

The Young Peoples Project  
SNCC 50th Anniversary Conference  
Shaw University, Raleigh NC, April 2010  
Transcript Video Recording #29  
(Raw, unedited, no annotation)

Speaker 1 (00:00:17):

Um, I'm really here to just turn the space over to the young people. Uh, my name's Omo, Moses, um, one of the founding members of the young people's project and current natural director of the young people's project. And basically what I want to do first, um, allow Isha to share a little bit of our history. So I think everyone in their seat has a brown brochure and in the brochure, there's a timeline. And so, so she's gonna try to walk us through a little bit of our history and then we're gonna get into, um, talking about the work that we do and why we do it and what we want to come through through doing it. All right.

Speaker 2 (00:01:00):

Hi, I'm Isha. Um, Uh, I just wrote this down. So bear with me.

Speaker 3 (00:01:07):

<laugh> speak loudly please.

Speaker 2 (00:01:10):

Yes.

Speaker 2 (00:01:12):

In 1982, Bob Moses founded the algebra project to improve educational and economic access through math literacy. The algebra project is a program that trains teachers to have the same cohort of students for up to four years and to teach the students how math applies to everyday life. 14 years later in 1996, Y P P the young people's project was formed students that participated in the algebra project at Brinkley middle school and Mississippi are the ones that decided to form the algebra project. They envisioned a program where young people would teach other young people math. One year after Y PPP was formed. The development of a training program began In 1988 to starting in 1988 to present day pro, um, programs have been opened all over the country in Cambridge, Massachusetts, Chicago, Illinois, Jackson, Mississippi, Miami, Florida, Los Angeles, California in many parts of Michigan.

Speaker 1 (00:02:19):

Thanks. And so

Speaker 1 (00:02:24):

The basic idea behind the young people's project is the belief that all young people inherently have the ability to learn, teach lead and organize. And so we've inherited, um, both the legacy of SNCC, but all also this legacy from the algebra project of math literacy work. And what we've tried to do is to create meaningful work experiences for high school and college students that allows them to develop as

The Young Peoples Project  
SNCC 50th Anniversary Conference  
Shaw University, Raleigh NC, April 2010  
Transcript Video Recording #29  
(Raw, unedited, no annotation)

leaders, learners, as teachers, as leaders and as organizers. And so what you're gonna, um, what we're gonna share today is how we do that work in what we call an educational space in a and community space and in a, um, policy and advocacy space. And so with that, um, I'm gonna allow just everyone to briefly introduce themselves and turn it over to, um, Kiki to, to keep it moving.

Speaker 3 (00:03:13):

Okay.

Speaker 1 (00:03:15):

Um, my name is mark keys, um, represent the Jay Y PPP site. And I've been involved with Y PPP for maybe 15, 16 years now. Hello everyone. My name is Michael and I'm a athletic worker at the Boston site, and I've been working for YPP for two years.

Speaker 4 (00:03:34):

Hello, my name is Larry Y PPP Chicago, L w first year

Speaker 1 (00:03:39):

I'm Chris Goodman, uh, education organizer in the Baltimore algebra project and been involved for eight years

Speaker 2 (00:03:48):

I'm bay. Um, with the Baltimore algebra project I've been involved for two years. My name is Isha Williams. I've been in Y P P for just one year and I participate in Michigan. Hi, my name is Denise I'm with the Hamilton, Y P P. And I've been in Y P P for a year.

Speaker 5 (00:04:09):

Hi, my name is AGA I'm with Y P P greater Boston area. I've been a part of the organization for about seven years. Uh, some of those years remotely.

Speaker 2 (00:04:20):

Hi, my name is Courtney Bowser. I'm a math literacy worker advocate in the secretary for the Baltimore algebra project for about a year.

Speaker 3 (00:04:28):

No one. Oh, <laugh>

Speaker 5 (00:04:31):

The Young Peoples Project  
SNCC 50th Anniversary Conference  
Shaw University, Raleigh NC, April 2010  
Transcript Video Recording #29  
(Raw, unedited, no annotation)

Hi, how you doing? My name is Lauren VC, and I am working with Y P P with the Q E C quality education as a constitutional right project.

Speaker 4 (00:04:42):

My name is Albert Sykes, I'm with the young people's project in Jackson, Mississippi, and I'm the lead organizer.

Speaker 1 (00:04:53):

So, um, I guess now we're gonna take a few minutes to basically say what we do in our area or in our community as far as the, uh, educational piece.

Speaker 1 (00:05:05):

Well, um, the way I got introduced to Y P was I got introduced to Y P through my school. And ever since I've been part of this Y PPP team, I have fun, you know, going to schools, facilitating to the younger students and going on fun trips like this. And I would say you like the, this whole time I've been there, you know, I always have fun and whatnot. And, um, too, like where my community is too. Like, I feel good about it because like, I go to, I go to schools in my community and, you know, I help, I help the younger students improve in their math skills, um, through fun activities. So, um, yeah, and, and my community, you know, the scores, the math scores they're low because you know, these students, they're saying, you know, they're not interested into math is boring and stuff like that. But I go into the, um, workshops with a positive attitude trying to show them, you know, math, math doesn't have to be boring. You know, math could be fun. And, you know, we usually use math on a daily basis.

Speaker 4 (00:06:03):

I had gotten involved with Y PPP because of my little cousin. I used to help him tutor him from four to seven every day with his math homework. And he told me about a math program, which was YPP. So then when I got started, Y PPP, like teaching the students about the math, the prime numbers, the algebra form and everything, it became noticed that some of these kids don't know the math stuff they should know by the time they get like fifth, sixth grade. And like teaching them has been a great experience because it's like, like they say, tell us they, they passion a torch on down to us, but it's like we doing the same thing to the next generation. That's come. And, and it's like giving a little kid a push on the bike, cuz that little push can go a long way. So just teaching them what we know can give them a better opportunity with better things in life. So it's like, just because we got the torch now that don't mean that we can't pass it on, but just passing it on. It's gonna be like a long run. Like this say 50 year anniversary was SCC it changing just like one, two years, they keep it going. They, they passing toward us so we can pass it on down to the next person.

The Young Peoples Project  
SNCC 50th Anniversary Conference  
Shaw University, Raleigh NC, April 2010  
Transcript Video Recording #29  
(Raw, unedited, no annotation)

Speaker 3 (00:07:05):

Great.

Speaker 2 (00:07:06):

I got involved with Y P P because a friend told me about it and he told me that it was a program where we helped middle scores with math. And I think math is a skill that everyone should have. So that had me sold. Um, when I joined, I realized that it's not just a math program, it's also a program that helps with your social skills. Like we do a lot of activities to get to know people and you'll meet lots of new people. Um, one of the things that we do with the middle schoolers is we teach them all the games that we play. Like we play a lot of games with math and, um, the games help the middle schoolers and us mows with, um, to better understand math and to make us more fond of it. And hopefully all the things that we do with the middle schoolers will lead them down the road of success.

Speaker 2 (00:08:01):

Hello, I'm with the Hamilton, Y P P and I first got involved with Y P P last year, um, in may and actually with lady cabal. And we thought that since we are at Hamilton, which is a very, um, a very, it's a prestigious institu Houston that has a lot of resources that we felt that we were benefiting from, but we're also in a neighborhood that is a very upper class neighborhood next to a very, uh, more of a lower class neighborhood. So we thought that we would take the resources that we were receiving from Hamilton and write grants, write proposals and do different things and try to bring all of that to the kids in the educat system, in the, um, in the not so privileged neighborhood, that's about a half an hour away from us. And I, I look at it as many different levels of teaching in many different levels of education, cuz we're educating on campus and we're educating a lot of people who didn't even know that there were communities such as that community with children who aren't learning, the things they're supposed to be learning and people and kids who just aren't getting the right education to get them to where they need to be in life.

Speaker 2 (00:09:09):

There's a lot of people who just don't know that whether they didn't wanna know or they turned their back or they just don't care. So we're putting in their face and we're showing them like, you need to know this and you need to do something about it. And the second level of education is the people who actually come out for Y P P at Hamilton and the people who really wanna work for it. We're teaching 'em and we're giving 'em the tools to go into these neighborhoods and to really try to help. And the third level of education is of course the kids that we teach at Donovan middle school, so they can and get these resources and that they can learn from us. But that's how I got involved.

Speaker 1 (00:09:40):

The Young Peoples Project  
SNCC 50th Anniversary Conference  
Shaw University, Raleigh NC, April 2010  
Transcript Video Recording #29  
(Raw, unedited, no annotation)

Thank you. Oh, um, so basically I got involved, um, sort of, kind of the same way, but um, for me in 96 I was just entering, um, sixth grade at, um, Franklin middle school in Jackson, Mississippi, and actually by Moses and his son Tabba Moses came to the middle school to actually help some of the teachers around the, um, algebra or the math that they were teaching. And it was only offered to a certain group of students, um, on one team. So I wasn't a part of that team at first. And I was basically in like a regular classroom setting, watching the teacher, go to the board, write a problem on the on board and try to solve it, just talking at the board and just so it happened one day I walked out of my classroom, got a hall pass to, to get out like most kids do.

Speaker 1 (00:10:25):

Wasn't interested at the time. It wasn't something that I wanted to hear and something that I wanted to do. And when I walked out of the classroom, I looked on the other end of the hall and I saw a group of students outside the hallway, doing math activities around the wh game, having a lot of fun, laughing, playing. I was like, what are they doing? So I ended up walking to the end of the hallway, just standing there, watching for a minute. And after they got through, I just decided, decided I wanted to be a part of. So I went home, got my parents told 'em that this, um, another team was offering another of the math program and I wanted to be on that team. What can I do? So they went to the school, got the teacher to sign me up for that program.

Speaker 1 (00:11:03):

And that's how it really became a part of it. But it wasn't, it wasn't because of the math. I, like I said, at the time, it was just seeing them do something that was interactive and fun. Not knowing that it was math behind it. So to make a story short, I got on the team in, um, ended up working with, uh, like I say, um, Bob Moses, youngest son, Toba, Moses, and we built a relationship just outside of map. I was already good at math, but I did wanna exert that energy into it because it was something that I did want to do. But once I started kicking it with TA, he brought way more outta me than I thought I had me. So, so that's what basically I went through the whole program. I ended up going to a, um, Tulu college, which is located in Jackson, Mississippi.

Speaker 1 (00:11:46):

I had a, um, opportunity to go to several schools, um, off of scholar, off of basketball scholarship, but I decided to stay at home and go to a H B, C U school. And so throughout the program, I, I worked, um, with the program while I was in school laying outta school. So now I'm in the process of doing the same thing that Omar and Tyler did for me. So I can remember when I was, um, in the sixth grade, Tyler and Bob came to my, um, apartments to pick up five middle five middle school students that they was already working with at the time. And one of the guys couldn't go. And I was like, Tyler, yo, tell your dad, let me go, yo, tell your dad, let me go. I wanna go. But I haven't, I haven't been doing the algebra work

The Young Peoples Project  
SNCC 50th Anniversary Conference  
Shaw University, Raleigh NC, April 2010  
Transcript Video Recording #29  
(Raw, unedited, no annotation)

that they were doing. Cause they was like, uh, I wanna say two years ahead of me at the time, you know, Tyler, he was like, yeah, I got you. I got you. He wasn't over there Bob. And like, uh, no, I don't think Kiki would be able to go <laugh>

Speaker 1 (00:12:39):

So, so I couldn't go. And they was going to Shaw, Mississippi. I, I think I was going to Shelby, which was the Delta at the time. And um, one of the students that couldn't go, can't running around the corner, his mom let him go. So he was like, yeah, I can go. I can go. So I can't take that spot. But so right now I'm in the same police. So I travel to the Delta once a week and do the same work that they were doing. And it's, it's kind of funny because when I was in school, so we had, um, a math lab that was set up, especially for YPP students. So we went in and changed the whole room, painted whatever color we want. So it was our space. We had computers that we didn't have before the Moses came. It was a big change.

Speaker 1 (00:13:16):

And like, it, it, it is really hard to explain like the feeling you get when you help somebody, just like, it's hard to explain the, the feeling that I got when Omar and Tava came into my life. So it, it is more than just math work and social work. So they teach you how to be a brother, how to love, how to care. Um, like a lot of people in my neighborhood, you, you, you're not in a position to let other people use your things. Mama said, don't let nobody see you. So it wasn't that sharing type of atmosphere. But when I met these guys, they had PlayStation to, um, all type of stuff and they was, they was just open for us to come and use these types of things. And, and it really opened me up to just being able to share with other people the same way they did for me. And so me and well, actually I wanna bring up my colleague also average sites, which is one of the guys who was already on that team that actually made me come and join that team. And we've been through so much together as like my best friend, my brother, and we do work and we have a passion for it. So that's why we here today. And we are asking that, you know, y'all support us in what we do and we'll do the same

Speaker 1 (00:14:28):

Folks.

Speaker 4 (00:14:38):

Appreciate that. Kiki love you too.

Speaker 3 (00:14:41):

<laugh>

The Young Peoples Project  
SNCC 50th Anniversary Conference  
Shaw University, Raleigh NC, April 2010  
Transcript Video Recording #29  
(Raw, unedited, no annotation)

Speaker 4 (00:14:43):

All right, everybody. Um, as Kiki said, my name is Albert Sykes. And when you come to your mouth, oh, can y'all hear me now? Okay. So, um, the, the, the math literacy work and the relationships that Kiki and these, um, people on the, on the presentation just got through talking about, uh, that serves as the basis for us being able to do, uh, larger things and more in depth things in our community. And so one of the tools that Y PPP has begun to use is, uh, called neighbor circles. And so neighbor circles consist of a series of three small intimate dinners with a group of, uh, eight to 10 neighbors at the most. And at these dinners, uh, the first one is used to let people introduce themselves to each other, to be able to find out who was born, where, who came from where, and to just let people get a sense of geographically where we come from.

Speaker 4 (00:15:36):

And so I know, um, in Mississippi, the first dinner we did, we had two neighbors who had actually lived beside each other for over 30 years. That ended up coming to the first circle and found out that they came from the same neighborhood. They played on the playground together as kids, and they live next door to each other for 30 years, without even having the most basic conversation about where they come from. And so the next time we come back to do a dinner, the guys, I mean, guys, they been borrowing eggs from each other sugar, like seriously. So like that was that's part of what we want to do is like put people in positions to be relationships with other. And so neighbor circle is a small, simple tool that allows people to do that. And when people are having conversation over food, it's a lot better, especially when it's free food.

Speaker 4 (00:16:23):

So that works. And at the second dinner, we talk a little bit more about the community and the likes and dislikes or some of the things that's, uh, the strengths of the community and the things that we would like to change in the community. And so, um, people have a chance to see how they think about the place that they live and how their neighbors think about, uh, the space that they live in. And in the third dinner, we go into a process of getting people to identify one of the issues they would like to change and decide as a group. What is it that we could do to address this issue right now as this group of eight to 10 people. And so at that same dinner that these two guys met each other, by the time they actually jumped ahead of us. So before we could get them to the point that we were gonna ask them to organize themselves around one of the issues, they actually went and got a house knock down in the neighborhood before we could even get to the point of mob, uh, asking them to mobilize themselves to do it.

Speaker 4 (00:17:22):

And so, uh, what they ended up doing after they got the house knock down was they got a petition in the neighborhood to put pressure on the city to start cleaning up, uh, vacant lots in the community. And

The Young Peoples Project  
SNCC 50th Anniversary Conference  
Shaw University, Raleigh NC, April 2010  
Transcript Video Recording #29  
(Raw, unedited, no annotation)

so just that big up their confidence to know that they can do things in the city and that they actually have the power to control the quality of life in their neighborhood, uh, as well as in their own homes. And eventually, uh, we hoping that that trickles out, uh, into a statewide effort with people being able to organize themselves, to do small projects that build confidence. And you have a, a statewide base of people who are used to, uh, being able to work together. And so today to get you guys to get to know each other, we're gonna do the map exercise that we do at the first dinner. And so I think each of you has a blank, uh, sheet of paper in your, in your chair. So we don't have enough maps for everybody. And so we're gonna ask you to use the artistic side of yourself and trace a outline of either the United States map. Well, yeah, the United States map and for people who have worldly experiences do the best they, that you can to, to, to make a replica of a world map. And so

Speaker 4 (00:18:35):

With the, with the maps, if everybody can, can just draw, you trace your outline or your map. What we want you to do to talk about in your circle is who you are. Just tell your name, tell people where you come from, some of the places you've been throughout your life, and how did you get to SCC? So start from where you were born and work your way up to, how did you get in this room today? And so, um, we have some outlines of the map on big chart paper, If people need references. And then it's all also, uh, a world map up here and you can come up if you need to, uh, just send one person from your group to get an idea, to draw the outline for the us map. And so once again, in your groups, we ask you to talk about who you are, where you come from, some of the experiences you had in different places of the country and how you got to the sneak 50th anniversary. We drawing a map of the United States, and you're basically sharing your story through the map. So you geographically letting people know, how did you get from the place you were born to the sneak 50th anniversary. So share your experiences in your small groups

Speaker 4 (00:19:53):

And is gonna walk around with a, uh, outline of the us map for people that need some sort of reference. So if you do just raise your hand, April has one, and Syl has one in the back,

Speaker 6 (00:20:10): Sticking

out from the side to,

Speaker 4 (00:20:29):

We

Speaker 6 (00:20:30): Got

that's where,



The Young Peoples Project  
SNCC 50th Anniversary Conference  
Shaw University, Raleigh NC, April 2010  
Transcript Video Recording #29  
(Raw, unedited, no annotation)

Speaker 7 (00:20:47):

But I worked with a group home center community changed for a long time.

Speaker 6 (00:20:51):

And, uh,

Speaker 7 (00:20:52):

So I worked with in low income communities in Washington, DC. He's a national organization.

Speaker 8 (00:21:00):

I do a little met with, To picture of some apartments where I used to stay called sunset. That's how I got to the map of the United States. That's how I got from the young people project, from how I got from Mississippi to North Carolina,

Speaker 6 (00:21:22):

We have African American I'm I, and I go like all sessions and like movies around the Jackson. And I lived there until I was four. And then we moved to Memphis, Tennessee and back to Michigan. And I, so I spent most of my life in Michigan, but before I got involved in the project, I actually, Tucker town came first. I have an older sister and she started out as a math literacy worker. And when she got to high school, she able to tell me about, Y I could be and was like, oh, it's fun. If you need a job, it's just like down the street from how, and you can walk there from school. So instead of like applying here and there, you like guarantee a job at this place, they're looking for young people and she had fun and she was traveling in home places and I was slightly jealous, but I wanted to go to Jackson, Mississippi, Florida, and participate in all these social events.

Speaker 6 (00:22:49):

So I signed up and I, I got a job after she did a few days in college and she was no longer an worker. And she became a college worker. Then she became, became like a coordinator and she was doing, and then she decided that she wanted counsel ever since then I program I from being a math worker to a math literacy coordinator, and I am now helping the high school students, two workshops and training them to really understand the curriculum and to not only use math as a main, and, but to understand the social ING and what they can do personally, to help the community dresses, what they can relate. So that's what I've done. And that's why I'm here. And for the SNCC trip, um, we were told about it. I didn't know about SN until probably this year. I read about it, but we really didn't have the time to actually like, get into what Snig was.

Speaker 6 (00:23:55):

The Young Peoples Project  
SNCC 50th Anniversary Conference  
Shaw University, Raleigh NC, April 2010  
Transcript Video Recording #29  
(Raw, unedited, no annotation)

So learning about it and really being, become interested in, then incorporating the information into one of our trainings. This year, I was really involved and I wanted to come here and really get to know what the agile project was all about. Really get to know how I fit into this movement and how the movement isn't over and what I can do to further the movement. So that is how am I I'm here. This is my first year at YTP semester. I started in January and I come from a family that comes from sophomore, only me and my sister are only one born the us. So the majority of my family are now in the us. And I started in, uh, program after school called squash. Then on, went on, continued high school in that program. After I graduated, I stayed, stayed involved with them. I did volunteer work with them and then felt I needed to do something else. I know working with kids was something I wanted to do. So I started volunteering with girls club and that's one of the work that, that YP was currently here to. So I heard YP was close and I was looking for a job. And YPP was currently hired. I applied a C, I was born in Oklahoma.

Speaker 6 (00:25:28):

I'm a military bra. So I've had, uh, chance to travel with them. The us I've been in 40 50 states. I have lived in 15. I lived in Germany. I've been to Kuwait, Korea, and, um, I'm traveling to Japan in a year. I had no intention at all. And I ended up there what Virginia state, which is in Petersburg. I did not know anything about Y P I met a girl I'm a math. And she noticed how good I was in math. So she asked me to, um, when we went into the school, I am gonna stay in the area because Petersburg and Richmond parents have asked me to bring him back to Virginia. So I'm trying to do that. Now. I've been going to different organizations, running workshops and right between Peter. It's hard

Speaker 9 (00:26:39):

That came mind my mind.

Speaker 6 (00:26:43):

The Young Peoples Project  
SNCC 50th Anniversary Conference  
Shaw University, Raleigh NC, April 2010  
Transcript Video Recording #29  
(Raw, unedited, no annotation)

<laugh> okay. Who's next?

Speaker 10 (00:27:00):

I stayed in Virginia Beach, Hampton, Richmond. And it was like some of the biggest schools I've ever seen in my life. They, they had like, they had the middle school, the elementary school and the high school put together. And it was so big that they had to use elevators to get to the schools. It was a two story school.

Wow. It was ridiculous. They had, they had like this whole little building full of trophies.

Speaker 6 (00:27:31):

Yeah.

Speaker 10 (00:27:32): I

just had,

Speaker 9 (00:27:33):

So were they, all of the schools were big. Yeah. Yeah. You see, that's what

Speaker 10 (00:27:37):

Colleges were big. Um, you know how Mississippi colleges are, uh, like Ole miss and, uh, Mississippi state. Those schools are nothing compared to city schools. I was born in the city. So I'm a city.

Speaker 6 (00:27:53):

Yeah.

Speaker 10 (00:27:53):

So now I'm raised in the country.

Speaker 6 (00:27:55):

<laugh>

Speaker 10 (00:27:56):

And it sucks, but you,

Speaker 9 (00:27:57):

You prefer the cities.

The Young Peoples Project  
SNCC 50th Anniversary Conference  
Shaw University, Raleigh NC, April 2010  
Transcript Video Recording #29  
(Raw, unedited, no annotation)

Speaker 10 (00:27:58):

That's why, when I came back here, I was like, holy Miss, all the,

Speaker 9 (00:28:04):

How long you been in Mississippi?

Speaker 6 (00:28:07):

Damn.

Speaker 10 (00:28:08):

About five years altogether. I lived in Greenville for about three, three years. And then I stayed in K kill Michael Mississippi for two years

Speaker 6 (00:28:18):

When I was about five. I went back to, to Chicago and yeah. Um, I was in school there <affirmative> and then, um, when I was about 10, we went for a vacation to Mexico, too, like reunite with people. Cause we been, didn't see each other, like in about 10 years or so. And then we went there and yeah, I got to meet all my family. And then, um, then we went back and stopped by Texas. That was cool. Cause my uncle lives there and there and I, they got me to switch over.

Speaker 4 (00:29:20):

So we, we gonna wrap up the math exercise, everybody that refocus. And so everybody in here that feel like they learn something in their circle about somebody that didn't know, raise your hand mission accomplish <laugh>

Speaker 4 (00:29:40):

Okay. So the next thing we're going to talk about in our same circle is what is the issue that you think, uh, is prevalent in American culture today? So what is something that we could change in our society? And then what is, what is one of the positive aspects of American culture in society? So you just talked about in groups, whether it be education, healthcare, whatever it is. And so we'll take three minutes of this one right here, and each group, can we have one person to take notes on the thing that people say that the lights in the dislike. So something you like about the country is something that you,

Speaker 6 (00:30:30):

I school I don't, and maybe also talk to them about their sexual. Yeah. A lot of people, I been a really diverse, um, as far as my school is very diverse, everyone's friends. We don't like judge people. And I like

The Young Peoples Project  
SNCC 50th Anniversary Conference  
Shaw University, Raleigh NC, April 2010  
Transcript Video Recording #29  
(Raw, unedited, no annotation)

that. Cuz like, you know, no one looks at you differently, how you dress, this is how you look or your skin color. So I like that. Um, I agree with her, like one thing I don't like is that, that, um, G be, is like, be more aware about is like pregnancy. Like a lot of girls at age now are getting pregnant and I don't think they realize that they have so much ahead of them and they seem like blindsided in a rush to just grow up and have a there's so much to your life and that you need to do that. You wanna do like, she could always wait until she has a good job, good education, and she could afford anything in life happy.

Speaker 6 (00:31:39):

And then you can, we do anything for love. Cause they don't think they're pretty enough, but in real life, we're all beautiful. We can do anything we want in life. We're all succeed. Just don't let nobody bring you down. Just do what you want. Just a little bit broad school. It's like the whole priority. Like they don't even focus on teaching what you doing. They trying to focus more on discipline and other things like, but that the dress code, if I wear these teams to that spend for three days and I think like this defeat the whole purpose of school because I'm going school to learn. It's not a fashion show. So it doesn't matter what I wear. I feel like you can put me out on my education for stuff that really don't matter.

Speaker 6 (00:32:35):

I think possibly one of the good things about the education system is that if it's done correctly, um, it has the potential to help. A lot of people get to a different point in their life. Cause I know just from my personal experience, like growing up in a very har neighborhood with the horrible school system, just because I had certain mentors who were able to make me value at education and put me in certain schools that had a very strong, you know, focus on education and teaching and getting you to the next level, which is college. All right, everybody, we giving that kind one point, we wrapping this one up the cycle of oppression. I guess it has a lot of potential, but sometimes not done right at all.

Speaker 11 (00:33:18):

Yeah. I think one of the good things about education is if it's it's done right, it can, can change your life. It can empower you to, to take the courage of your life and get your freedom. And if it's done badly, it, it beats you down. It, uh, you know, it makes people feel bad about themselves. If they're not, they, they think they're not learning. So it, it can destroy lives. And it can,

Speaker 6 (00:33:43):

I think our biggest problem with education right now is that we don't invest. It's not a high priority. And I mean that in a lot of different ways, it's not a high priority in, in, in getting resources and distributing resources and, and reducing class size and getting the kind of, of exciting things and using all the technology and all the stuff that we've got available to them. Education can be wonderfully exciting

The Young Peoples Project  
SNCC 50th Anniversary Conference  
Shaw University, Raleigh NC, April 2010  
Transcript Video Recording #29  
(Raw, unedited, no annotation)

right now, as we can reach the whole world and learn anything quickly. If, if we really want to education, it's like a, if you can't teach somebody something and they can't learn how they gonna have the skills, they need to get a job, they need to put money back into the economy. That makes me sad that people don't have the opportunity to learn and to know that things are possible for them.

Speaker 6 (00:34:35):

And that, you know, everybody has value regardless of what your strengths or skill or whatever is like everybody has value and everybody who deserves to be treated with respect and, you know, just to like just that people who are nice to each other would make such a world of difference, you know? And I know that sounds really simple, but it's just like, it, it makes such a difference. Um, you know, I teaching college students too, and I've taught preschool, I'm teaching college now. And you know, it's, it's still the same kinds of things though. Just allowing people to learn how to like have a voice and have a say and participate. Um, so education is something that, you know, I think is really important. Like at every level, um, you know, I can go on, I think healthcare really needs help in this society. And I've had a lot of injuries, my illnesses over the last few years.

Speaker 6 (00:35:26):

And if I didn't have good insurance, I would owe hundreds of thousands of dollars right now. And I know that not everybody has insurance, you know, I've been lucky cause I've had insurance insurance as a graduate student. Um, but so many people don't have that. And it's like, you know, none of this is anything I chose to have happen to me or tried to do or anything, you know, people aren't choosing to get sick or choosing to get injured and yeah, yeah. Or else they, you know, you're in major, major debt and that just, you know, like basic health and wellness seems like it should be basic, you know, like a dance. Right. Other, the thing that I love about the country is the beauty of the natural environment, gorgeous physical part of, of the world really treasure the beauty of our country.

Speaker 4 (00:36:14):

Okay. So we have Akira, who's go on report out from some of the things that they discussed in that

Speaker 2 (00:36:20):

Group. Some things we discussed about the pros and the cons in America is that when one, we decided that president Barack Obama is a pro and we discuss, um, we have more rights here in America today. And, um, we have supporter systems and we, um, have homeless shelters and people get scholarship these days. Um, our cons were, um, education as far as teachers. Well, we have a, we, you know, question why some teachers have, you know, degrees because not all teachers are good and some of did not teach us and all the other stuff, they just give us book work and they tell us, do it by ourselves.

The Young Peoples Project  
SNCC 50th Anniversary Conference  
Shaw University, Raleigh NC, April 2010  
Transcript Video Recording #29  
(Raw, unedited, no annotation)

And, um, another con we had was team for pregnancy. Well I'm from in Albany being teen pregnancies. Like it has risen like every school you can, you won't walk in any school without seeing a, um, girl that's pregnant. And um, in another county we have in Southwest, Georgia is Terry county. They're very known for STDs in their high school. Like a lot of them have STDs. And um, another thing we discussed was corporate power. Yes. Thank you. Thank

Speaker 6 (00:37:23):

You.

Speaker 4 (00:37:26):

Go, go. Let them see what you got so they can put some up. All right. So next up we have Alexis. She's gonna share from her group.

Speaker 12 (00:37:34):

Hi, I'm Alexis. I'm from Rochester, New York. Um, I'm at Erin. Erin has been everywhere around United States. Um, she was born in Texas and she moved to California, Colorado for a few years and then attended college in California and is now currently working on her PhD at Connecticut. Are you at Yale at Yale? Um, and she's actually doing her dissertation right now and will be done in a, a few months and her dissertation focuses on SNCC and, um, African colonization, decolonization. Sorry, sorry. <laugh> yes, yes. Big difference.

Speaker 6 (00:38:13):

<laugh> okay.

Speaker 2 (00:38:15):

My name is Stephanie Johnson. I'm from Mississippi and it should be talk about youth information is not,

Speaker 2 (00:38:26):

It's not entertaining enough. And the news does not cover enough, uh, information. And we also, well, my, uh, con about the United state was not helping the people in the own country. Instead of, I know there's a lot of problems in Haiti, but there's still a lot of problems in the United States that need to be solved and they're not look like paying enough attention to it instead of just going to another country and trying to help other people, they to stay well help the United state also. And we need the need more jobs. Education is not looking so well. Thank you.

The Young Peoples Project  
SNCC 50th Anniversary Conference  
Shaw University, Raleigh NC, April 2010  
Transcript Video Recording #29  
(Raw, unedited, no annotation)

Speaker 4 (00:38:58):

All right. Thank y'all. So if do anybody want to throw out some other issues that they didn't hear from those two groups that they want to make sure we get charted up? Okay. So if not the, the next thing we're gonna, oh, you, yes. Ma'am drugs is a Negative. It's Def it's definitely not a positive. We don't want y'all to think. Yeah. Education,

Speaker 6 (00:39:36):

Um, violence,

Speaker 4 (00:39:38):

Violence,

Speaker 6 (00:39:39):

Everyone. Social justice.

Speaker 4 (00:39:42):

Oh, who it?

Speaker 6 (00:39:44):

Social

Speaker 4 (00:39:44):

Justice and social justice. We got more

Speaker 6 (00:39:49):

Healthcare

Speaker 4 (00:39:50):

Healthcare. Okay. Well, we just had some progress with that

Speaker 6 (00:39:56):

Youth passion and determination,

Speaker 4 (00:39:58):

Youth passion and determination. Is that a positive or



The Young Peoples Project  
SNCC 50th Anniversary Conference  
Shaw University, Raleigh NC, April 2010  
Transcript Video Recording #29  
(Raw, unedited, no annotation)

Speaker 6 (00:40:02):

It's not

Speaker 4 (00:40:02):

Happening. Okay. So that's something we need to work on. Youth passion and determination. Yes. Ma'am weapons in school. Need more positive messages in hip hop, obesity,

Speaker 6 (00:40:17):

Disparity,

Speaker 4 (00:40:17):

Wealth disparity,

Speaker 6 (00:40:21):

Uh, lack of knowledge about food.

Speaker 4 (00:40:23):

Okay. And in the back, last one, she talked about cultural relevant curriculum and black study in high school and then black studies in college. Okay. So human

The Young Peoples Project  
SNCC 50th Anniversary Conference  
Shaw University, Raleigh NC, April 2010

Speaker

Transcript Video Recording #29 (Raw,  
unedited, no annotation)

6 (00:40:33): Rights,

Speaker 4 (00:40:34):  
Human rights. You

Speaker 6 (00:40:35): Said  
healthcare should be a

Speaker 4 (00:40:36):  
Human okay. Healthcare as a human, right. Okay. Everybody. So in your group with the same five people that you've been getting to know, and this time that you've been in here, we want you to identify one, one of the issues from your group that you think y'all five could take some small step to work on. So whether it means change a phone numbers, email addresses, joining a Facebook group together, like, uh, pick out the issue and then decide what it is that you, as five people can do to address that issue. And this one right here, we, we definitely gonna do two minutes on this. And I got a time keeper that, that has a law degree And she's ready.

Speaker 6 (00:41:31):  
I'm over students during the high school students train the, okay. Right. So you're kinda like junior art director. She kind of like that. She, she used trying to organize the college and the high school kids to work with the middle school and the young kids. So my direct involvement is with the college students. I, I used to work directly. I was a CML w I worked with the other kids, but, and you like that, I'm trying to figure it out, honestly. Yeah. I love it. Has this awesome class. Um, but do you like what you're doing better now? Like more the organiz. Yeah. I'm more of administrative type organizer type of person versus kids are very, it's like frustrating, but I love that little personalities really. I love high schoolers, but it's just, you know? Yeah. So it's pros and Constable, honestly, the module is based on math and the supplementary stuff is based on like the social justice side justice. Okay. It's whatever's going on in your community.

Speaker 4 (00:42:29):  
So now I know people have identified their issue and they decided what, uh, what step they're gonna take as this group of five people. And we're gonna ask this group one person from this group to tell us what  
SNCC 30 The Young Peoples Project (Completed 05/04/22) Page 18 of 35 [Rev.com](#)

## The Young Peoples Project

they've decided one person from this group right here, where you at in the back, where we got the lady with the pink shirt. Yes ma'am. Yes. Ma'am. And over here, who from this side, let me see from, uh,

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SNCC 50th Anniversary Conference  
Shaw University, Raleigh NC, April 2010  
Transcript Video Recording #29  
(Raw, unedited, no annotation)

Marqui we'll need one person from your group And how this group of five people going work together to, to address we

Speaker 13 (00:43:14):

Pick, um, the issue that we notice is education. So we wanted to let everyone know that, um, pretty much education is a constitutional right? So we wanna let everyone know where education originated and how everyone was able to get an education. Because we know that initially that we were educated for the, the higher and so forth. And so now, um, we do have public education, but there's a disparity of what we are learning and things of that sort. So now we just want to make it equal amongst for everyone. So that's equal. We want it to be a constitutional right. Quality education is constitutional, right.

Speaker 4 (00:43:56):

We agreeing to do together address

Speaker 13 (00:44:00):

QC. We got cut. We were still talking. We were, Um, Well,

Speaker 13 (00:44:10):

I think the first thing is that we stay in touch that we communicate. Okay. Um, because it's, it's only through the communication, if we're serious about working on this, working with other groups, um, that, that we, we talk, we listen, and then we do that outreach and continue to do it no matter what the struggle, because again, to get a quality ed to be educated at all in this country was not a given. And if a lot of people had their way, it still would not be. So the struggle is there all the time, and there is an assault on public education. So that would be my, my hope that we are able to work through With, on, with other many other people and groups to make sure that that does not happen that public school stay and get much, much better.

Speaker 6 (00:45:02):

Amen.

The Young Peoples Project  
SNCC 50th Anniversary Conference

Speaker

Speaker 4 (00:45:03):

So thank y'all. And so everybody, this group has decided to stay in touch with each other. So they going exchange phone numbers and email us today before they leave And I'm gonna be at the doorway. Okay. So my next group was you guys, right? Okay.

Speaker 14 (00:45:23):

Shaw University, Raleigh NC, April 2010  
Transcript Video Recording #29  
(Raw, unedited, no annotation)

Hey, y'all my name's Manchu. I live in Durham, North Carolina, and I'm here with Andy and, And, uh, knob is over here. Um, We talked about education and the solution we offered was creating more places where young people can get trained, organized, and make decisions and gain more control over their lives.

Speaker 6 (00:45:52):

Right.

4 (00:45:53):

So, so what is this group of five gonna do together?

Speaker 6 (00:45:57): I dunno

that we have <laugh>

Speaker 4 (00:46:01):

So y'all need more time to say what y'all gonna do together. I

Speaker 6 (00:46:04):

Probably,

Speaker 4 (00:46:05):

Yeah. Okay. All right. So y'all keep thinking about that, but don't leave today without coming to the conclusion of what y'all want. Do the, who was that other group? Oh, okay.

Speaker 6 (00:46:21):

## The Young Peoples Project

Pick education. Yeah. How we can improve.

Speaker 13 (00:46:29):

And I'm from Jackson, Mississippi. I, what we decided to do is I join of Facebook and we're gonna do, is kind come up with questions on how kids can, um, kinda, um, excuse me, kinda nervous. Um, come up with questions of how to, um,

Speaker 6 (00:46:46):

Address

Speaker 13 (00:46:46):

Transcript by

SNCC 50th Anniversary Conference  
Shaw University, Raleigh NC, April 2010  
Transcript Video Recording #29  
(Raw, unedited, no annotation)

Their education in country and come up with solutions of it. So we're on Facebook, kinda post some questions on Facebook and kinda get young people to kinda, um, come up and answer the questions and give that acronym ideas about how to challenge the education policy education in this

Speaker 6 (00:47:02):

Country, Facebook

Speaker 4 (00:47:13):

Okay. Exchanging emails in this group. And so now we moving to our next group to see what's the issue.

The Young Peoples Project  
SNCC 50th Anniversary Conference

Speaker

Shaw University, Raleigh NC, April 2010  
Transcript Video Recording #29 (Raw,  
unedited, no annotation)

6 (00:47:26):

Hello

Speaker 13 (00:47:27): Everybody.

My name is,

Speaker 6 (00:47:29):

Um,

Speaker 13 (00:47:30):

I, Y P when we came up with ways, we came up with the idea of helping everyone to, well, we came up with idea of helping young people to invest and believe in themselves. So we going like a ways to help them realize they can do that. Cause we have a lot of people believing the impossibles when they're not voting pocket.

Speaker 4 (00:47:54): So what is  
this group gonna do

Speaker 6 (00:47:57):

Come away?

Speaker 4 (00:47:58):

So how y'all gonna state, y'all gonna change email, phone numbers up.

Speaker 6 (00:48:02): Um,

Speaker 4 (00:48:03): Okay. So  
they got they first step,

Speaker 6 (00:48:05):

The Young Peoples Project  
SNCC 50th Anniversary Conference  
Shaw University, Raleigh NC, April 2010

Speaker  
Next group. Okay.

Speaker 15 (00:48:10):

Transcript Video Recording #29  
(Raw, unedited, no annotation)

This right here is also, I think there's a commonality, um, issue of, of education and all of the list of things that we talk about. Um, all the issues that we talked about fit underneath the umbrella of education, um, drugs and gain violence and, and dropouts in high schools and, and food education,

15 (00:48:29):

The lack of knowledge about food. Um, so, um, we decided to also stay in touch, but also when we find things, pieces of information or news articles to send em to each other, um, and then stay in touch about new projects that are coming up in our neighbor, in our communities. Um, I needed Vicky and from Cambridge, Y P P and something that we were talking about was youth determination. And the way that we can make a difference is kind of partnering college students with high school students and kind of having them motivate them and sharing their stories of, um, how college is going for them and how they can further their, and why stick in school is very important. So that's something that we came.

Speaker 6 (00:49:19):

Okay.

Speaker 4 (00:49:21):

So I'll you thank all the groups from, um, sharing with each other

Speaker 4 (00:49:31):

Committed to doing the things that we said we do here today in this room. And so with YPP, the reason that we do neighbor circles is because, uh, I know when you, when you listen to the preamble, the constitution, they talk about forming a more perfect union. And so with Y PPP, we feel like in order to, to build toward some more perfect, we have to have a more connected union, a connected environment. And so our aim is to, to do neighbor circles and to do other activities that bring people together to build relationships in order to be able to build a movement.

The Young Peoples Project  
SNCC 50th Anniversary Conference

Speaker

Speaker 5 (00:50:04):

My name is AGA I'm from the, uh, Cambridge, Y P P. How are you guys doing

Speaker 5 (00:50:10):

All right. So I'm encouraged to here. I was listening. Um, as you guys are speaking out in your, uh, I feel like it's celebrity, right? I hope you guys are speaking out in your native circles about, um, this demand, uh, for quality education. I know you said something about it, you guys are putting it, um, very eloquently about the need for that. And so that's what we hope to address. Um, so YPP is leading in a national campaign called Q ECR R quality education as a constitutional right, uh, speaking with them around the belief that every child of this country is deserve of a high quality education. And we're

Shaw University, Raleigh NC, April 2010  
Transcript Video Recording #29 (Raw,  
unedited, no annotation)

pushing for, uh, the recognition of this as a constitutional right. Um, we're using interviews, um, meetings and, um, uh, upcoming national book tour to really explore, uh, the idea and ignite conversations around educational reform. Um, my colleague, uh, Lauren BC is going to give us a, a history and an overview about this, and I'll be back in a bit.

Speaker 3 (00:51:15):

Okay.

5 (00:51:16):

Thank you. Hi everybody. My name is Lauren VC, and I've been working with Y PPP on the strategy team for Q ECR quality education as a constitutional right. And can I just see by show hands, how many people have heard of Q ECR?

Speaker 5 (00:51:32):

Okay. So a good number of you. So Q ECR was, um, born out of a meeting in 2004 that was convened by Bob Moses at Hampton university. And over a hundred to 50 participants came to the meeting. And, uh, what grew out of that was in 2009, uh, Y P P decided to incubate and, uh, relaunch the Q ECR initiative. So now, uh, Y PPP is taking this on, there are a number of different sites across the country where, um, work is moving around education, organizing, um, at a local level at a state level, and eventually building



The Young Peoples Project  
SNCC 50th Anniversary Conference  
Shaw University, Raleigh NC, April 2010

Speaker

towards, uh, national for quality education as a constitutional right. So for example, there are several cities in, um, Jackson, Mississippi there's work, um, moving there's interviews that are being conducted with students around their educational experiences. And there's also, um, they're building towards us, amending the state constitution, uh, fighting against the deliberate denial of education in Mississippi. Um, in addition in Cambridge, uh, young people are organizing to form a resolution, a city council resolution for ensuring quality education as a constitutional right. And they are also involved in some, uh, voting rights training in Cambridge, and they're involved in some, um, bills, some new legislation that would reform, uh, the funding structure for education in their schools. And we also have some colleagues here who are from Baltimore, and they're gonna share a little bit about the Baltimore algebra projects work and give concrete examples of how the work is moving in their city.

Speaker 2 (00:53:12):

Good afternoon. So the Baltimore algebra project is a youth-led organization that focuses on enhancing math literacy through paid peer to peer tutoring around 2004. The Baltimore algebra project was in a crisis. Our local school board wanted to cut our funding. And this is really when our advocacy work, our organizing work begun because we knew that it was our obligation to begin advocating and fight for our peers so that they could have have, you know, the tutoring that they needed to be successful. And so now, today we have the advocacy portion of the organizing and demonstrations, and we also have the

Transcript Video Recording #29 (Raw,  
unedited, no annotation)

algebra projects, curriculum, curriculum, and a classroom where college students in a teacher teachers, um, would stem from Bob Moses' vision of a quality curriculum. And so that we can be successful and go to college and compete in a knowledge base economy. So that's the basis of what the algebra project is.

Speaker 1 (00:54:20):

Right. Um, I'm Chris Goodman also going by, uh, comrade Baltimore algebra project and, uh, senior at Morgan state university. Yeah. Um, and along with the math, we do the organizing, right? So there's a, a structure to the organizing work that we do in the Baltimore algebra project. And, uh, so at each of the tutoring sites we have, um, cuz we tutor throughout the week, uh, each site votes in two members of those sites to be a part of the advocacy committee and those young people. And this is high school students, a couple college days, people. Um, so those members are then on the advocacy committee

The Young Peoples Project  
SNCC 50th Anniversary Conference

Speaker

and they work two days out of the week. Well, three days outta the week, um, on the advocacy committee

The Young Peoples Project  
SNCC 50th Anniversary Conference  
Shaw University, Raleigh NC, April 2010  
Transcript Video Recording #29  
(Raw, unedited, no annotation)

being a paid. Um, so, so what the steps is, the first step is to identify the problem. So each of us go to a different schools, some of us go to the same school, but we go to our schools and we talk to students, we talk to teachers, principals, people in our schools, in our communities about the problems that we face.

Speaker 1 (00:55:24):

Right. And then the second step is to create a meeting or gathering that invites people a across the city. Um, so you see your friends, your family, um, all those type people to talk about the problems, um, that we face as a community. And then the third step is to identify what our demands are, um, who are the targets, um, who's our audience and what do we need, um, to go at the problem, right? And then a fourth step is to, uh, make these commitments, you know, get 'em down and actually take action, um, to solve these problems. So an example, a concrete example, um, in 2009, uh, the Baltimore project led a campaign to increase, um, the bus ticket time. So I don't know about, uh, y'all situation, which public transportation, but in Baltimore city, um, students are giving, uh, bus tickets if they live more than a mile away from their school.

Speaker 1 (00:56:19):

Right? So in these bus, in this bus pack, you get two tickets, right? And it was from 6:30 AM to 6:30 PM. Right? So you get to school, right. But if you have a organization, if you have a job, if there's a community event or anything you need to do right before you go home, you will have to use that ticket to get there. But then how you gonna get home if it's after six 30. Right. So a lot of students have a problem getting around in, um, in Baltimore city. So the campaign was about, you know, young people being able to ride the bus or the train wherever free seven days a week, no matter what time it is, you know what I'm saying? So, so from talking to students about it, you, we knew the problem. We knew it had to be addressed. So we were able to bring in people from across the city and it even got to the point where the city council was involved and got members of the MTA, which is the Maryland transit administration.

Speaker 1 (00:57:15):

And a school system had us all sitting down talking about how we can address this problem. But as students, we felt like, you know, the things weren't going the way they were supposed to be going. So we made a petition, um, and we wanted to meet with the head of MTA, Paul wetherfield cuz he wasn't at these meetings. He wasn't at the meetings. He had people with that, but you know, the information wasn't being wasn't uh, sufficient, right? So we was like, we need a meeting with him and they was giving us the runaround, right. So we was like, you know what? We had these petitions, we have our people, we know what we need. We will go to Paul Tofield, you know, and, and hold, you know, say we need to talk to them, man. So we organized a protest in front, uh, of the MTA headquarters in Baltimore city.

The Young Peoples Project  
SNCC 50th Anniversary Conference  
Shaw University, Raleigh NC, April 2010  
Transcript Video Recording #29  
(Raw, unedited, no annotation)

Speaker 1 (00:57:59):

So we had like close to a hundred people there out picking and rallying. And it's a huge building. It's like one of the tallest buildings in the city. And it's weird cuz it's like the MTA, you know, but we raised enough pressure where, uh, Paul Weifield sent his secretary down to schedule a meeting with us. So if we wouldn't have took it to the level of going out and protesting, we wouldn't have received a meeting with Paul wetherfield and that demonst allowed us the opportunities to sit down in this office on the top floor, you gotta catch like three elevators, then walk up steps to get to the office. Right. So we were able to ask students to negotiate, um, a way to solve this transportation problem. And that negotiation led to a lot of racist, uh, comments that were made by the guy about like, we need more police on the buses of more students catching over some crazy stuff like that. Right. But it led to us, uh, extending the bus tickets from 6:30 PM to 8:00 PM. Right. Which is a step forward, but it's not free, you know, transportation for everybody seven days a week. But it was a step forward from taking these actions and um, raising no awareness and showing that young people do have power to, to change our, our lives, our school. So yeah.

Speaker 2 (00:59:18):

Yeah. Um, that was a lot of fun. The bus ticket action. But um, another, um, thing we did was called CSI Annapolis and we went to Annapolis to, um, to arrest the governor because he's constitutionally underfunding, our schools, we want quality education and he's, he's not. So we went to arrest him. We had posters saying arrest AI and everything. Um, we had the little call. Yeah, we was good. So we were basically investigating the crime scene. Um, we did civil disobedience. We died down on the, um, on the top of the steps representing that you're killing us if you don't fund our schools. And this is a short video, it's about eight to 10 minutes long. And it's basically showing the demonstration and how we organize.

Speaker 16 (01:00:01):

They murder us every day, every day they under front schools. Now the has cut over million, somebody Job, the young people, the, that fail it's up to us. They us it's up to us. It's up Arrest. That's the crime scene As a crown saying, are there underfunded? Our constitutional underfunded, illegal underfund of our schools. They murder us every day. Every underfund our schools over 300 million to just last part with nothing. Cause somebody ain't get a, The bad quality education, the school, they failed us up for us to come it up to us. We just, there times somebody we get over, I can't get over. Somebody died. I can get over being history, miseducated. That's why I saying we been getting about slavery. We pockets mistreating us. Don't give front. He don't care about none of us, everything that we got, we ain't got much all, we got us in prison. He stay the down.

Speaker 6 (01:03:42):

The Young Peoples Project  
SNCC 50th Anniversary Conference  
Shaw University, Raleigh NC, April 2010  
Transcript Video Recording #29  
(Raw, unedited, no annotation)

I

Speaker 16 (01:03:42):

Feel the, I feel the same, but I don't feel for kill what type of education he, what type of and choices and decisions he, his life Apparently, right? The prevent them with the that's what they're right now Speaker 6 (01:06:41):

We,

Speaker 2 (01:09:31):

I guess Courtney can explain some direct X and she takes, and then we can, then I'm gonna pass it to all good. We can get into questions and answers. What I do in my school is we don't have the algebra projects curriculum because we're underfunded. And so I had to take the initiative to, uh organize a club in a sense so that I can teach my students. So it went from a club to actually having a class session where I go and I facilitate my students about 25 of my peers, um, every other day. So three days a week, so that I can teach them about our history, about the algebra project, about Y PPP, about quality education as a constitutional right about why we're underfunded give them the reality that so many of the youth don't have. And so I do that in my school and we try to work on these critical issues that appear in our everyday school life, where we can't even the education that we have now that it makes us kind of lack that.

Speaker 2 (01:10:32):

So whether it's, you know, not having, you know, uh, a quality lunch, we have to solve that problem first. So especially the, um, in Baltimore, we've been having meetings, we've been trying to get lunch, um, reform, trying to get breakfast at all the schools in the morning. And it's those little critical issues that where we can begin to build this movement. Um, I know we did, we just did a March last month about education, um, being underfunded, but juvenile jails being overfunded, and that 300 million are going to new youth jails in Baltimore city. So we did a Marshall more for, to defend our education and deny these jails. And so at my school, I organized 150 kids who wanted to go, who signed the permission slip, who did all the logistics. And then they said, they all can't go because of blah, blah, blah. And so they couldn't go, but I think 95 of us went and while we are out there marching, they were in school protesting doing a sitin in the, the office, not going to class doing the same chance that we were doing outside. Just like what the people did up north for SNCC. And that's the reality that we have to get on the basis of a school to school level. And so that's what I'm doing to organize my school so that we can organize the whole nation.

Speaker 1 (01:11:55):

The Young Peoples Project  
SNCC 50th Anniversary Conference  
Shaw University, Raleigh NC, April 2010  
Transcript Video Recording #29  
(Raw, unedited, no annotation)

Yeah. So, um, so right now to put things into like a, a current, uh, perspective is, um, in Baltimore, we've been doing a lot of organizing and we've hit a point where it's like, we need something bigger. Um, we like at the local level, we need everyone to be doing these kinds, a demonstration, raising the awareness and challenge in the status quo because in Baltimore city, you know, there's a court order. That's being ignored by the state. Um, the schools are unconstitutional underfunded, they're knocking down recs, knocking down schools and building up jails, increasing the police budget, all kinds of crazy stuff. And it's to the point where we need a national movement. Um, and that's really what, what we need to build. And that's what Q E C R is about bringing that, that federal and that national perspective on all these issues. Um, because we can do a bunch of sits in Baltimore. We can, you know, March through the governor's house, but we really need a, a national outcry national move and everyone working together to solve these issues. Uh, we go have Q and a in, in, in a little, um, bit, so, yeah.

Speaker 5 (01:13:07):

Okay. Thanks. Um, I just wanted to talk a little bit about next steps from here. Um, where do we go from here? So, Y PPP is organized a, um, a tour, a we, the people tour that's gonna kick off in August and run through next year, and it's gonna be highlighting the quality education as a constitutional right. And we're gonna be visiting different sites, um, across the country. So Boston, new Orleans, New York, Jackson, Mississippi, uh, lost Angeles and probably some others. So there are gonna be many opportunities, uh, that if you're interested in connecting with the work, um, we definitely need all of you, um, in any ways that you would like to connect and support the work. And there are gonna be, um, several sign in sheets that we're gonna be passing around. Um, we ask for you to keep, um, to, to add your, your contact information, um, if you would like us to, um, to follow up with you, and I'm gonna ask AGA to come up and lead us into Q and a.

Speaker 5 (01:14:08):

So as you can see, there's been a lot of movement around the, uh, country and in different communities around, um, this, uh, education reform Q ECR work. Um, we wanna channel a lot of that energy and passion and discussion into some working groups, uh, connected working groups throughout the nation. And, um, if you're interested in learning, teaching, leading, or organizing around, uh, Q ECR, um, I invite you to join us and Bob Moses for the plain area of all plain areas tomorrow. Um, but seriously, we need all the help that we can get. We'd love to partner with you. We'd love to visit your communities, your campuses, your homes, and, um, push forward on this. So, um, if you, we, we, uh, I think Lauren talked about the upcoming book tour. We need partnering on that. And also we'd like to encourage you guys to send us stories of education, successful education reform that's going on in your communities, and also send us stories about some issue, concerns around education that are going around in your community.

Speaker 5 (01:15:15):

The Young Peoples Project  
SNCC 50th Anniversary Conference  
Shaw University, Raleigh NC, April 2010  
Transcript Video Recording #29  
(Raw, unedited, no annotation)

So we can begin to strategize around coming up with, um, a viable, uh, solution for these, um, at this time I'm going to continue looking for the sign in sheets. I've been, uh, doing that for quite a while now. Um, think I'll be successful soon. And then we start distributing that. And while that's being passed around, um, I want, I know that you guys saw a lot, um, with Albert's piece and with Marquis's piece and, um, with the dynamic piece from the Baltimore algebra project, and then, uh, Lauren and I, can we see our piece? I'm sure you guys have a lot of questions. We'd love to answer them for you. So just raise your hand and we can go at it.

Speaker 17 (01:15:55):

So

Speaker 18 (01:15:58):

When y'all did, when y'all did it on the movie, did y'all actually go to jail?

Speaker 1 (01:16:03):

No, we actually didn't go to jail. Um, we didn't break any law. Um, what happens usually, um, when we do, uh, actions like that, civil disobedience, um, where, you know, I violently, uh, break a law, even though that's not, we didn't break a law for, for social change. Um, what happened was we were all handcuffed and taken across the street into a, um, into a building where it was like a conference room and they just sat us down and like went through, took down all of our information and had some legislators come by and try to yell at us and stuff like that. Um, but we were in there trying to get the handcuffs off, having the SIPER rapping and stuff like that. So, um, but yeah, so in this demonstration we were, we were detained. That's what they call it detained. They didn't release within an hour, um, of the arrest and all the other students there, there was like over 400 students there. Um, so we had buses for all them to leave, but we were all picked up, um, afterwards, um, bio support team. We had like lawyers present, um, as legal observers and things like that. So we didn't have to spend the night in jail. So it was, it was cool. It was cool.

Speaker 5 (01:17:22):

Next question. Um, this come over here.

Speaker 12 (01:17:27):

Thank you. Uh, I have, uh, three questions Le Jones from Minneapolis. I'm wondering first is, uh, whether or not you're itinerary. You mentioned that you have you're on a tour if your itinerary is set yet. And if it would be possible to do a stop in Minneapolis where I think some very interesting things are going on. Uh, secondly, a I'm wondering if you have a group that's planning on going to the us social

The Young Peoples Project  
SNCC 50th Anniversary Conference  
Shaw University, Raleigh NC, April 2010  
Transcript Video Recording #29  
(Raw, unedited, no annotation)

forum in Detroit, in June, cuz that would be a great way to connect with some folks around the country as well. Um, and thirdly, I'd like you to repeat what's happening tomorrow. I didn't fully hear, uh, what you said about what's happening tomorrow. Thanks.

Speaker 5 (01:18:07):

Who wants to handle that one? <laugh> do you wanna start for tomorrow? Can you, um, so tomorrow Bob Moses is going to be speaking. Um, I think on the schedule it's, uh, from nine 15 to 10 45 or so, and it's gonna be Bob and, um, Albert who, uh, did the neighbor circles piece and maybe a couple other, uh, Y P P folks. And they're gonna be talking about, um, the initiative that I spoke on and that Lauren spoke on Q ECR quality education as a constitutional right. This movement that we are putting together. So, um, I think you'd really like it. And to answer before we go into the next one to answer your other questions, Lena, um, the first question are, are there, is there availability to add more tour sites? Yes. So if you could indicate that when you sign in on the sheet, um, that would be great. And can you repeat the second us social forum? Oh, us social forum. I think several of our students are, are yes, several folks are attending the us social forum, so. Okay, great. We'll have to definitely connect on that. The next question.

Speaker 1 (01:19:13):

Uh, hi, my name's junior Williams from Newark New Jersey. Uh, we have a group of 20 young people who would definitely be interested in, uh, talking with you and meeting you. Hopefully you can add Newark as a stop when you do that. Uh, finally I would like to show them the movie. Is it possible to get a copy of the movie that we just saw or the, the video? Uh, yeah, we can find a way to get it to you and it's on it's online also on YouTube. Um, okay. CSI apple. Well, somebody give me the yeah. Configuration and we'll we'll we will do that. We will do that. I'm old. Yeah. We,

Speaker 5 (01:19:53):

We gonna get to Newark. Yeah. Newark is a very important place that we have to stop at. I agree with that Newark. All right. Next question,

Speaker 2 (01:20:02):

Texas has a monopoly on textbooks and these are the same textbooks that are gonna come to Maryland and are gonna come across the nation and they wanna take out things like the civil rights movement. They wanna highlight people like Jefferson Davis versus Abraham Lincoln. They wanna take out things and rewrite history and they wanna highlight, um, you know, and then also, you know, Virginia's right next door and could better history month if people don't know, please Google. So what are you guys? What action, you know, as you, are you guys thinking about this? Cause I know people don't think about it, but it's very important. What's written in a textbook because this is what the students are learning.



The Young Peoples Project  
SNCC 50th Anniversary Conference  
Shaw University, Raleigh NC, April 2010  
Transcript Video Recording #29  
(Raw, unedited, no annotation)

And if they're not learning about people that look like us or have my gender, it's an issue, it has, it has a direct connection with what's going on in Baltimore with them building more jails, because if they don't know themselves, they're not going to, they're not going have a sense of if they don't have a sense of self, they're not gonna think there's anything past going to jail and seeing the drug deals on the street.

Speaker 2 (01:21:02):

So I'm just trying to bring more awareness to this issue about the rewriting of history and the rewriting enough textbooks. And I'm encouraging anybody else to write, you know, write your own histories, write what you are doing now, cuz this is very important. We may not see the significance of it now, but we can be in these other people's positions 50 years from now and that people are gonna wanna be talking to us. So I'm just encouraging everybody to be your own personal historians for you and your family and be more involved in spreading this information about, you know, the textbook issue in tech in taxes and try to take control of, uh, what your students are learning and what you also learn. That that was a comment.

Speaker 11 (01:21:40):

My name is Wally Roberts. Um, I was the freedom school coordinator in Shaw, Mississippi in 64. I'm a journalist now in Vermont in and I do grant writing for a agency that does, um, provides, uh, services and advocacy for homeless and runaway youth. Um, I'm, I'm curious about your constitutional amendment strategy because it's notoriously difficult to, uh, have a grassroots, uh, constitutional amendment, uh, past in the country. So I'm, I'm, I'd like to know, you know, what kind of planning's gone into how you organize that and how you're bringing it about, because it's gonna be critical to your success to have a plan that's gonna work.

Speaker 5 (01:22:23):

So we knew we were gonna get this one who wants to take a stab at it. Do you wanna start? Oh, okay. <laugh> um, I'll just say this, uh, you know, nobody thought that Obama would be president. Uh, nobody thought that we'd have integration. And um, so I think it's, you know, significant that we're here, the 50th anniversary of, uh, happening that we never thought would, uh, take place. So with that being said, you guys can handle that the rest <laugh>. I would just add in terms of strategy. I mean, it's still being created right now and I would encourage you if you're interested to, uh, to connect and contribute to that work. But I think we're, we're, we're starting with, um, five local hubs where there's a lot of activity going on around education policy organizing already and then, um, building. So we're really working to create the network between those groups branching out to others so that we really take advantage, leverage each other's resources, um, do some political and asset community asset mapping. So there's several steps that we have in place, but I would love for you to get involved if you're interested. Thanks

The Young Peoples Project  
SNCC 50th Anniversary Conference  
Shaw University, Raleigh NC, April 2010  
Transcript Video Recording #29  
(Raw, unedited, no annotation)

Speaker 14 (01:23:39):

On April 30th, we're gonna be having an education March, um, in response to the recent budget cuts. Um, so folks are interested, please find me, I'll be around. Um, for the rest of the day,

Speaker 4 (01:23:53):

I was just gonna make a comment to the young lady that spoke about the, uh, the history books. Uh, so with us, we see quality education is an all encompassing issue. And so part of it happens in school. Part of it happens in the community. So you have learning spaces in all these different places. And I could say that being from Mississippi, the most of Mississippi history that I know Mississippi black history came from the mouth of Bob Moses and all the people that he introduced us to. And so it is a community responsibility component of quality education. And so we see you any space that young people in as a education space. And so that's part of what we do is that we transform space to make it be what young people need to be able to learn and teach and lead and organize.

Speaker 4 (01:24:37):

And so, uh, definitely we are aware of what's happening with the textbook history, but we also understand the importance of tapping into, uh, conferences like this SNCC conference, going to NAACP events and then sitting on the, on the edge of your grandma's bed, taking in your family history, sitting on the edge of your granddad's bed, taking in some of the history of, of, of their lives and the progress of your family. And so we see all spaces as education spaces, and we definitely understand, uh, the importance of document in our own history, which is why we do a lot of the media work that we do. Uh, so everything that YPP does is documented by Y PPP and right now on film. And so these are tools that we'll be able to hand down to our kids and that they'll be able to hand down to their kids, not just to see what we've done and celebrate, but also use it for the blueprint for building, uh, future movements in the way that they feel like that they should be there

Speaker 5 (01:25:34):

Very well said. Yeah. As usual. All right. So, um, if there's no more questions or comments, I know you guys have been in here for a long time and we really, really appreciate all of the particip in the cooperation. And I hope that we were able to learn from each other and partner with each other and reach out to each other and really just, um, build this movement. Um, so kick it to Lauren. Um, first off these beautiful, if you look to the back of the room, you'll see these beautiful, Y P t-shirts are on sale today for a bargain price of \$10. Woo. So we hope that you can, and we also have on sale are finding our folk DVD available in the back. Um, and also just, you know, if you're interested in making a donation to Y P P the money, as you see is going directly to young people that are doing this work.

Speaker 5 (01:26:31):

The Young Peoples Project  
SNCC 50th Anniversary Conference  
Shaw University, Raleigh NC, April 2010  
Transcript Video Recording #29  
(Raw, unedited, no annotation)

So we would like to encourage that. Um, okay. So announcement's about the rest of the day today. Um, dinner is gonna start at 6:00 PM and we're told that dinner is sold out and that tickets are for entry. So hope everyone has a ticket. Okay. Dinner will end at 7 45 and everyone will head to let's see, Fletcher, where are we gonna meet Fletcher auditorium, um, where we're gonna hear, um, the concert and second line that's getting kicked off by the hot eight and the concerts scheduled to end at 10:30 PM. And then buses will head back to the hotels after that. So thank you guys for coming. Please sign our sign in sheets and we'll be in touch soon. Thanks.