogh: Anybody have thoughts about the working. They like to talk about

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01:21:27.660 --> 01:21:34.080

maureenâ€™s iPhone 8+: Hi. I just wanted to say clearly she did a lot of evidence based research work within her master's program.

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01:21:34.470 --> 01:21:49.260

maureenâ€™s iPhone 8+: It's a template that spell. So I'm a firm believer and not reinventing the wheel. If somebody has the structure in place to

move something forward, then we should by all means, take a look at that and use that and the opportunity for her to be home.

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01:21:50.370 --> 01:22:05.610

maureenâ€™s iPhone 8+: Fall is really a great time. You know, I think that we should take a deeper dive and use the template and and if not now, when it's a great time for conversation, I agree with Donna, I think people are much more engaged at this point in looking at themselves and inward.

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01:22:05.610 --> 01:22:06.570

maureenâ€™s iPhone 8+: And having deeper

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01:22:06.960 --> 01:22:08.400

maureenâ€™s iPhone 8+: Greater conversations about

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01:22:09.480 --> 01:22:11.040

maureenâ€™s iPhone 8+: What was and what what can be

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01:22:12.720 --> 01:22:15.690

Jo Keogh: So one of the pieces then might be

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01:22:16.620 --> 01:22:18.120

Jo Keogh: Trying to figure out a way to

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01:22:19.470 --> 01:22:20.790

Jo Keogh: To do this via zoom

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01:22:22.080 --> 01:22:23.220

Jo Keogh: Which I know is not

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01:22:24.300 --> 01:22:30.600

Jo Keogh: Obviously best case scenario, but it looks like we're going to be on zoom for a little while yet so

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01:22:31.650 --> 01:22:39.600

Jo Keogh: That might be a piece of this well allows. I don't know if you have any. Yes, what we can say about that.

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01:22:39.930 --> 01:22:50.070

Eliza Summerlin: I was just thinking, so I'm you know i'm also part of this group of people, approximately, my age, you have been organizing around the mascot change, um,

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01:22:50.550 --> 01:23:01.650

Eliza Summerlin: And something we've been talking a lot about is creating like a white accountability space so that exists, like parallel to our organizing so that

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01:23:01.680 --> 01:23:02.700

Eliza Summerlin: There's a space.

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01:23:03.030 --> 01:23:07.770

Eliza Summerlin: For white people to sort of like process whiteness in a hopefully

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01:23:09.570 --> 01:23:18.960

Eliza Summerlin: less harmful way with each other. And so I I could also see a program like this if it takes place on zoom as being sort of frame does like

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01:23:20.040 --> 01:23:25.680

Eliza Summerlin: Like a white accountability space and like we're going to come to this space to sort of

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01:23:27.510 --> 01:23:29.250

Eliza Summerlin: Like like process our own

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01:23:29.250 --> 01:23:29.880

History

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01:23:31.710 --> 01:23:33.750

Eliza Summerlin: And I guess it wouldn't necessarily have to be

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01:23:35.430 --> 01:23:37.770

Eliza Summerlin: Just for white people. But I thought

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01:23:40.980 --> 01:23:42.810

Jo Keogh: Okay, Andy. Were you

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01:23:43.050 --> 01:23:44.160

Jo Keogh: Getting ready to say something.

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01:23:44.610 --> 01:23:54.090

Andy Gottlieb: Oh, I'm just gonna say the two Eliza that I was really impressed with the curriculum and I thought it touched so many important areas. So thanks for putting that together.

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01:23:55.860 --> 01:23:56.100

Jo Keogh: Yeah.

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01:23:56.640 --> 01:23:57.540

Yeah, it's really

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01:23:59.010 --> 01:23:59.760

Jo Keogh: Beautiful work.

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01:24:01.440 --> 01:24:08.430

Jo Keogh: And I'm grateful that you're willing to share this the bus and, you know, give us some time to work with us as well.

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01:24:09.720 --> 01:24:23.490

Jo Keogh: As I said to realize that when I first saw this, we've been discussing different educational initiatives that we might take so powerful for I'm working on gifted to us. It is no small thing right now. So thank you for that.

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01:24:25.860 --> 01:24:29.850

Jo Keogh: Okay. I love the lessons there anything else you wanted to add around that.

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01:24:31.530 --> 01:24:40.830

Eliza Summerlin: Um, no. I guess I'm just, I, I'm really thankful to get to be part of this group and be invited to this and if anybody

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01:24:41.400 --> 01:24:53.310

Eliza Summerlin: I'm currently unemployed and Seattle. I lost my job. During coven. And so if you need help with anything. During this time, I feel like really invested in doing this work right now. So maybe you can get my email address from

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01:24:53.310 --> 01:24:53.760

Jo Keogh: Joe

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01:24:53.880 --> 01:24:56.130

Eliza Summerlin: Or whatever I'm I'm hearing available.

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01:24:58.350 --> 01:24:59.760  
donnadaniels: And then allies. I'm happy to be

666  
01:24:59.790 --> 01:25:01.350  
donnadaniels: Talking partner with you.

667  
01:25:01.440 --> 01:25:04.980  
donnadaniels: As you're thinking about how you might want to launch this going forward.

668  
01:25:05.940 --> 01:25:06.750  
Eliza Summerlin: Awesome. Thank you.

669  
01:25:08.850 --> 01:25:15.360  
Jo Keogh: Does an amazing resource. And if you ever have the opportunity to go to the wider.

670  
01:25:16.530 --> 01:25:19.560  
Jo Keogh: Group, it's it's well worth it.

671  
01:25:21.840 --> 01:25:23.160  
Jo Keogh: Okay, thanks. Eliza.

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01:25:24.630 --> 01:25:28.350  
Jo Keogh: Okay. So I want to just kind of skirt through

673  
01:25:29.640 --> 01:25:33.030  
Jo Keogh: The remaining parts of the agenda because I know we're short on time.

674  
01:25:35.100 --> 01:25:35.910  
Jo Keogh: Donna

675  
01:25:37.260 --> 01:25:43.560  
Jo Keogh: At our last meeting. We talked about working with the library to create a database or clearinghouse for

676  
01:25:44.610 --> 01:25:46.860  
Jo Keogh: Tools to combat discrimination.

677  
01:25:48.420 --> 01:25:52.650  
Jo Keogh: Have you had the opportunity to talk. Okay, so let's

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01:25:53.280 --> 01:25:57.600

donnadaniels: Talk to rob so it is on my list right now.

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01:25:58.740 --> 01:26:02.370

Jo Keogh: Then we'll pop that on to our next agenda.

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01:26:05.130 --> 01:26:18.840

Jo Keogh: We talked about creating a student liaison position at the Guilford High School. And one of the things that we spoke about in our last meeting was what an application might look like for that process.

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01:26:20.010 --> 01:26:22.860

Jo Keogh: I wanted to throw out that I have

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01:26:24.720 --> 01:26:26.610

Jo Keogh: Had a number of people.

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01:26:27.900 --> 01:26:42.030

Jo Keogh: That have raised the name of Julia shores me Julia is someone that I met with last fall when they go for it mascot issue first started

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01:26:42.840 --> 01:27:02.610

Jo Keogh: Coming to the attention of all Freeman and some of the high school students at that time, Julia was a freshman, she's been working with the inside defamation League's when she was 12 years old. She is very, very thoughtful mature intelligent

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01:27:04.290 --> 01:27:23.430

Jo Keogh: Young woman who is very dedicated to social justice initiatives and is taken initiative, both with the high school and the with the part for partners with the group that Eliza has been working with

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01:27:25.620 --> 01:27:38.790

Jo Keogh: And I have had, as I said, several people mentioned her name to me over the past month in the context of someone that it would make sense for the condition to be in partnership with

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01:27:40.260 --> 01:27:49.980

Jo Keogh: So I wanted to float the idea of nominating Julia to be the student liaison.

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01:27:52.380 --> 01:27:54.270

Jo Keogh: For the upcoming academic year.

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01:27:57.120 --> 01:28:00.000

Clarice Yasuhara: She in agreement with it. Once you just nominate

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01:28:00.480 --> 01:28:01.950

Clarice Yasuhara: Did you did you ask her if she wants to be

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01:28:02.280 --> 01:28:04.560

Jo Keogh: No, no, no, I wouldn't do that without talking

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01:28:05.940 --> 01:28:07.440

Clarice Yasuhara: Sorry, I didn't catch that.

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01:28:07.920 --> 01:28:10.290

Jo Keogh: Know the nomination, but

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01:28:11.400 --> 01:28:17.250

Jo Keogh: I just wanted to reach out and see how you all felt about that possibility.

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01:28:19.320 --> 01:28:25.410

Clarice Yasuhara: I've talked to her a few times and she absolutely seems like a very good candidate.

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01:28:26.700 --> 01:28:35.130

Clarice Yasuhara: And I don't know if there's anybody else interested in the position, but certainly I would be happy to nominate her to

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01:28:37.500 --> 01:28:39.930

Jack Evans: Would it be called for transparency.

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01:28:40.440 --> 01:28:49.140

Jack Evans: To announce in some manner that that we're looking for this position and see if other candidates step forward.

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01:28:49.560 --> 01:28:55.710

Jo Keogh: Well, this is sort of what we were talking about at our last meeting and what that application process would look like.

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01:28:56.910 --> 01:29:01.410

Jo Keogh: And certainly, they're wanting to be transparent about the process.

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01:29:02.340 --> 01:29:22.230

Jo Keogh: It's just one of the things we talked about at the last meeting was working with the liaison, who was truly committed to the issues that we're discussing as a permission and was not interested in doing this, just as a, you know, coming to add to a college application.

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01:29:23.640 --> 01:29:24.450

Jo Keogh: So,

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01:29:26.070 --> 01:29:26.910

Jack Evans: How does that

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01:29:28.020 --> 01:29:32.340

Jack Evans: Obviously I missed the conversation. But how does that dovetail into the

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01:29:33.720 --> 01:29:36.660

Jack Evans: group that's going to go work with the high school

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01:29:38.550 --> 01:29:41.370

Jack Evans: And and push the that what we spoke about earlier.

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01:29:42.000 --> 01:30:00.600

Jo Keogh: Well, Julie has actually been one of the leaders of the conversation at the high school for the student body around the mascot change and other social justice issues in Guilford, which I find fairly remarkable mainly because she started doing this work as a freshman.

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01:30:02.460 --> 01:30:11.790

Jo Keogh: The other advantage to having Julia is our liaison is but she'll be a sophomore. This year, so would be someone that you could potentially work with over the next three years.

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01:30:13.110 --> 01:30:37.440

Jo Keogh: And I think, you know, we are a new Commission and we're laying foundations around what this condition looks like and what this condition will be moving forward. And I think that Julia might be a very good person to lay the foundation for what a student liaison should be or quickly.

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01:30:37.980 --> 01:30:38.400



Jo Keogh: What

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01:30:38.970 --> 01:30:53.520

Jack Evans: Would it make what did you guys discuss whether or not it would be advantageous to have a new liaison or or maybe a liaison and advice liaison every year. So, so that there's a continual change.

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01:30:54.900 --> 01:31:12.360

Jack Evans: Of people and we educate more people into what we're doing. If we just have one person only one person is going to be the delivery system as if we have more than one person and get more people involved in seed advantageous. I don't know. You guys must have discussed that.

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01:31:13.440 --> 01:31:20.160

Jo Keogh: Rock music did discuss having a single student is on this would be almost an honorary

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01:31:21.510 --> 01:31:32.220

Jo Keogh: Position on the condition. So we did discuss going with a single candidate for that position, and he looked like we were

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01:31:34.140 --> 01:31:39.240

Andy Gottlieb: Yeah, yes. I mean, Julia. Sounds good. By all all measures.

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01:31:40.380 --> 01:31:44.820

Andy Gottlieb: I do think it is probably important to allow other people to

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01:31:46.050 --> 01:31:50.010

Andy Gottlieb: indicate any interest in that, in case in case we're missing someone

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01:31:51.720 --> 01:31:54.270

Jack Evans: What one of the reason I bring up the vice

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01:31:54.270 --> 01:31:59.550

Jack Evans: Just so you know where my, my head is um it, it's always

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01:32:00.630 --> 01:32:08.460

Jack Evans: It's always good to have somebody sort of learning the ropes without the responsibility so that they know that their vice

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01:32:08.940 --> 01:32:18.420

Jack Evans: Liaison this year, and they're the head person. The following year, and they sort of learn what the job entails where what the how to prepare for it and all

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01:32:18.900 --> 01:32:24.600

Jack Evans: And then they can educate the next person that comes on as as vice and you just get more people involved.

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01:32:25.140 --> 01:32:43.230

Jack Evans: And it makes for smooth transitions. I would be afraid that if we had one person for three years, we've good news to that particular person and on the fourth year when we had a new one. We would be let down. So that's the only reason I'm bringing, bringing it up.

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01:32:43.650 --> 01:32:44.100

Jo Keogh: You know,

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01:32:45.690 --> 01:32:48.810

donnadaniels: That this was a multi year decision diddly

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01:32:49.320 --> 01:32:50.910

Jo Keogh: No, we didn't. We didn't actually

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01:32:52.200 --> 01:32:52.620

donnadaniels: Yeah.

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01:32:54.000 --> 01:32:56.700

Jo Keogh: Um, but there is some sense to that.

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01:32:57.780 --> 01:32:59.430

Jo Keogh: The idea, you know,

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01:33:00.960 --> 01:33:10.260

Jo Keogh: What do we think about that, the idea of having to or go for solving is on on a regular basis, but

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01:33:10.980 --> 01:33:20.760

donnadaniels: I was just imagining that this would be a single person who would be the liaison for the year. And then the next year, they would be another I don't really see the need for advice.

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01:33:21.900 --> 01:33:22.440

Jo Keogh: But the minute

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01:33:22.890 --> 01:33:36.240

donnadaniels: They're not connected in the same way. They don't need that. There's that that expectation of continuity seems off to me when in fact they're showing up to participate for a year and have that experience.

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01:33:36.480 --> 01:33:40.380

donnadaniels: And then other students would be coming. The next year, I

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01:33:41.250 --> 01:33:46.920

Jo Keogh: Like the way we run the Commission Bama where, you know, new people cycle.

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01:33:47.460 --> 01:33:50.190

donnadaniels: I don't see that that's applicable to this role.

737

01:33:51.510 --> 01:34:01.230

Jack Evans: I agree with Donna on both are points. It's just, I, I, I'd like to see more people involved, and I don't know the mechanism to do it. That's all.

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01:34:01.800 --> 01:34:10.530

Jo Keogh: I think the the school itself is evolving student groups that are the mechanisms for

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01:34:11.640 --> 01:34:24.630

Jo Keogh: Some of the mechanisms for education within the school and you will certainly be working with the do eat on educational initiatives provided by the school so

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01:34:26.040 --> 01:34:32.100

Jo Keogh: This is more someone who can help to keep us informed about

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01:34:33.300 --> 01:34:36.810

Jo Keogh: What's happening from a student perspective.

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01:34:38.250 --> 01:34:45.840

Jo Keogh: One of the things that we talked about during our last meeting is the importance of having input from younger people.

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01:34:47.670 --> 01:34:54.540

Jo Keogh: Who are you know on the ground and going through educational system but jack. I do. I do think that

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01:34:55.680 --> 01:34:57.270

Jo Keogh: Your suggestion of

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01:34:59.970 --> 01:35:03.810

Jo Keogh: Having this position last for a year, which you also just

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01:35:04.950 --> 01:35:08.070

Jo Keogh: Make more sense is probably a good one. Yeah.

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01:35:08.160 --> 01:35:23.670

Jack Evans: And it sounds like the structure in the high school with the other groups. We could almost say to them, for the second year, please appoint somebody to be a liaison rather than us selected, but let the high school present that person backwards.

748

01:35:24.120 --> 01:35:40.290

Jo Keogh: Yeah, well I think Andy. That's what you were just saying that would be your preference, rather than having us nominate Julian unilaterally this year that it would be better to go ahead with the full application process to make sure that we're not missing my right on that.

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01:35:40.440 --> 01:35:50.970

Andy Gottlieb: Yeah, yeah. I mean, I think, yeah, just to make sure it's an open process and that someone who's interested has the opportunity to present themselves whether they're ultimately Lindley is on and on.

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01:35:53.400 --> 01:36:00.120

Jo Keogh: And we talked about during the application process and then having sort of an interview piece that we would be engaged them.

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01:36:00.510 --> 01:36:18.180

Jo Keogh: So the people nominated on high school level, as you're saying jack and then we would have the opportunity to meet with them to make sure that member who's, you know, going to be an extension liaison would be a good fit. So is that the track that we want to keep going on.

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01:36:19.980 --> 01:36:26.970

maureenâ€™s iPhone 8+: Just to add in there. Right. I think with school starting in September, we probably would be important to have a quick turnaround time

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01:36:27.450 --> 01:36:34.350

maureenâ€™s iPhone 8+: I agree that absolutely it should be open for anyone who's interested but maybe we could put something out on the website where it's

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01:36:34.800 --> 01:36:43.920

maureenâ€™s iPhone 8+: You know, by the end of July 31 anyone who's interested writes, have you know 500 word essay with their interest and desire and then those get circulated to the group.

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01:36:45.180 --> 01:36:57.000

maureenâ€™s iPhone 8+: And then we could maybe do a brief even on one of these zoom calls you know 10 minutes or five minutes with with each of them and just have it not be along belabored process that we can really dive in with the students starting this year.

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01:36:58.650 --> 01:37:06.690

Jo Keogh: I'm sure the via we would help us to circulate that as well. Yeah. So what does everyone think of that idea.

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01:37:10.590 --> 01:37:10.770

Clarice Yasuhara: That's

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01:37:12.390 --> 01:37:20.640

Clarice Yasuhara: Good. And I can, I can probably throw together like a application form if something if if you want me to do that.

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01:37:21.180 --> 01:37:29.700

Jo Keogh: Yeah, that would be great for you if you'd be willing to do that. That's something that we could definitely tackle by now. I think we don't need to have a full

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01:37:33.120 --> 01:37:41.640

Jo Keogh: MARINA I like the idea of say he's certainly put that out on our website on our Facebook page on

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01:37:42.690 --> 01:37:44.970

Jo Keogh: You know, the town website. I think as well.

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01:37:46.440 --> 01:37:49.500

Jo Keogh: So is everyone in agreement on that process.

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01:37:51.840 --> 01:37:52.200

Clarice Yasuhara: Yes.

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01:37:54.240 --> 01:37:54.990

Jo Keogh: Yes, OK.

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01:37:56.850 --> 01:38:00.000

Jo Keogh: OK. So again, I know we're eight o'clock.

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01:38:01.230 --> 01:38:08.430

Jo Keogh: I'm going to skip over working with the GTD for now because that's a discussion that I'd like to have a little more length at our next meeting.

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01:38:08.880 --> 01:38:23.100

Jo Keogh: Donna. I did have the opportunity to meet with wiser Petra by zoom of the Guilford foundation this past month. And they have very generously offered to be a funding source for us.

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01:38:24.120 --> 01:38:27.060

Jo Keogh: In terms of educational programming.

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01:38:28.170 --> 01:38:36.150

Jo Keogh: Which I'm delighted about and they want to be a partner with us in other ways as well.

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01:38:38.100 --> 01:38:45.480

Jo Keogh: Andy reached out to me last night there was a meeting of the Eliza, you were part of this meeting.

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01:38:46.890 --> 01:38:51.000

Jo Keogh: Discussing some social justice initiatives and Guilford and

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01:38:52.110 --> 01:39:05.550

Jo Keogh: Two different people reached out to me and Andy to suggest that they petition for the condition for our condition to start receiving funding from the town budget.

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01:39:06.600 --> 01:39:18.630

Jo Keogh: I was so heartened and delighted with this proposal and also feel pretty strongly that it's it's a little too soon.

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01:39:20.040 --> 01:39:31.980

Jo Keogh: Given the fact that we do have funding coming in from the Guilford Foundation, the fact that we have only thus far released a statement of support, about one issue in town.

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01:39:32.520 --> 01:39:40.560

Jo Keogh: And that raises. I'm sure you'll remember one of our big selling points about this mission is that we were not going to ask for a budget.

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01:39:41.700 --> 01:39:47.940

Jo Keogh: In the immediate future, it would be my preference. At this point, I think, to

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01:39:49.140 --> 01:39:51.870

Jo Keogh: Not rely on taxpayer dollars.

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01:39:52.980 --> 01:39:56.880

Jo Keogh: Least until we're more established and have

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01:39:58.080 --> 01:40:01.890

Jo Keogh: done more than then put out one statement to the community.

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01:40:03.360 --> 01:40:09.600

Jo Keogh: That's my feeling on it, but I wanted to check in with all of you to see how you felt about that issue.

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01:40:12.240 --> 01:40:12.900

maureenâ€™s iPhone 8+: I agree.

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01:40:18.330 --> 01:40:33.630

Andy Gottlieb: Yeah, certainly I think I agree with that too. I'm delighted that there is such grassroots support now for what the condition is doing and hopefully what the Commission can do in the future. And I think that's a really wonderful resource to draw upon

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01:40:36.960 --> 01:40:40.050

Jo Keogh: Yeah, it just, it feels like it's a little too soon.

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01:40:41.190 --> 01:40:44.910

Jo Keogh: But I'm very happy to know that the customer support is there.

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01:40:46.710 --> 01:40:50.100

Jo Keogh: flurries Donna jack in the box on us.

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01:40:52.020 --> 01:40:52.500

Clarice Yasuhara: I mean,

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01:40:54.240 --> 01:41:00.930

Clarice Yasuhara: I mean, I know we managed to do some programming before we were established as a condition

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01:41:04.380 --> 01:41:07.680

Clarice Yasuhara: But I know for me, having a budget.

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01:41:09.420 --> 01:41:15.570

Clarice Yasuhara: From would be beneficial in the long run. You know, I don't

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01:41:16.560 --> 01:41:25.260

Clarice Yasuhara: In order for us to create the change that we want to see, you know, it's great that we have it from the go for our foundation but it'd be nice if we had something

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01:41:26.970 --> 01:41:28.950

Clarice Yasuhara: A little bit allocated to us. Anyways,

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01:41:29.670 --> 01:41:30.870

In some way, shape, or form.

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01:41:33.030 --> 01:41:33.240

Jack Evans: All

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01:41:33.750 --> 01:41:36.060

Jo Keogh: Agree. I think our budgets going to be important.

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01:41:37.740 --> 01:41:38.910

Jo Keogh: As we continue

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01:41:40.650 --> 01:41:42.870

Jo Keogh: Our work. I'm just wondering if

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01:41:45.150 --> 01:41:46.290

Jo Keogh: Now is the right time.

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01:41:48.210 --> 01:41:56.310

Jack Evans: I'll, I'll put the wet blanket on it. I think that the, if, if the town funds it. I think it will.

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01:41:58.560 --> 01:42:07.680

Jack Evans: Put constraints on the committee, more than, than we want to have them because there'll be a different answering

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01:42:08.670 --> 01:42:15.540

Jack Evans: Answering process to go through the, through the time because it will be town funds, there'll be a different procedure.

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01:42:16.020 --> 01:42:26.310

Jack Evans: And I think it will restrain the committee, more than help it, I would hope that the funding from the Guilford foundation would prove adequate.

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01:42:27.240 --> 01:42:44.700

Jack Evans: And that other efforts would help supplement that which I think may be the case and it would it would make the Commission or the committee more free of the town than being dependent on the town if you follow my thinking.

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01:42:45.990 --> 01:42:46.380

Jo Keogh: Yeah.

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01:42:47.010 --> 01:42:48.390

Jo Keogh: And then plans. You agree with that.

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01:42:54.780 --> 01:42:56.250

Jo Keogh: Donna. What are your thoughts.

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01:42:58.980 --> 01:43:05.700

donnadaniels: I think if we have programming that it would be appropriate, but the town fund, we asked the town for funding.

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01:43:06.480 --> 01:43:16.680

donnadaniels: I don't think count funding is a bad thing. I think cam funding actually says resources are being allocated to support something that the town thinks is important.

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01:43:17.400 --> 01:43:29.070

donnadaniels: I don't think we have that programming. Right now I am confident that in the short term, the gopher foundation is probably our least are our most frictionless partner.

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01:43:30.210 --> 01:43:35.700

donnadaniels: But I don't I don't take town town funding is not off the table for me in the few

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01:43:37.890 --> 01:43:39.090

Jo Keogh: More times have

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01:43:39.210 --> 01:43:40.260

Jack Evans: Just done a better job.

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01:43:40.380 --> 01:43:42.210

Jack Evans: Done. Oh, that's not what I'm suggesting

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01:43:42.390 --> 01:43:57.150

Jack Evans: I'm not saying it's off the table forever. It just, it's just been a come with strings and we better be. We should be aware of them as a as we go forward. Nothing more than nothing less. It may be the best way to do whatever

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01:43:59.040 --> 01:44:00.960

Jack Evans: Whatever activities we wish to do

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01:44:02.100 --> 01:44:16.890

Jack Evans: And I also think that if we come up with a program that needs funding needs funding, we don't have the door of open to go to the town and say we need the funding to do these things. And here's why. And I think the town would support it.

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01:44:18.600 --> 01:44:26.940

Jack Evans: So I you know I just, just be careful. That's all. At the moment, I think, I think Joe is absolutely right, is probably a little bit too soon.

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01:44:28.740 --> 01:44:30.570

Jack Evans: But it doesn't mean it's off the table.

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01:44:34.200 --> 01:44:42.540

Jo Keogh: So are we in agreement, then it's for the time being, until we have more programming establish that

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01:44:43.620 --> 01:44:47.070

Jo Keogh: Make sense not to push for money on the town.

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01:44:49.200 --> 01:44:52.020

Clarice Yasuhara: Yes, I can see that. That makes sense.

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01:44:53.280 --> 01:44:54.450

Clarice Yasuhara: As much as I would like.

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01:44:55.140 --> 01:44:58.410

Clarice Yasuhara: To start something did make sense here. You're all right.

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01:45:00.090 --> 01:45:01.290

Jo Keogh: You're all right to flurries.

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01:45:04.500 --> 01:45:11.370

Jo Keogh: Okay. And I know we are over time. Apologize very, very quickly.

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01:45:12.480 --> 01:45:16.350

Jo Keogh: Wanted to tackle one more thing on the agenda for tonight.

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01:45:17.430 --> 01:45:28.950

Jo Keogh: Which is the Guilford racial equality projects. This is a group that was brought to my attention from LIVES OF PETRA and

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01:45:30.270 --> 01:45:48.840

Jo Keogh: We'll have a very, very brief outline of what they're planning to do. I just wanted to touch base with you all to see you felt about, you know, meeting with the organizers of the Gilbert racial equality project.

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01:45:49.920 --> 01:45:54.480

Jo Keogh: To hear more about what they're doing to see if it would make sense for us to partner with them.

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01:45:58.410 --> 01:46:00.360

Clarice Yasuhara: Sounds like the kind of people we need to talk to

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01:46:01.650 --> 01:46:02.400

Clarice Yasuhara: Mo for it.

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01:46:04.680 --> 01:46:05.700

Clarice Yasuhara: To find out what they're doing.

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01:46:06.780 --> 01:46:07.260

Jo Keogh: Donna

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01:46:09.000 --> 01:46:11.820

Jo Keogh: What's your thought on them on talking with them.

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01:46:12.420 --> 01:46:13.740

donnadaniels: I'd be happy to learn

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01:46:15.000 --> 01:46:15.750

Jo Keogh: Okay, great.

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01:46:17.490 --> 01:46:19.230

Jo Keogh: Anyone else in the morning job.

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01:46:20.670 --> 01:46:25.230

Andy Gottlieb: I mean, yeah, I agree with Clarice they seem like exactly the sort of people we should be talking to

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01:46:25.740 --> 01:46:26.460

Jo Keogh: Okay, great.

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01:46:27.930 --> 01:46:28.560

Jo Keogh: Then

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01:46:30.060 --> 01:46:36.960

Jo Keogh: I will see what I can do, set up a meeting with them so we can learn a little bit more about them and see how we can partner with them.

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01:46:39.510 --> 01:46:52.320

Jo Keogh: I know we are over time. So there are a few different items on our agenda that we haven't been able to talk about tonight and then just wanted to check in with you all to see if

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01:46:54.360 --> 01:47:03.750

Jo Keogh: Any of you want to dive in to some of this tonight or if you want to save it for the next agenda or we are feeling

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01:47:06.300 --> 01:47:07.560

I think we need to pump it

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01:47:10.110 --> 01:47:12.450

Jack Evans: Yeah, I think, I think we've

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01:47:13.560 --> 01:47:14.790

Jack Evans: Run our train today.

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01:47:15.810 --> 01:47:22.920

Jo Keogh: Okay, so just very, very quickly. To recap, seems like the main issue with man for us is

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01:47:24.630 --> 01:47:28.230

Jo Keogh: Figuring out how we're going to approach educational programming.

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01:47:29.340 --> 01:47:38.010

Jo Keogh: As we continue to reach out to other potential partners in the community that's going to be an ongoing process. I think over the next few months.

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01:47:39.330 --> 01:48:00.450

Jo Keogh: So I'm thinking that that should be the priority for our next meeting to talk about how to approach educational programming. And I think part of that actually does tie back into the conversation about the mission and the values of the mission. So I'm thinking that those two pieces.

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01:48:01.710 --> 01:48:07.710

Jo Keogh: My might be a good focus for us for August. Does everybody feel about that.

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01:48:12.270 --> 01:48:14.460

Clarice Yasuhara: And have you been to a meeting before the end of July.

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01:48:16.080 --> 01:48:23.250

Jo Keogh: No, this is our July meeting we had it going on my schedule. So again, thank you everyone for doing that.

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01:48:25.200 --> 01:48:26.790

Clarice Yasuhara: Then that sounds good to me.

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01:48:27.150 --> 01:48:33.420

Jo Keogh: And obviously if there are other issues that arise in the interim, you can absolutely hold a special meeting.

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01:48:34.920 --> 01:48:36.120

Jo Keogh: AND and OR

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01:48:37.140 --> 01:48:40.890

Jo Keogh: You know, do some some smaller bias.

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01:48:45.960 --> 01:48:55.050

Jo Keogh: So focusing on educational piece values mission that was astounding. For the rest of you for

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01:48:56.580 --> 01:48:57.150

A second

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01:49:01.950 --> 01:49:06.120

Jo Keogh: All right, I want to thank all of you for staying a little bit late.

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01:49:08.130 --> 01:49:11.100

Jack Evans: I want to correct congratulate you on getting it done this quickly.

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01:49:11.580 --> 01:49:27.240

Jo Keogh: Well done. Thank you. We're missing some pieces but hopefully we can talk about those zoning piece is definitely something that I want to talk with everyone about. So in our next meeting will move that to the top of the

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01:49:28.770 --> 01:49:42.870

Jack Evans: Show a small request. If you are sending emails and stuff back and forth or getting documents, could you circulate them as you're getting them so that we can keep current rather than do a cram session at the last second.

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01:49:43.410 --> 01:49:44.940

Jo Keogh: Yes, absolutely.

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01:49:46.230 --> 01:49:53.820

Jo Keogh: If I other all documents to add to next month agenda. I will summon sooner rather than later to give every one more time.

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01:49:54.360 --> 01:49:56.850

Jack Evans: Yeah, and and and and and

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01:49:57.990 --> 01:50:03.420

Jack Evans: Following up. I know I have things to send out as anybody else have things to send out after this meeting.

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01:50:06.360 --> 01:50:10.140

Clarice Yasuhara: The communication from the public school regarding

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01:50:12.090 --> 01:50:15.690

Jo Keogh: And a sample application for oh yeah

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01:50:16.770 --> 01:50:20.610

Jack Evans: Okay. Just, just so we I've got it in my notes. I want to make sure I'm

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01:50:21.120 --> 01:50:22.620

Jack Evans: You know, I'm looking for the right stuff.

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01:50:25.560 --> 01:50:33.570

Jo Keogh: I want to thank you all to for being willing to continue to wrangle with some challenging material.

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01:50:34.650 --> 01:50:35.370

Jo Keogh: And

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01:50:36.390 --> 01:50:46.080

Jo Keogh: Just for your continued commitment to doing this work on the Commissioner really appreciate all of you very much. And I also want to thank

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01:50:46.560 --> 01:50:57.090

Jo Keogh: Eric, Malaysia, for coming in speaking with us tonight sharing your perspective, your ideas, Eric, looking forward to working with you as a Commission member

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01:50:57.690 --> 01:51:11.580

Jo Keogh: I'm so glad you decided to apply and also just want to thank the members of the community who were here to listen and observe and if you have any feedback suggestions.

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01:51:12.150 --> 01:51:22.950

Jo Keogh: For us, please feel free to either message us through our Facebook page or to contact us through the Human Rights Commission huge

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01:51:24.150 --> 01:51:24.930

Jo Keogh: And it does

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01:51:26.370 --> 01:51:30.390

Jo Keogh: Thank you all very much for two months.

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01:51:31.950 --> 01:51:32.520

Clarice Yasuhara: Thank you.

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01:51:33.990 --> 01:51:34.380

Clarice Yasuhara: Tonight.

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01:51:35.130 --> 01:51:35.670

Mike: Thank you.