

2014

We Are One Project



Nomination for the
2014 Schwartz Prize
Utah Humanities Council

Jean Cheney

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Jean Cheney, Associate Director

Utah Humanities Council

OVERVIEW

The Utah Humanities Council respectfully nominates the We Are One Project for the 2014 Helen and Martin Schwartz Prize. We Are One offers an example of a new approach to public humanities work, one befitting the 21st century. Organic, grassroots, intentionally temporary but with impact that is likely to endure, We Are One is an example of the public humanities as catalyst, igniting conversations and other projects out of the control or domain of the original partnership. The humanities going viral. The story behind it demonstrates the importance of Councils responding nimbly and spontaneously to program possibilities in our midst. The Project was not conceived by a scholar, nor carefully orchestrated by a humanities council staff, and not, initially, part of a larger, well-coordinated effort. It was the brainchild of a group of teenagers who were aware that minority kids at their school were being ignored. A scholar (their art history teacher) responded to their idea, helping them shape, plan, and execute their project and expand its impact, but the genesis and genius was theirs. We Are One demonstrates the value of “seizing the moment” when it comes to using the humanities to effect long-lasting positive change in communities.

PROJECT BACKGROUND

In the fall of 2013, the Utah Humanities Council, partnering with East High School in Salt Lake City, the University of Utah, and Westminster College, launched a pilot Clemente Course in the Humanities at East High with a group of 21 sophomore students from low-income families. Five humanities subjects would be taught over the course of the year—art history, philosophy and writing in the fall; history, literature, and a continuation of writing in the spring. All but the writing course would be taught by college-affiliated professors. Loosely modeled on the Clemente High School course in Chicago, the course’s goal was to excite students about their learning through their humanities study, motivating them to prepare for and plan for college. The Clemente Course was also designed to develop independent critical thinkers and to encourage them to take their thinking into the public realm of their school through engagements in their other classes and with their peers.

In October, as part of their study of the history of public art in the art history section of the Clemente Course, the instructor, Jorge Rojas, shared with Clemente students a TED Talk by JR, a French street artist. The art history class that semester had focused on two key questions related to art: What is the purpose of public art and how and when can art affect society? Jorge Rojas wanted the students to consider whether JR’s work was affecting the places where it was taking place. In the TED talk, JR described the massive global art project he had launched in which large black and white portraits,

printed on thin, cheap paper, were pasted with simple wheat paste on the outside of buildings, along sidewalks, in subways. The “InsideOut Project” turned the world “inside out” through these temporary installations, making visible the people who lived there who were sometimes invisible, or at least unrecognized and uncelebrated. Projects were springing up on every continent, in 112 countries and territories, changing the awareness of thousands, maybe millions of people. All of this activity was being tracked and commented upon on a central website. Could art change the world? Maybe. It could at least show the world its true face.

Jorge Rojas’s 10th grade students were riveted by the talk and hands flew up when it was over. “This is so cool!” “What would happen if JR came to East High?” “Could we do this? Could we turn our school inside out?”

East High School, the scene of the famous Disney film “High School Musical,” has long been an all-white school. Many in Salt Lake City assume it still is. Perched on one of the high “benches” near the University of Utah in Salt Lake City, it is the alma mater of the author Wallace Stegner and of many well-known (white) Utah business and civic leaders. But over the last decade, the population of the school has changed radically. In the fall of 2013, when the Clemente Course launched, 63% of the students were from ethnic minority groups, mostly from families living on low incomes on the west side of town, some on very low incomes (or no income at all—a significant number of East High students are homeless). The students in the Clemente Course were mostly Hispanic, many of them from undocumented families. A few were from Tonga. Among the students were refugees from Somalia, Bosnia, and Bhutan. All had been identified by their middle school teachers as having an “extra spark” but who, for a variety of reasons, may or may not find their way to the hard classes that would prepare them for scholarships to go to college. None of their parents were college graduates. Many had not completed high school, did not speak English, and were unfamiliar with the system that is America’s complicated path to college.

The discussion about JR’s project focused on a truth that had been uncomfortable for Clemente students to talk about until this moment: East High was a divided school. White kids tended to be the class presidents, team captains, cheerleaders, yearbook editors. Minority kids tended to cluster with others from their cultures—the Hispanic kids together, the black kids, Asian kids—but not lead and not assume highly visible positions within the school, except on sports teams. By October, the Clemente students were beginning to wonder if the ethnic groups in the school could come together, if they knew each other better, and to ask what they could do to help. “What if we showed everyone who is really at East High?” one student asked. Another: “What if people could really see who is here? Could we bring the school together?”

Through many discussions, led by Jorge Rojas, with input during the Clemente philosophy class from the philosophy instructor, Patricia Rohrer, a plan began to take shape. The students decided to develop a public art project designed to promote conversation about the diversity of cultures now at East High and the value of that diversity. It would also invite community responses, including any concerns about the changes in the student population at East High. The art project would have a mission statement, a

timeline of activities for completion, a list of tasks, and a budget. It would have a mechanism to capture reaction and the story of the project.

The students presented the plan to the Principal of East High, Paul Sagers, then the faculty committee, then the combined faculty/community committee deciding on special projects related to the school, and then to the entire student body at the Multicultural Assembly in late February, the biggest and most important assembly of the year. In their Clemente class, the students had learned that the motto of the United States was “e pluribus unum.” Recognizing the power of that motto, they decided to call their project “We Are One.” Their mission statement read: “We’re committed to strengthening unity in our school and community by celebrating our individuality and by honoring everyone’s cultural and ethnic diversity.” They chose a quotation from Audre Lorde for inspiration: “It is not our differences that divide us. It is our inability to recognize, accept, and celebrate those differences.”

PROJECT DESCRIPTION

To reflect the ethnic make-up of East High and, coincidentally, mark the 100th anniversary that the school was celebrating in 2014, the Clemente students decided their project would be comprised of 100 student portraits, with each ethnicity represented proportionately among the posters selected. At the February assembly, the students presented a short video they created (with the help of a local nonprofit organization, Spy Hop, that teaches how to use media to young people) about We Are One, expressing their mission statement and inviting students to participate. They asked the cheerleaders to chant “We Are One,” at the end of the video, and they invited anyone who wanted to have their portrait taken to come to the “photo booth” during lunch. Over two days, Trisha Empey, a talented professional photographer specializing in black and white portrait photography, set up the “photo booth” in the school cafeteria and took more than 300 portraits of students who volunteered to be considered for selection in We Are One.

From these photographs, Trisha and Jorge selected 100 portraits to reflect the ethnic diversity at the school, as well as the age and gender composition. They chose the strongest work, so that the art project would have great visual power. These were not yearbook-like photos, but ones that captured an essence of each student. Some were playful, some serious. Students could be whatever and whomever they wished to be before Trisha’s camera. All Clemente students were included. Jorge sent the images to the Inside/Out headquarters in New York City for printing of the 3’ x 5’ posters and the posting on their website.

In the meantime, Jorge and the class planned the placement of posters for the installation on a large wall of the school, facing one of the busiest corridors of Salt Lake City. They rented a 70 foot boom and gathered the ladders, long-handled brushes, and buckets of wheat paste needed. They planned for the unveiling for the day after the installation, when the school had a community run called “Run With the Leopards,” and invited community leaders and the entire school to take part. At the unveiling, Clemente students gave short talks about what the project meant to them and what they hoped it would accomplish. Drivers passing by the school slowed down to take in the sudden appearance of 100 faces

staring back at them from the brick wall of the high school. The electronic sign on the corner invited viewers to share their reactions to the installation on the Utah Humanities Council website.



The Clemente Class of 2014, creators of the We Are One Project
Photo by Jorge Rojas

EXEMPLARY CHARACTERISTICS

One hundred portraits created on thin paper, adhered with wheat paste on the side of a school building, vulnerable to weather and, as it turned out, vandalism--the We Are One project was unlike any of the thousands of humanities programs that UHC has done over the years. But this temporary installation spawned more long-lasting projects and activities: a video created in partnership with the local youth media nonprofit, Spy Hop; a series of oral histories with the students' family members; and much public and media attention. It became an example of the power of the humanities as a catalyst in the lives of young people and in the community discussion about immigration and diversity in Utah. It also became a lesson in the value of programming that "seizes the moment." We Are One built on a keen but

unrecognized and unanticipated interest of a constituency the Council has had difficulty reaching—minority teens. According to their own testimony, the project has had a huge impact on the way they see themselves and their world and a considerable impact on the hundreds of people who have shared their ideas about it. For these reasons, we believe it a worthy nominee for the 2014 Helen and Martin Schwartz Prize.

Involvement of New Audiences

Like Councils around the country, UHC has been trying to attract teens, especially teens from minority groups, to our programming. Up until the We Are One Project, however, all of our programs have been generated by what we (or our program partners) thought would be of interest to teens. Some of these have been successful, but others have attracted very small audiences. In this project, the teens *told us* what they wanted to do and what would help them address an issue that was of deep concern: their relative invisibility and sense of separation and isolation in their large, urban high school.

But like much in the 21st century, the impact of this program spread quickly, beyond this group of 21 students, through networks we couldn't have predicted. TV and radio stations interviewed students, airing broadcasts that reached all over the region and focused on the changing demographics in Salt Lake City, an issue UIHC has long wanted to have conversations about. The story was tweeted and appeared on facebook pages of people who drove by the school, and those of alumni of East High. (Please see the Appendix for a list of links to some of these media stories.) Spy Hop offered to create a video about the project with the students, spreading the impact further. The spring Clemente teaching team saw an opportunity to involve Clemente students in oral interviews of members of their families, and capture their stories, many of them stories of immigration to America—over the border from Mexico or from refugee camps in Nepal--to help them share their pride in their culture and their family's experiences. These interviews are in the process of being transcribed and, we hope, some of them will be preserved on the UHC website and/or with Utah State History. And when the project was vandalized in late April, with symbols of racial hatred, the local NPR station returned to the school to interview the students' reactions. Their responses were some of the most poignant and telling of the whole project.

Unique Collaborations

The We Are One Project grew out of an unusual, if not unique, collaboration between UHC, a local public high school, the flagship state University, and a private liberal arts college, three entities that we often work with individually, but not as a team on a project. It also brought in the talent of a local photographer, eager to lend her skill and talent to the students' dream, and the leadership and direction of the art history professor, Jorge Rojas, who used his experience and skill with large installations to create We Are One. The project also involved Spy Hop, an award-winning local nonprofit organization focused on teaching youth to use multi-media to explore their world. Through We Are One, we collaborated with JR's international Inside/Out organization and our project was chosen to be highlighted on their website. Finally, the project was made possible by a score of community volunteers who heard about it and volunteered their time and energy to use long handled brushes or climb on the 70 ft. boom to paste the posters. (For their safety, students were not allowed on ladders or the boom

but focused on the posters at the lower levels.) The local donut shop discounted donuts to serve at the unveiling. We Are One was, from beginning to end, a community effort.

Capacity-Building Efforts

The capacity most clearly built by this project is that of the students. They have resoundingly claimed it has changed their lives, giving them more confidence as leaders and a firm belief that, when you really want to make something happen, you can. In interviews with Marilee Coles Ritchie, a professor of education from Westminster College who has been observing and collecting data about the Clemente Course all year, students claimed that before We Are One, they didn't see themselves as being able to influence their school, but after it, they realized that they could. Change wouldn't come overnight, but it could come.

The project also helped build the capacity of East High to work with the University of Utah and Westminster College, two institutions they looked to for scholarships and seats in classrooms for their graduates, but not as program partners. Through We Are One, the principal, vice-principal, and several teachers at East High became friends with deans and professors at both the University of Utah and Westminster College, beginning relationships that they can build on in the future.

Finally, the project increased the capacity of UHC by underscoring the need to set aside funds and anticipate the need for staff time for unexpected and unplanned program opportunities. In a much more media-driven, technologically sped-up world than only ten years ago, the ability to respond spontaneously to opportunities may become more and more important to humanities councils in the future. It will be critical to choose these one-time projects carefully, so as not to diffuse program focus nor overload program staff, but to lose the potential impact of projects like We Are One would be, we now recognize, a great loss. To this end, UHC has added a modest amount to the budgets of each of our four program "centers" to allow program staff the flexibility to respond to unanticipated but mission-based opportunities in the future.

New Uses of Technology

The students' passion drove the We Are One Project, but technology made it possible. Without JR's TED Talk shown in the art history class, digital video cameras to create the video the students used at the All-School Assembly, fast photo machines to print 100 large format posters cheaply, the internet to connect the Clemente students' project with the global Inside/Out effort, the video cameras used by Spy Hop to create the video of the whole project to share with future audiences, and the students' smart phones to record the project-inspired oral histories of their parents, grandparents, or other relatives, We Are One would not have happened or had the impact it has had. For the teens, using all of this technology came naturally. It is how they get things done. For UHC, though, it underscored the value and possibility of non-text based programs to inspire conversation and connection. We gathered 96 responses to We Are One on our website survey, advertised on the school's electronic sign and on a public radio's website, (although we had far less participation on a discussion board we mounted, perhaps because it came too late in the project). In short, this project had technology woven throughout. New and old technology

brought it together, for without the car, this outdoor mural would not have been appreciated by so many. Situated near a traffic light, drivers and their passengers had a chance to see and reflect on the remarkable diversity of faces that had suddenly come alive on East High's wall.

Demonstrated Sustainability

An exhibit of 100 thin posters adhered with wheat paste on an exposed brick wall is, by intention, temporary. This project was not one we intended to sustain. Although the students have told the Clemente and East High faculty that they want to do the We Are One project every year, we doubt that will happen. It was a very time-consuming project and one whose power may wane the second time around. What, then, will endure as a result of this project? We can't be certain, but some elements of the project stand a good chance of becoming long-lasting:

- The oral histories of members from the students' families, directly inspired by We Are One, will endure, through their preservation on UHC's website. Permissions must be sought and granted and we're not sure of the details of how these interviews will be shared (audio and transcription, or just one or the other), but we are confident that some, at least, will be preserved. These interviews were conducted during March, April and May of 2014.
- Conversations begun in the media (especially over KUER) about the changing demographics in Salt Lake City, as evidenced by We Are One, will continue. Pam Perlich, a well-known demographer at the University of Utah who speaks to business and civic groups and the state legislature frequently about the significance of the rapid changes in Utah, knows of the project and may use it in her presentations. It has, at least, contributed to the conversation that is happening in board rooms, cafes, school rooms, and cafeterias about the changing face of Utah.
- The video created by Spy Hop, which is still undergoing editing, will be available to groups and venues for discussions about change, the role of art, and the power of youth when they become focused on a project that is meaningful to them.
- Changes in how this group of students see themselves—now as leaders and proud bearers of their families' stories. Other students changed as well, especially as they saw the racial hatreds the project brought out among a very few, hatred that scared them because of its virulence.

The most sustainable element of the project may be, however, the recognition that sustainability is not always desirable. Impact, yes; sustainability, not necessarily. UHC is not interested in continuing the We Are One project, but we are very interested in building on the relationships, energy, and focused attention on the value of diversity that the project made possible. We view the project as opening a conversation with new audiences, new partners. We aren't sure, frankly, where it will take us.



Students celebrating at the unveiling of the We Are One Project, March 22, 2014

Photo by Jean Cheney

Financial Structure

Because this project was not planned as part of the Clemente Course, it was not provided for in that program budget. The financing of it had to be developed as the project developed. First, the students developed a budget focused mainly on material costs: the cost of taking and printing the posters, the tools needed to install the posters, the rental of the boom. Recognizing the time it would take for Jorge to lead the project, UHC added a stipend for him, as well as a small one for the photographer, Trisha Empey. The items in the budget covered by UHC came from a “special project fund” available to UHC program directors for programs under their purview that are one-time and of limited expense (under \$10,000). East High’s principal contributed to the project by paying for the printing of the posters. He used a portion of a small pool of discretionary funds allocated annually to the school for this purpose. That he was willing to commit these funds indicated the high value he and his community partners placed on the We Are One project.

We Are One Project

ITEM	EXPENSE	UHC	PARTNERS & OTHERS
Five month honoraria for Project Director Jorge Rojas	\$2,500.00	\$2,500.00	\$0
Stipend for Photographer Trisha Empey	\$300.00	\$300.00	
Tools / Supplies	\$278.97	\$278.97	\$0

Printing and Mailing of Posters by Inside/Out Project in NYC	\$2,000.00	\$0	\$2,000.00 (East High)
Food and beverages for Volunteers and for Community Unveiling	\$201.09	\$152.02	\$49.07 (Donut Shop)
Rental of Boom equipment (to install and take down posters)	\$613.40	\$613.40	\$0
Evaluation by Professor Marilee Coles Ritchie (part of Clemente Program budget)	\$0	\$0	\$0
TOTAL	\$5,893.46	\$3,844.39	\$2,049.07

ARE WE ONE?—COMMUNITY RESPONSES TO THE PROJECT



**We Are One Project Director Jorge Rojas with
Clemente Course students, March 22, 2014
Photo by Jean Cheney**

On the weekend of April 26-27, the We Are One Project was vandalized. Someone painted racist and otherwise hateful graffiti on 13 of the images in the project's lowest row. Some portraits were totally blacked out. In response, the Clemente students issued the following statement to their school, and to Salt Lake City's newspapers, TV and radio stations:

We are taking action in response to this hateful act. We would like to acknowledge the pain that it has caused to the people whose images were defaced. Some of the images have been

removed already, and we plan to remove the rest as soon as possible. We hope to replace the images, [these were reprinted and replaced within 2 weeks] but will ask the affected people for their permission before doing so.

We made this project to embrace and celebrate the diversity at East High School. We are committed to continuing the spirit of the project, despite setbacks. Our plan is to "embrace the hate," to use the energy generated from this event, learn from it, and to rise above it.

"You may encounter many defeats, but you must not be defeated." Maya Angelou. (This is the quotation the students chose much earlier in the year, in September, for their official Clemente T-shirts.)

Learning of this vandalism, Andrea Smardon of KUER, a local public radio station, requested an opportunity to interview the Clemente students. Andrea had been at the installation of We Are One, interviewing the students on that exciting day, and wanted to do this follow-up. Her interview elicited the following comments, which sparked reaction on various facebook pages and on the KUER website. The students were shaken by the incident, but thoughtful and reflective as well:

"Seeing it up for so long and then out of nowhere, all this hate towards it was really shocking."

"Obviously they didn't do that out of boredom, they targeted us and they were being racist."

"I think it's most important to not be afraid, to try and to make a statement even though you'll get some ups and downs."

"It didn't just have like swastikas; they had the wolf's angle hook. [The vandalism] was more racism."

"Even though we got negative reactions, at least we are doing something right."

"I'm very happy that we got negative [comments and reactions] because it gives us assurance that we are being heard."

"The pieces outside, they're of people from different backgrounds, different cultures. I guess that has an impact because it shows there are more people inside the school that are different."

"In class sometimes [outside of Clemente class] I hear them say 'We Are One.' They're kind of laughing about it but they're actually happy. So it's like a funny, oh-it's an awesome kind of thing."

Of the 96 responses to the We Are One project collected by UHC, 95% were positive, most overwhelmingly so. The less supportive responses may reflect some uneasiness that people feel toward the rapid demographic change in their city. Drawing attention to ethnic diversity can exacerbate, some believe, ethnic tensions. As one respondent put it, "Let's celebrate the traits that we share; not the differences. America still should be a melting pot, not a bowl of mixed candy with each wrapped in their own cellophane. The art project helps identify the players. Now, take it a step further and create something showing e pluribus unum."

Below is a representative sampling of the short answer responses collected as part of the survey, reflecting the wide-ranging impact of the project on the people who walked or drove by it:

It's really a wonderful thing that our young students are learning that Art isn't only something to look at, but that it can also help to educate and raise awareness about important issues. In some cases, as in this project, it can even be a powerful tool for bringing people together! Kudos to those young students!

I hesitated about "stunningly beautiful" because it didn't stun me, yet I do find beauty in it. Please, do NOT stop making art that informs people, that requires them to ponder others, that fosters a connectedness between all people. I love your goal of making this a global art work! Inspiring & adventuresome! Stay with it, others will come to see what you are saying.

Every day when I pass East High I am grateful for the reminder that we are diverse and yet we are one.

I feel that there were a disproportionate number of Caucasians (greater than the actual proportion) represented in the photos. The project is very interesting, and well put-together (aesthetically pleasing, bold, captivating), but I thought of it more as a celebration of East High students; its broader message about diversity and the future of SLC was lost on me until I completed this survey.

I remember driving by when this went up. Seeing all the students there that morning was great because it showed the community that Salt Lake and their schools take pride in cultural diversity, which is something that is much needed.

It's important to be aware of different ethnicities to leave in peace and promote unity in the community.

. . . I have children who have attended East High and I am glad that they see/have seen diversity at the school every day but I do not see that it has made a difference in appreciating each other (both ways.) I am hopeful for the next generation when these children's children won't have to feel so much like immigrants. I would have liked to have seen how they see themselves in a school that has much history and how they can add to it and celebrate those that were there before.

I've heard from East students that the groups of students are strictly segregated (socially) on campus. What do students make of the fact that the U, just down the street no-where comes close to matching the same diversity rate...is there a discussion of what happens next?

The We Are One Project is extraordinary. I didn't realize the school has changed so much, so it was awesome to bring what was inside, out. Plus, the student stories about how they got the project going is amazing and gets me very excited to see what the future holds for these students and generations to come.

It's a giant wall of pictures that range from "mug shots" to goofy faces and standard photo shoots with absolutely no explanation as to its purpose. And as for it building unity among cultural diversity, I seriously doubt how a project like this has any impact. It is a well-known fact by the East High student body that any non-islander who walks out the "Tongan Doors" is going to be harassed. Any non-Latino who walks down the "Mexican Corridor" is going to be harassed. There are a few kids who live out equality but for the most part kids of various ethnic groups keep to themselves and put down others outside their group. The only actions that bring about

real change is people of the "insider group" choosing to stand up for the rights of people in the "outsider group". An art project that depicted people joined together taking a stand against 'separatists' rather than photographed separately would have had a much bigger impact.

What an amazing pictorial of the changing diversity of our city!

I'm a tutor at East and I think this project accurately portrays the demographic not only is this project important within our community but it connects us to diversity around the world as we are part of the larger project as a whole.

i like it. My daughter goes to East and we live on the West side of town and we are Caucasian. The problem we see at East is only the Caucasians are in the plays, assemblies, sports and other activities there. It's all nice but the rich white kids still run the school.

We are one Inside out Art Project really Impact me! I am involved in this project and I'm one of Avid& Clemente students, This Project made me think we all are one no matter where we are from! This is a great Project I want to thank you all for your support, without your support we won't be able to Get this Much Success in the we are one project!!

Thank you to the humanities council and the students and teachers at East High who worked so hard on this project. Their heart and soul shines through and reflects on the community!

This project offers a beautiful insight for the community. The photographs are full of joy and light.

I'ts a Growing World And to reach out And show others how Diverse our Nation is Helps our Kids Prepare for a Non Prejudiced World to come .Starts with Us

The more diverse we are, the more understanding of different cultures and viewpoints we are. That is the precursor to peace.

As an East High Alumna, I am totally inspired about both the project AND the increased diversity at my alma mater.

Thank you for this beautiful and enlightening "We Are One Inside Out Art Project!

It has a great impact on those driving by East and makes you want to celebrate the youth of today and wish them many successes.

I had the privilege to helped with the installation of the project and it was very rewarding for me. It was very fulfilling to see students whose pictures were selected come by and watch them being hung on the building and notice how it affected their confidence and self esteem. Absolutely a very valuable and rewarding experience for all involved. We need to celebrate cultural diversify and know we are all created equally and can accomplish more together than separately.

A fabulous student project. These students should be congratulated for their creativity and motivation.

This project was visually stunning, provocative, and a positive contribution to the Salt Lake City community. So rarely are the faces of our minority community members represented in such a public and celebratory manner. This project also reminds us that the demography of UT is changing - and changing quickly. With that in mind, the question this project inspires is, "What are we (all members of the community) doing to promote inclusion, engage in dialogue about diversity, and challenge ourselves to buck the status quo around policy and practice in our schools and systems of care. I LOVE THIS PROJECT!!!! Let's keep it going in some form across the state.

I am so impressed with the project and the students who created it! I have sent an email to all of my students at the U of U telling them to go see it and I even spoke about the project at a national conference of art educators in San Diego last weekend. Kudos to all involved!!

Jorge, your creativity and ability to generate community is a real gift to us - I LOVE driving by East High and seeing so much shine from that building.

My young son loves driving by this project on his way to school every day. It makes him excited to one day go to East!

The students should be very proud of their project!

It's lovely. More about humanity than "diversity." Individuality more important than categories.

This project was definitely an eye opener, exciting, moving and EMPOWERING. If we could understand and accept that we are ONE, harmony, peace, respect and overall love would spread throughout our globe and we could all enjoy increased peace and happiness. Thank you so much for your work. It impacted me profoundly.

Closure

On July 12, 2014, the We Are One Project was removed from the wall at East High. The portraits had begun to fray and tear. A crew of community members and students gathered for the work, helped by a neighborhood fire truck, which used a high pressure hose to remove the portraits on the highest levels.

The week after they came down, we received this email from the President of the PTA at East High:

I have been asked by the administration of East to help produce a brochure highlighting the diversity and academic successes that are occurring at East High. The popularity of the 'Inside Out' art project has been huge and we would like to spotlight it in our brochure and hopefully use some of the photographs. Wondering if that is possible and if you can point me in the right direction to access those?

Through efforts like this one of the PTA, the We Are One Project will live on. We know from the interviews, responses on social media, and the survey that the Project will not be removed from the memories of the students who were responsible for it, nor the people who shared how it had impacted them, nor the Salt Lake community that looked for it each time they drove by the school.

The work of bringing together students from different backgrounds will continue. Mireya Ahumada, summarized her perspective about the We Are One project during the second KUER interview: “Some of us come from the west side. We are not used to, let’s just say, the Caucasians at school. We come from different backgrounds, we’re used to different things and we didn’t grow up with each other. So... it’s not that we don’t want to, it’s a little bit harder and more challenging to unite with people that we’re not used to. We just really wanted to bring all the cliques at East together and have everyone be one. I have definitely seen more openness but, definitely there are still cliques. Obviously it’s not going to change overnight.”

APPENDIX

Media Links to Stories Focused on UHC’s We Are One Project:

http://articles.philly.com/1997-10-18/news/25540372_1_gay-club-problems-of-gay-youth-straight-alliance

<http://kuer.org/post/east-high-students-turn-school-inside-out-photo-installation>

Follow up stories:

<http://www.24saltlake.com/town/east-high-school-utah-humanities-council-team-global-art-project/>

<http://www.24saltlake.com/town/who-out-project-clemente-humanities-builds-students-confidence-fosters-leaders/>

East High students in Clemente Program turn school “Inside Out” with photo art bit.ly/1lhvWMQ via @KUERNNews #UHC #UofU #Westminster 09:04 PM - 24 Mar 14 (Retweeted by University of Utah @UUtah To 18107 followers.

<http://kuer.org/post/students-say-racist-graffiti-doesn-t-diminish-power-photo-exhibit>

National Coverage:

<http://www.neh.gov/divisions/fedstate/in-the-field/we-are-one-inside-out-utah-humanities-councils-high-school-clemente>

<http://www.insideoutproject.net/en/group-actions/united-states-salt-lake-city-1>

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