

Actions For A New World
SNCC 50th Anniversary Conference

Speaker

Shaw University, Raleigh NC, April 2010
Transcript Video Recording #32 (Raw,
unedited, no annotation)

1 (00:00:17):

Tennessee. I'm a student at east Tennessee state university, and you are now entering the wonderful workshop on actions for a new world, which is really exciting. Right. Um, our Heights, I'm excited. Um, so as I said, I'm Ashley Henderson, and then I'm gonna have our panelists come up and introduce themselves. They're gonna tell us a little bit about themselves and their work and how SNIC has influenced that. And Marilyn, you wanna kick us off?

Speaker 2 (00:00:44):

Sure.

Speaker 1 (00:00:51):

Good evening. Like she said, my name is Marlon Shaw. I'm a member of the Baltimore algebra project. And, um, a part of my work is I'm a, co-teacher at, um, a high school in Baltimore city. And, um, it's a peer to, is a, kind of like a peer to peer, uh, classroom where like young people, like not, not that much younger than us. We teach about five other, uh, people around my age teaching a classroom. So we're trying to kind of push the idea of doing peer to peer work, um, peers, teaching other peers. And, um, we were lucky cuz the school gave us funding to do that. So to, to, uh, pay the teachers, um, also to add what else. So that's what I do. SNCC influences that because, um, I guess that's like a part of, uh, like educating, educating young people, the importance of, uh, education and how powerful it is to educate young people because the Baltimore city schools are not doing that job as far as educating our young people. So we're taking that role as far as educating our young people. Um, I think that's it, but I just wanna end with this, um, this chant, I guess in Baltimore we use the chant, no education, no life. And it essentially means if you don't have a education, then you have no life. So I'm gonna say no education and you're gonna say no life, no education, no life, no education, no life. All right,

Speaker 3 (00:02:30):

How y'all doing today? My name is Adrian Washington. I'm mostly known as ACE. That's my organizer name. Um, I'm an educational organizer for the Baltimore algebra project also. Uh, uh, most of my work is based on, uh, field organizing, um, you know, meeting with, with members in our, not just in the communities, but in the schools and uh, you know, working on our, uh, our goals, you know, quality education as constitutional, right. And, uh, recently and, and currently, uh, uh, ending the school to prison pipeline. Um, I also teach a, a separate class in Baltimore. Um, uh, it's an organizing class, uh, just teach 'em how to organize, put 'em through organizing trainings and uh, in a way blow their minds, you know, because a lot of the youth in Baltimore and I, I, I believe all around the world are kind of unconscious to what's going on, um, in their, in their world.

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Speaker 3 (00:03:21):

Like it's, it's kind of crazy, but, um, SNCC influences my work, uh, uh, specifically because it took a lot for those members to actually, uh, you know, to go out there and, and create a social change and a change

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that, you know, that, you know, made history. Um, I think, you know, I want to be a part of, you know, making history also. I don't want it to, to just end with SNCC. It needs to continue on. And, um, I feel like I want to be, you know, a part of that, that history and the making. So, um, yeah, that's, that's basically it, I guess, to keep it simple. Yeah.

2 (00:04:00):

Oh, I don't have to go what she said. This was good for that. My fathers youth.

Speaker 3 (00:04:11):

Good afternoon. Let's try it again please. Good afternoon.

Speaker 2 (00:04:15):

Good afternoon.

Speaker 3 (00:04:16):

A little bit better. All right. My name is Jonathan Lewis and I am from Providence Rhode Island. And I have the pleasure and honor, as serving as the national non-violence training director for the gathering for justice, um, Mr. Belafonte's organization. Um, one of the many, one of the many things that we try to do is to empower our youth to understand the power of non-violence and how it is applicable. Not only to making changes within the community, addressing the power structures, but also our personal and intimate relationships. Because if we are to live in that beloved community, we must not only change policy, but attitude must exist to support what it is that we want to see. Now we come in and we do, we do non-violence training. Um, and then we have, uh, others come in and provide Capac capacity support, and the issues are determined, not by the gathering, but by those on the ground in their communities.

Speaker 3 (00:05:11):

And we try to help them address that. Um, and I'm sure we may get into more of that in a moment. Um, but the peer to peer education is definitely one of our ultimate goals. Um, our ultimate goal is to go into communities, train folks so that they can train other folks and they can train other folks. And that

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continues to happen locally, locally. I say that again. Um, and the way in which this work has been, uh, how SNCC has influenced me is, uh, when I was in college, I always thought I was born in the wrong time. I, I was there. I thought, man, I wish I could have worked with king. Um, those folk man, those people were about it <laugh> and, uh, I was fortunate enough to have one of the, um, SNCC members come to my campus. Uh, Dr. Bernard Lafayette Jr.

Speaker 3 (00:05:55):

Became a professor at the university of Rhode Island. And I had been involved in community activism and organ organizing prior. I was exposed to a little bit of the philosophy I'm like, damn, we could have

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been a lot more effective. Had we understand different things that we could have done prior to banging on that door or taken action. So the SNCC has really had a, a tremendous influence with me and I've been working with doc now for about 12 years. Um, and I'd go even further. Uh, Mr. Belafonte, <laugh> made it possible for SNCC to move forward and he is still making it possible for others to learn from SNCC. And that's really, um, how it influences my work.

Speaker 4 (00:06:43):

Good afternoon, everyone. Good

3 (00:06:45):

Afternoon.

Speaker 4 (00:06:46):

Uh, my name is Dewan Coon, and I am the director of constituent and media relations with the national Alliance of faith and justice. And what we do is we have a program, uh, national service learning program called pen or pencil. Basically it stands for anytime any morning, any given morning, uh, a, a youth or teenager could take one or two buses. They could take a, a bus that goes towards the pen short for penitentiary, or they could take the, uh, bus that goes towards, uh, the pencil, uh, which is education. And we have, uh, we are involved in 17 different states where we do, uh, hands on service learning through, uh, it's a collaborative effort where we use the civil rights tactics from SNCC in 2005. Uh, the original members of SNCC helped bridge the gap, uh, between doing community service, community activism and the, uh, historical viewpoint.

Speaker 4 (00:07:42):

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So when we go into the schools, we have a full academic, uh, program that we institute in schools that concentrates on science, engineering, technology, and mathematics, and specifically how SNCC, uh, really impacted me besides the organization is from a personal standpoint. Um, I'm from Atlanta, but I'm originally from Birmingham, Alabama. And I used to, uh, attend the church, uh, 16th street Baptist church, where, uh, the four little girls with bomb. My mom was actually good friends with them. And SNCC to me is very personal because, um, when Dr. King came to Birmingham in, in early April of 1963, the adults, their parents, none of that generation was interested in furthering the movement cause they were too afraid of losing their jobs or the physical threats that was out there. So the kids, uh, they galvanized, they organized from park of high school, uh, Carver high school, a lot of the local schools.

Speaker 4 (00:08:42):

There were kids out there as young as four years old that decided to take a stand, um, with Martin Luther King Jr and organized 50 at a time to, you know, push back, uh, the, the segregation laws they were in effect then. So because of the, the children in Birmingham, Alabama, 1963, you know, JFK actually, you know, turned back, uh, Jim Crow laws. So SNCC working with us today, what we're trying to

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do with pen and pencil is take those grassroots organizing tactics where children, uh, motivate and recruit other kids. We're taking those tactics to apply to education and economics. So we're trying to merge the Baton from the young people that are over 55 to the young people as, uh, under 25

Speaker 1 (00:09:37):

And I'm Ash. Um, and I'm currently acting as a student member of the national council for student environmental action coalition, um, which is a group of students all across the country that are fighting for clean energy, um, and specifically to end mountaintop removal, coal mining, and, and the burning of coal in the United States. Um, I'm also a member of the national coordinating committee for United students against sweat shops who build student and worker relationships all across the nation. You may have heard, um, of the Russell campaign that we just did. Um, we had a, a collegiate campaign against Russell athletics because they had a sweat shop in Honduras where P people that were working in the factory were trying to unionize. Um, so they shut down the plant and enough universities over a hundred

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universities cut their contracts with the Russell. And it was the first time in the world history that a multinational corporation reopen in a, in the third world and made the union, the official union of the factory. So, um, yeah, super exciting,

Speaker 1 (00:10:36):

Super exciting. Um, I'm a member of mountain justice. I know we've got, um, the renew collective in the house in from Southwest Virginia. Um, and we also are fighting to end mountaintop removal. I'm a member of the K for eight, which was eight young people, um, all living in central Appalachia who, um, basically locked up to a rock truck on an active mountaintop removal site and shut down the mines. So, um, those, those are some of the things that we're doing, um, on, on the environmental justice piece. So I wanna move into the second question. Um, over the week, there's been a lot of conversations about like how veterans get young people to engage in the movement, um, or what, um, what young folks can be doing. There have been a lot of questions about that. And so I'm curious to hear from young people what you want from SNCC vets, um, what, what do you want them to be doing to show solidarity with your work? Or what, what advice do you want from them? What kind of things do you, do you, what are your expectations from them as well?

Speaker 3 (00:11:37):

Um, everyone along with it. Yeah. So, yeah. Um, um, uh, being an organizer, I understand, um, well, you know, just trying to, I guess, evaluate, you know, you know, what happened back then and, and what's going on today and, uh, noticing the differences and, um, uh, you know, how we have to organize, um, in order to, I guess, be successful at, you know, uh, attaining our goals successfully. Um, and I think, you know, what I want to get from the, uh, the SNCC organizers and, um, a lot of the veteran organizers that are here, um, basically, you know, just advice as far as, you know, how do we, how do we, how do we, we take our organizer to the next level, like, um, how do we become better organizers? And, um, and, uh, what steps should be taken in, in order to, I, I guess, push us in that, in that direction. Um, I think as an organizer, it, it, it's, it's clear that we should always, you know, be trying to, uh, better our skills when, um, you know, building relationships and also, uh, and also, you know, our mobilization, you know, as far as, you know, uh, really grabbing people and, and, and like really putting them in the movement

Speaker 5 (00:12:57):

On the panel.

Speaker 4 (00:13:00):

I think one of the things, uh, um, that I feel the dealing with high school students across the country with, uh, the pen and pencil program, one thing I, I look for, uh, the SNCC founders and SNCC members is to help us make the stories and the movement in HD. What I mean is, you know, to the average high school student or middle school student, we deal with it. It just seems black and white. It seems distant. It seems like it's from another world it's not relevant. But when I sit and break down the famous picture

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where you saw the four students sitting there at a wool WARF counter, you know, to, you know, high school students, they don't relate to that. But then when I bring it to the 2007, when Woolworth changed their name to Footlocker, and now they're the, you know, world conglomerate of athletic apparel, and now they can see how the sit-ins at Woolworth were good, but at the same time, you know, a company that didn't want the business of African Americans now pretty much gets 80 to 90% of the business through Footlocker. So now when the students hear that they understand that yes, the sit-ins were good, but they also can see the economic ramifications of supporting businesses, uh, with your, with their dollars. So for me, it's taking those stories and those pictures and making them, you know, relevant to this generation. So we need, you know, more of those stories and those tactics, and then translating them to, uh, uh, events or things that people the kids can relate to now,

Speaker 3 (00:14:38):

Um, first and I meant to do this a moment ago, but I guess I got distracted by the light <laugh>, um, is I, I wanted to, uh, thank you. I wanted us to take a moment in to, um, look to our left and look to our right and look in this room. The title of this room is what for this workshop

Speaker 2 (00:15:01): Action

Speaker 3 (00:15:02):

For everybody talks, they want action, action, action. Well, where are they to participate in the conversation? Now I applaud all the elders who decided that this was important enough to come and listen to. So thank you very, very much, and we need much, much more of that

Speaker 2 (00:15:17):

Dick. Gregory's got a big draw.

Speaker 3 (00:15:19):

Yeah. I, I know, I know. No. Yeah. Dick Gregory. And I've been actually pushing everybody to go listen to Carmen <laugh> versus listening to me. Um, but yeah, he's a kind of big draw, no doubt. Um, and I honor that

Speaker 2 (00:15:32):

Heard it before. That's why we're here. We haven't heard you. That's

Speaker 3 (00:15:38):

Funny. Well, I kind of came cuz I, um, I wanted to have a conversation about it. Um, I wanted, because the gathering moves as an intergenerational organization, we understand very much so that if we are to create the beloved community, it cannot be done by just the youth. It cannot be done by just the elders, but we need to take that time to sit down and list son. Listen, I, I mean, in the workshops, I always talk about, uh, um, this, I tell people first we must suspend our first judgment and gather information. But

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the second, this is when I'm setting ground rules and stuff. We have two ears in one mouth and it's kind of corny, but we need to be listening twice as much to our youth, as we do telling them what to do, cuz they have, they know what the problem is.

Speaker 3 (00:16:25):

They may not know how to go about it and shoot, I'm still trying to figure that out, but by themselves or by myself or by yourself, we are just that alone working in isolation and for elders to, to, uh, take the time to join in share about their experience, provide resources. And when I say resources, I mean it, in the largest sense, I'm not just talking about the things that fold or that can be invested, but your experience, your present, your acknowledgement, a phone call to a youth, struggling on the ground, doing the work could move them forward. This might sound really silly, but I think it's those basic relationships that must be built from those that have blazed the trail and those who are trying to, um, clean up behind you real talk <laugh> because we all know that the youth are visited by the sins of who us, the elders they're dealing with, our ma mistakes, the things that we were not able to finish and for us to point fingers at them, um, we're just adding much more obstacles for them. So taking the time to listen, to work with and not tell them what to do, but empower them to do what it is that they know needs to be done.

Speaker 1 (00:17:49):

Okay. I just wanna add to that. Um, this discussion is about actions of the new world. The new world is our young people. And so I just wanted to share that I was kind of angry this week or a little upset or disappointed. Um, because young people went up to the mic to ask the panel questions and our questions weren't addressed. And I, I feel like it's kind of, um, discouraging to see that the older people weren't listening and I think that's, um, something that we're missing, like a, um, older people supporting the young people, not just saying it, but showing that you support us. And so, um, I guess I just wanted to bring that, bring that up. So

Speaker 1 (00:18:35):

Sure. Like, and be self critical. Like if you knew this was the only panel where young people were gonna be speaking, why would you schedule Dick Gregory during the same time? Right. Um, so just being really cognizant of those things before we have to have an incident where young people are going up to the mic and nobody's answering, and there's not one veteran that comes up and says, but wait, like you didn't answer that young sisters question. It's just, it's just being proactive about those things. So we're in this thing called actions for a new world. What's our, what's our vision for that? What, what steps are we taking in our organizing now to build this new world? Um, and, and what sort of like collective liberation aspects are you putting into that work?

Speaker 4 (00:19:25):

Well, I think, um, one of the, you know, a lot of people want to talk, talk about the action for, uh, the new world. But I think one of the issues that is paramount, that we have to be able to define what that

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new world is going to be for young people. Um, uh, Ecclesiastes one nine says, you know, there's nothing new under the sun. When we look back 50 years ago, um, John Lewis was go, SNCC member obviously was gonna deliver a speech at Washington. And when hit the main tenants of his speech was about job jobs and freedom. And 50 years later, you know, we're still talking about jobs and freedom cuz we can do, you know, we can have, you know, all these great community service efforts, but if we, if people can't work, they can't eat. So one of the, one of the things that pen and pencil wants to be able to address is actually define what that new world is gonna look like.

Speaker 4 (00:20:22):

And a lot of your politicians don't want to really face the reality that we've had a labor shift in the 21st century. Every, since you know, people talk about automation and they talk about outsourcing, but the reality is 5% of our jobs that are being lost across the world are not due to outsourcing. They're due to automation and new technology. Once, you know, people found out that they could feed a coal machine, a steam machine coal, and it was cheaper to do that than to feed, uh, slave food. Then that's what got rid of slavery. And then going forward to where we are now, we're in a situation where we don't have, there's not gonna be enough jobs mainly because of automation and technology and we're not being prepared enough. Or the, the Clarion call is not going out enough to let people know what we need to do because the even 50 years ago, while this is so important is John F. Kennedy was setting up a commission to actually look into the effects and implications of automation.

Speaker 4 (00:21:28):

Because anywhere you look from banking to retail, to every sector, automation, software is doing the jobs of hundreds, of, of, of thousands of people. And it's not gonna go anywhere. It can't be replaced. You know, the new jobs the president Obama is talking about, they're not mass labor jobs like we are used to, and we're thinking they're gonna be able to do something to bring back mass labor jobs. It's not gonna happen. You there, there are new boutique. She, uh, specialist jobs that are out there like Shaw university is one of the few colleges that has access to nanotechnology, which is one of those new emerging realms where you can get a job. But the reality is when they poll the top CEOs across the country, they said in 50 to 70 years, they don't even foresee people working side by side with machines, just because it's all about globalization and companies wanting to make as much money as they can in the labor pool.

Speaker 4 (00:22:26):

It's not just here. Even in Europe, they're shipping jobs from Europe to CCHO, Zakia, but no longer. That's not economical. Even in China, China in the last seven years has reduced their, um, they're, um, manufacturing jobs by 15% because it's just not economically feasible. You can buy software one time and do the job and you don't have to pay pensions. You don't have to deal with unions. So the reality is when we look at this new world, we have to be focused and cognizant with our youth to get them trained, to be able to manipulate technology and to be able to deal with those economics of technology and software and automation, cuz it's not going anywhere. All the great science fiction movies that we

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like to see. And we Ooh and I avatar, that's going to be you not being able to work because the reality is when you look at this school, everybody can't be a professor because it's specialized.

Speaker 4 (00:23:20):

The jobs that are, that are gonna be out, there are gonna be specialized. It's not gonna be jobs for everybody. So you, we have to find ways in order to look at what's coming down the pipeline and govern ourselves accordingly so that we can be able to have credible actions for a new world because the actions that we are doing, if they're not relevant, then what difference is gonna make if nobody has any income. So for me, I'm looking at how SNCC was able to go back and see that they needed access to the system to be able to survive. Well, now, 50 years later, we need to not just have access. We need to be able to manipulate the systems so that we can survive. So for me, that's, I think we need to create that, you know, parameters of how we discuss the actions from a new world. Cause that's the only thing that's gonna help us going forward.

Speaker 1 (00:24:12):

Okay. I don't, I feel like there's not, I feel like we have time to do this. There's not really that many people in here. If we could go around, I guess I just wanna feel more intimate with the audience. If we could go around and say our name and what does, um, action of a new world look like to you? So we can start on the first. Can

Speaker 2 (00:24:30): You
do that? Like just, just

Speaker 1 (00:24:31):

Your name brief, I guess, and what the actions of a new world. Look,

Speaker 2 (00:24:36):

You have a little bit of time. Just your name and your definition of new world. Yeah. That's in a sentence. <laugh> will you feel comfortable how people who try to make speeches? Absolutely. I will. She can listen chair this one right here. Oh, thanks. Yes.

Speaker 6 (00:25:14):

Hey, I'm Jared story. Um, I think probably what I would just, just really quickly say is that I think we definitely need to frame this as talking about creating a new world and not engaging in a new way with the old world.

Speaker 7 (00:25:33):

Um, my name's David and I think I kind of agree with familiar what you were talking about in terms of not just having equal access to the system that exists, but having access to manipulating and changing the nature of that system.

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Speaker 8 (00:25:50):

Uh, my name is Phyllis Cunningham, uh, in terms of a new world. I there's, there's just so many aspects of our present world. That's not where, where there isn't equal access and, and uh, to resources. And I would like to see and resources on every level from healthcare to, uh, education, but equal access to resources for all. And that all may have the resources to develop their full potential.

Speaker 9 (00:26:19):

Uh, hi, my name's Betty. Um, I, I could build on that and say that I also think aside from, uh, access to resources, it there's of course, question of distribution of resources, but there's also a question of how, whether people can control the decisions that affect their lives. So there's a big disconnect of course, between the people who have wealth and corporate power who make decisions that impact on people's lives. And people don't have a say in that. And I would change that.

Speaker 10 (00:26:49):

Uh, hi, my name's Jasper Connor, and I guess I would say, uh, my vision of a new world is a world where, uh, people make the decisions about their own lives from their workplace to their community, to their home. Um, hi, my name's Chris. And, uh, I would have to say that, uh, nonviolence, I think is the gem. Uh, and when, I mean, nonviolence, I'm not talking about a tactic, but a way of life. Uh, we live in a country that uses five times our fair share of the world's resources. And I think that this gathering reflects that probably if we looked at our lifestyles collectively, and I think that's the primary injustice. And I think nonviolence as a way of life is the tool to begin dismantling that between that

Speaker 11 (00:27:40):

My name's Karina. And I think that in the new world, um, continuing doing, organizing, and really doing it locally where we're, um, not relying on government or, um, top down resources to reach us, but to develop other ways to, um, distribute what we have and really do sort of like resource banking when we're measuring what we all have, even in this room, that would be interesting to see what we all have and what could come from it. And I really just like the idea that you really, um, gave this to the audience. So thank you for that.

Speaker 12 (00:28:12):

Hello. My name is pat and I believe that action for a new world would begin with youth such as the ones who are represented there, especially the two young people with the algebra project, uh, youth engaged and conscious, uh, because anytime change has happened, it's started with the youth,

Speaker 4 (00:28:36):

My name's Arthur and I, I guess since so much has been said, um, I would say in the world house there with 6 billion people in the world house, there is no basement where we can take the people we don't

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like or don't value and pretend that they're not there and that we will not care about the earth until we can care about human beings.

Speaker 12 (00:29:02):

I'm Liz page from Syracuse, New York. And at this point I agree with everything folks have said, but I'd like to see, uh, the three classes together working, uh, folks in poverty, middle income and wealth to make that difference with access distribution, the nano tech. And I don't know that anyone's talked about how we utilize entrepreneurship and making the businesses move in the nano tech and the future technology. My name is Waine and I'm concerned about violence in our neighborhoods and the world. And I do think we have to get to talking to our youth about killing each other and ourselves that's key to all of the other stuff to me.

Speaker 13 (00:29:52):

Hello, my name's Luis Zapata. And first thing I'd like to do is say I'm in very impressed with the whole panel. I mean, I think they're, they're doing great stuff and they are SNCC. Uh, and I'll, we can get to that later, I guess, for a new world, we were mentioning jobs and, and the problem with jobs because they're going overseas that I don't consider overseas because central and south America, my communities too, I

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don't consider that. That that's the same jobs, that's our jobs and we're one world. And until we realize that we're one world and that all the jobs are our jobs and maybe look at a whole new model where maybe you don't have to, to live, you don't have to produce anything. If we have machines that can produce, maybe people can live and just do things like art. And maybe that would be enough that maybe a whole new paradigm.

Speaker 14 (00:30:45):

Hi, my name's Judy ha. Um, I think, uh, when I think of new world, I think of, um, how even, you know, in the United States, uh, places are becoming more and more, more and more multicultural. Um, and just even the world it's just more global and how, um, we are becoming so more interconnected. Um, and it's just gonna continue to become, you know, quicker, faster, um, more connected. So just thinking about how, um, yeah, just how even the past can inform how we're gonna think about the future in terms of that. And also education, I feel like is very important and, um, how education is not just used for, um, as a means of injustice, but education is used as a means of justice for everyone.

Speaker 13 (00:31:28):

Hi, my name's Spencer, and I would guess I would like to, uh, see a more participatory and deliberative form of government in the United States and, um, also, uh, utilize and value, informal education a lot more, I think, uh, would, would be good. So

Speaker 15 (00:31:49):

I have three quick comments first. Uh, oh, I'm Rick Todd. I'm from Los Angeles, three quick comments. Uh, the first two have to do with the president. I think in some ways he gets it. And that is, um, his efforts, for example, in the stimulus.

Speaker 16 (00:32:08):

Can I, can I interrupt you? I don't think you're speaking to the question. I'm really sorry. I I'm, I wanna respect that, but I, young lady put forth a question and we should, I, we should all honor that.

Speaker 15 (00:32:19): That's fine. That's fine. Thank

Speaker 16 (00:32:20):

You. Well, you should speak to that. So speak to that. I'll

Speaker 14 (00:32:28):

Okay. Hi, uh, my name is Rebecca and the wife of this man. And, uh, from LA your question of course, about a, a new world is a huge, huge, we all know that. It's a huge question. So I'll just say a couple things, a good part of my heart, um, is involved. I don't, I'm not saying that quite right. I care greatly about all the things you do, particularly. Um, non-violence, um, a peaceful world, a world where we

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truly do care about those beyond the borders of this country and, um, where, uh, people do don't have to be poor and don't have to suffer from all kinds of maladies. Um, I have spent more of my time concerned with human beings and how they relate to each other and education, um, particularly fighting against prejudice and, and discrimination. However, I truly believe that one of the biggest dangers we are faced by is climate change. I think when I hear about laws that, um, I know you don't want a speech to you. <laugh> when I hear about laws that aren't expected to even come into a fruition until, you know, 2050 or something like that. I think my God, you know, we're, we are on a path to destruction and the sooner we can reverse climate change, um, and, and, and deal and be able to deal with all of our other problems the better, because otherwise we're just, uh, we're doomed. Thank you. Okay. Thank you.

Speaker 17 (00:34:23):

I'm Jake Gill. Uh, and, um, building on that, I agree with what lots of what people said, um, Mr. Belafonte said that enemy never sleeps and, um, it, I think that's right. And whatever action we take, we need to be super impatient because things are, are being taken away as, as time goes on. So impatience is like the action that I want us to focus on.

Speaker 4 (00:34:49):

My name is Josh Gil. Um, two couple things that I would look for in a, in a new world, as a, as a world that lives in balance. Um, that's part, part of that is around sustainability and all kinds of ways that we can think about that. Um, I'd also like a world that honors the past, um, across the, across the globe in a, in a world that, uh, minimizes hierarchies.

Speaker 18 (00:35:12):

Hi, my name's Andy. Um, I think action for a new world, uh, will be about, um, tearing down the things that divide, um, us who, uh, the 99% of everyone who, who don't own the corporations and who don't run the government, um, uh, uniting, um, all the people, uh, on the bottom, um, so that we can take down the percent who do and build a new world.

Speaker 7 (00:35:41):

My name is Sendolo. And for me, the shift is going from being resisting to thinking about ourselves as governing. And I think all of these issues are connected into that. And we need to be thinking about what the solutions are and how we are going to run things, how we're gonna distribute the resources and building movements that are based on moving towards governance and how we as oppressed and exploited people are going to build that new world where we are governing and not just resisting or being pressured groups on those who have power

Speaker 2 (00:36:13):

All.

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Speaker 1 (00:36:14):

Hi, my name is Thomas Cena. Um, I think that we have a tendency to look outside of ourselves for answers to everything, and always put that responsibility on someone else. And I think that we are truly the change that we've been looking for. So for me, a new world starts with being new people. And that means, uh, that I think we start with working on our own personal spiritual development, growth, and unfoldment. And once we became different people, we'll get a different world.

Speaker 19 (00:36:43):

Hi, my name is Alta. Um,

Speaker 19 (00:36:47):

Conscious interdependence is part of what I think a new world has to be based on that we are awake and alive to the ways in which we're connected. As people connected to the earth connected across the earth. I'm inspired by the green belt movement in Kenya, the landless people's movement in Brazil Zapatistas. And I think that Howard, the action has to do with both dealing with our personal selves and the nature of our relationships and living and working in new decentralized, but networked ways that actually begin to model what a different governance would look like.

Speaker 20 (00:37:25):

Hi, I'm Janine Herron. And my first, well, the first thing I'd like to say is that I'd like to know what questions you heard asked, or you asked yourself that weren't answered, cuz maybe we can deal with them now. Okay. Okay. Um, I'm uh, I have two things and I'm interested in, I woke up this morning after seeing the freedom song last night and thinking one of the most radical things that we could all do since we believe in nonviolence as a way of life would be to help start a nonviolent revolution in Palestine. Um, the second thing is that, um, as a neuropsychologist, I'm very aware that our very young children are in crisis in this country, kids from zero to five, they're not being paid attention to, they're not being conversed with, they're not developing their brains. 70% of American students cannot read proficiently. This is a shocking and appalling condition of our country. And a lot of that preparation for reading happens even before school, that brain is developing the major pathways and the trajectory for the learning for the rest of their life. So I would love it if young people could develop after school programs or work with young children and start teaching parents how to work with their children.

Speaker 21 (00:39:06):

Okay. My name's Jim. And I'm thinking that when I was your age, I had a quick flip, long answer to your question that you pose could have laid it all out. Exactly what I thought was needed. No, I'm not so sure anymore. Uh, the only thing I would say is that the, I think we need to really get rid of all of those structures of power that dominate us now, whether they're political or economic or psychological or, or cultural or whatever, and that, that takes many forms, but that's where it needs to go.

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Speaker 14 (00:39:37):

Mary Eliza, Mary Mets and Eliza, you see, we have a huge job in front of us and each one, each one, each one do what we can do and take a, take a break sometime don't give up, um, socialism. That's what I'm for. It's sort of like, um, from each according to his ability or from each according to his or her ability to each, according to his or her need, you know, that's sort of simplistic, but that's where we build and we need unions, um, unionization for the workers to get their power and good luck.

Speaker 12 (00:40:16):

<laugh> do you too. <laugh> uh, excuse me. My name is Linda. And I would like to say that action speaks louder than words. And sometimes, uh, we are our own worst enemy. So a lot of things have been said here. Um, it, it, it's a lot to put on just a few. I mean, we do need all to work together. And part of that, we need to be mentors. We need to have that love. We have to show that love where actions we have to show that respect, you know, because this is how the youth young kids are going to grow by learning love, respect for one another. And nonviolent, we spoke about nonviolence. I mean, that's a lot of that is going on and that needs to come to an end. So you have a lot of work cut out for you. And I mean, I'm older, but you know, whatever I can do, I'll be more than glad to assist in any way that I can.

Speaker 21 (00:41:26):

Thank

Speaker 22 (00:41:26):

You. My name is Berg and my daughter has said everything that I was going to say, however, all things are possible if you only believe. And I think that we today have a lot, have been said, and I think we can do a lot that has been said, and may God bless all of us because we are here for one purpose to help and to motivate other young people.

Speaker 2 (00:41:54):

Thank you.

Speaker 21 (00:41:56):

My name is Rob pike. I'm a high school teacher from St. Paul, Minnesota. I think the, the crucial question of the 21st century is the environmental question, particularly, uh, the climate question and we have to examine our, our lifestyles.

Speaker 14 (00:42:14):

My name is Ruth and I came in after the question, but I would just say that we do have the answers to solve the problems that we want. And if we look inside and I really appreciate the comments that were made in terms of balance and that we take ownership for ourselves and for the work that we think needs to be done. Action, take actions.

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Speaker 2 (00:42:43):

You're next? Yeah, you're on this row. So you're next.

Speaker 14 (00:42:47):

Hi, I'm Shannon. Rubak. I'm from Rochester, New York. And my vision of a new world would include one of radical democracy with based on community decision making. And I think this involves a systemic change to where government or power structure so that these community decisions can be funneled up to the top. And it's gonna take activism and organizing to make that happen.

Speaker 6 (00:43:12):

I'm there. I live here in North Carolina and I lived in Rhode Island for many years. So I'm very interested in talking with you more about the gathering. Uh, but when I think new world, I think just world, uh, and the only just world, uh, would be a world that has eliminated all of the main systems of, of oppression, uh, which would include capitalism, imperialism, patriarchy, and white supremacy. If we end all those four systems of oppression, I think that we would've moved forward significantly. My name is Arlene and, uh, for me, a new world would mean that wealth does not rule, uh, and that, um, one's labor is valued more than one's wealth and capital. And what this has brought us to is a military industrial complex that requires us to invade countries, to support a military industrial complex. And now we have a, a prison industrial complex that requires us to arrest more people. And these are primarily more people of color to support a system for people to amass more wealth. I just came in. So I came to listen <laugh>

Speaker 1 (00:44:48):

Well, what we're saying, our name. And then, um, the, uh, the form is about action in the new world. So what does, um, action in a new world look like to you? Speed up.

Speaker 2 (00:45:00):

That's right.

Speaker 1 (00:45:00):

Go ahead. Okay. I'll take it first. Feel free to take a seat. Oh, well

Speaker 2 (00:45:03):

We also ask you some question we're gonna get to, we'll definitely a bad.

Speaker 1 (00:45:09):

Hi, my name is Tiffany Donaldson. I guess my vision for a new world would be, I guess, a more understanding world is an understanding like, uh, no prejudice based on race, gender, sexual preference, any of that, all that doesn't need to disappear right away, but slowly evolve into a

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harmonious society where we can play in the streets and not have to worry about what you are, who you look like. I mean, and everything that scares our children a day and it's frightening to grow up like that. And that is something I do not wish for my children. And if there's any way to change it, to make a move, it's starting with us. Thanks for your comments. Um, I'm gonna bring it back to the panel and then we'll, we'll open it back up for some comments and questions. Okay. So I just wanted to say the reason why I did that. You can people

Speaker 2 (00:46:11):

Remember, say your

Speaker 1 (00:46:12):

Names again? Sorry. Absolutely. Okay. Sorry. My name is Marlon and the reason why I did that is because that's what organiz, I was trying to give you the vision of how organizing looks like. So it's not about our, um, about our agenda. It's about going out and figuring out what the people want. So I was trying to give you kind of that

Speaker 2 (00:46:30):

Vision's here

Speaker 1 (00:46:32):

A lot. I wrote it down. Y'all wanna go through it and we'll talk about, I'm sure it'll come out in the Q and a Jonathan. Did you have something to add? If

Speaker 3 (00:46:38):

I could please, can you guys hear me

Speaker 2 (00:46:41):

Microphone? I'll some microphone we can hear you fine. All right.

Speaker 3 (00:46:46):

Um, in the new world that I, I would like to see, um, is a lot around,

Speaker 3 (00:46:55):

I guess I've been really impacted by SNCC. I'll say this because I'm impacted because Dr. Lafayette shared with me his last conversation with Dr. King, the morning of his assassination, and that was around what they're going to do next. What were some of the things that they should be thinking about doing in the future? And it refers back to Mr. Belafonte's comment about his last conversation with Dr. King and how we have integrated into a burning house. And the response was we become firemen mmhmm <affirmative> and Dr. Lafayette's last conversation with Dr. King was around institutionalizing and internationalizing non-violence education.

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Speaker 3 (00:47:33):

We, we teach our youth. We, I mean, we all went through school and we learned certain things. So guess what? We're good at those things. Conflict is not something we try to understand con I mean, interpersonal, we, we don't try to understand where that stuff stems from, where it comes from the gun being pulled. That's a matured form of violence. It started long before that and institutionalizing nonviolence education at all levels of society can only produce or influence our behavior in a positive way. Our school systems are at a terrible state and they're producing, um, citizens who understand what they've been taught in the schools. And I, I am suggesting that we, um, infuse that curriculum with the understanding of the philosophy of nonviolence, with understanding conflict, how to address that, how to community organize, put that stuff back, put that into the schools. We, we say, <laugh>, we're in this, uh, big melting pot, right?

Speaker 3 (00:48:30):

And we're all supposed to just get along, dude. I don't know you, you don't know me. I don't know how to deal with conflict. You're coming at me. Let's go. I mean, how are we going to address that? I mean, one of my favorite writings by Dr. King was rediscovering lost values. And Dr. King talks about how it's not the, the atomic bomb that we must be worried about the one that we dropped over on Japan, but the one that's within ourselves and how we explode, how we blow up and hurt others. Now, I, I, I saw, I really would love for this next, um, world of leadership, if you will, to embrace not just tactic nonviolence, but the philosophical aspect of it. Because if we truly think that guns are going to solve any problems or are you for real look at it all.

Speaker 3 (00:49:27):

I mean, Chicago, perfect. I mean, last year in Chicago, there was 509 youth that were murdered. You hear me now how us soldiers, it was only 318. It was safer for them to go to war. Do you understand? Now we worked in a school out there in Chicago and they had, at this point last year, they had about 60 to 70 physical fights in the school. We went and we did a training with about 24 core groups. And as, as well as three, um, teachers that were there to support, because again must be intergenerational. And yes, the principal did participate. All right. Now, at this point in that school, I mean, we trained the kids. We gave did five day training. Then they actually trained the entire incoming freshman class, which is about 600 youth. And these are upperclassmen saying that this is our expectations.

Speaker 3 (00:50:16):

When you come to our school, y'all are freshman. Y'all coming into the school. Yes. This is what we expect from your leadership. Now, at this point in that school, they've gone over 125 days without physical violence, north Lawndale college prep academy, that's that's transformation right there. That's the beloved community. That's the leadership we are looking for when those youth hit the streets, they're thinking about how can conflict be a constructive thing to propel me towards my beloved community. They're not running from it. They're trying to embrace it. Look at the conflict a different

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way so they can solve the problems and get the results that they want and that y'all want for them. So I truly believe in our educational system, it's messed up. I agree. Let's infuse it with some other stuff, not as an add-on or after school program. Something that a teacher has to do in addition to, but let's make it part of our core curriculum.

Speaker 3 (00:51:09):

We want leadership. We have to teach others how to be leaders in a very dynamic way where we're exchange. I mean, we take youth from one place to another place so they can learn from one another, something to that effect. It has to be something like that. So that in the new world leadership or this new world action, it must be based on this inclusive idea of the, uh, the world house and how my, your issues in Baltimore man are as important to me as they should be. And I should try to provide, and if I can't physically go there and do anything, I gotta call my folks in Baltimore. Virginias in the surrounding area to say, yo, those Baltimore, I mean the algebra project dog, they they're doing the work right. And a lot of us are doing the work. And I, I challenge, well, actually I plead with all of you to not sanction violence, to not agree with violence as a tactic, because if we are doing that, is that the world we wanna see and I will not become what it is. I do not want to be. I will not take on the tactics of the oppressor. I will not because then who am I there'd be another group that other side that I need to push a button on or something to that effect. So that is what I would like to see for our new world leadership.

Speaker 1 (00:52:31):

I wanna pause for a moment and give our panelist a moment to introduce yourself. Number two, you wanna tell us who you are and what you do.

Speaker 23 (00:52:38):

Um, good evening, everyone. My name is Nefertiti bird. I, I came in a little tardy. Um, I was at a fashion show. I tried to get out of, to be here because I really feel that it was very important. I was glad and honored to be asked to be on this panel. Um, I'm a local radio personality, and I guess most things aren't really local anymore with web. Um, but I'm also former Ms. Black, North Carolina. Um, I do a lot of different things. I can't even think of how to list them all right now, but, um, I guess this is part of the introduction. <laugh>, um, basically I'm concerned I'm 25, um, done a lot for my age and will continue, but what I'm seeing around me, um, really, really bothers me when I see, especially particularly with our youth. Um, I've been a Y M C a youth counselor, and I appreciate all the comments that were said here because they're all connected.

Speaker 23 (00:53:47):

Um, the main thing that I am seeing is a lack of supervision for our children. Um, being at the Y I know the parents who put their children in the program that I was, um, a part of, I know they love their children. I know they care about their children. I might not know all of what goes on in their home, but I can tell that they care enough that they want them to be in a safe place. But with that being said, um, the brother talking about balance that's what's needed, you can expect a child to understand love. And

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as that child gets older, understand the concept of love as an adult. If every time you have something to do, whether it be work or whatever it is, you kind of push them off into another program and they never really learn from you what they should be learning at home.

Speaker 23 (00:54:44):

I, I can do so much as a counselor. You know, I can do so much as a good person, um, as a God-fearing person, but it all starts at home. Um, I mention radio personality. I do a gospel show now, but even though I might not have agreed with all the music that was played, when I wasn't doing the gospel show, I feel like in some ways I was a part of that hurt because I was telling people to go to clubs and some of them got shot. And that's the kind of mentality that we are letting our children look at on whatever stations you wanna, you list. And then we kinda wonder, well, what's happening? Why are they killing each other? Why are they shooting each other? And we could go down a, a long list of different things. But as of recently here in wake county, I'm sure you've heard myself and maybe a few other people talk about the wake county board of education.

Speaker 23 (00:55:43):

And I was actually there that night when they got rid of the diversity policy, there were so many people there speaking out against getting rid of the diversity policy. Does everybody know what the diversity policy is? Mm-hmm <affirmative>. Can you talk about that a little bit? The diversity policy basically is a policy that came about to kind of balance out the educational system here in wake county. Um, it, it goes with socioeconomic as well as race. So if we get rid of the diversity policy, basically we are re-segregating the schools, and that is what has happened. Um, so with that being said, when you have children like myself and others that have grown up with, without segregation, they might have been segregated in their school, but they're, they're not aware of it. But now where you're clearly defining lines where you're saying, okay, there are certain class of people where you have Tedesco, who is on the board saying there are certain classes of people in front of parents in front of students who are protesting and saying that this is wrong.

Speaker 23 (00:56:58):

Then you have a, a totally different type of psychology type of, type of mind that you're dealing with. When I looked into the superintendent or the, the chairman of the board, right. In his space, and I could see that glaze of, I really don't care what you have to say, you know, and I'm just doing this to, to say that I was here any time that you're dealing with that it's not really about, um, it's not about my community, your community, it's about good and evil, at least from what I was seeing, because we're all one we like to segment ourselves a lot of times, because we've been conditioned that way. I've always had a problem with, um, when you take your standardized test as a child, why do you have to put your race down? Aren't we all human, you know, why do we have to keep segmenting ourselves to the point where it, it becomes more of an issue than a solution because some, sometimes children may or may not understand.

Speaker 23 (00:58:02):

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Okay. Yes. Well, we have to have a certain group of, you know, number of these folks and these folks that's fine. But I think it kind of gives a basis again, with the wake county school board of, uh, education to kind of give excuses, because a lot of the information that was passed out, um, basically did not speak to every single race of people. It only spoke to, um, African American, Latino, Asian, and Caucasian. So where are the everybody else, but we're not being racist and we're not segregating schools. So I think though, everything that was said here today is connected again. And I think that if we all come together and support each other and not just be about our main agenda, I mean, I'm big on the wake county board of education, but I've talked to some people in Durham and they're like, what they gotta do with me.

Speaker 23 (00:58:57):

They don't have anything to do with me. I'm in Durham. Well, it could be reversed, you know, and I would hope that you would, you know, want me to support you. Um, I didn't grow up in wake county, but wrong is wrong and right. Is right. And, you know, when I get married, have children, I like them to be wherever they would like to be or what, whatever place would be best. It is. It is bigger than just race. It's about economy. It's about, um, working together as a unit. And last note, the main thing that's pushing this wake county board of education are the people who are behind the new folks on the board. And basically if you really look into what has been going on, it is a backlash because Obama won this state and they're very angry about it. Um, and they're letting people know in subtle ways that you are not in control. You might have got to the white house, but it'll never happen again. So that's my long introduction <laugh>. But, um, but basically I wanted to kind of touch on what was being said earlier.

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3 (01:00:07):

The, the most important things that people probably don't think about because of the way we are, we have been conditioned and growing, um, you know, and grew up in our communities and our lifestyles money. Um, the fact that, you know, money, you know, controls our world, um, you know, the fact that money controls our people, um, just envisioning a world where, you know, money doesn't exist and that everybody is doing what they are doing for the betterment of people, for us to live, you know, not having to go to a grocery store and actually pay money to get food for our children and, and our families. But, um, actually having people working at the store and people, you know, providing those type of, um, materials and, and, and, and the supplies for our, for our people, you know, and that includes, you know, you know, having to, to keep the, uh, the Phil, the philosoph, uh, uh, way of being nonviolent, you know, uh, uh, uh, you know, keeping peace, um, you know, uh, uh, living a life where you don't have to worry about, you know, your child, you know, being kidnapped when she takes five steps away from her, her, her front door.

Speaker 3 (01:01:12):

Um, I, I think that, uh, as far as I, I guess, what, what most might consider a more realistic, um, a way of dealing with things now in this new generation? I, I honestly believe, uh, um, we should start with our education. Um, the curriculum is, is kind of ridiculous, you know, I know in Baltimore, you know, and probably, you know, maybe it's, maybe it's a worldwide thing, but like, you know, the curriculum is, it's just the eighth grade curriculum, you know? So it's like, they're not really, they're not learning what they need to learn and it needs to be like just thrown out and, and, and remodeled. And that's why in my class, like, you know, I teach them, you know, how to organize and, uh, and I try to like show them different things. Like, so, so at the panel, you know, the, um, yesterday, uh, I, I was talking about how, you know, I had students come to me, you know, that were taught and really do believe that Christopher Columbus discovered north America, you know, and that Rosa park was just some random old lady who was tired of work, got on the bus and, you know, and, and started that movement.

Speaker 3 (01:02:14):

But, um, I, I really, I really, I just, just to, I guess, to simplify things, um, <laugh>, it's, it's, it really starts with education. Um, the youth that are growing up today, um, you know, they, they're taking what they learn from schools, you know, when they go to school because, you know, school is so stressful and boring, um, and they're applying it to, to their world. Um, and they, we have to teach them, you know, what this, what our, what our culture really is about. Like what, what our word is about, you know, what, what we've been through. Um, they can't forget about slavery. You know, it's, it's sad that a lot of students today don't understand anything about slavery. They don't know what happened back then, you know, you can throw out names and they know the only person they know is Martin Luther king, you know, um, uh, it, it goes, it goes, it goes on and on, but, um, education is, is, is something that we really need to, uh, start working on, uh, is it's is very important, um, that the students learn that they can, that they, that they can, they can fix a problem.

Speaker 3 (01:03:19):

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Speaker

You know, a lot of students, you know, really don't know that if there's an issue, they can do something about it. And like in the class, we try to teach 'em to organize and perspective. It's you see a problem, you evaluate it and you fix it. It doesn't matter. You know, whether you believe that goal is reachable or not, because nothing is impossible. And, um, and to just keep moving forward. But, um, that's all I'm saying. I'm not gonna drag

Speaker 1 (01:03:45):

It on great points. I think another thing that Marilyn and ACE and I were talking about a little earlier, um, was that we focus on these special interests, right? Like, so I have my particular kind of oppression that I work on. I'm the expert on that. And, and then I can work in solidarity with you on all your other stuff. Like it's not connected to mine, right. So when we talk about jobs and labor, and we talk about how this person has lost their job, because now you can put a steam machine. Okay. That's great. But where I live in central Appalachia, I don't even want them to be able to have that coal to put it in that steam engine. Right. Because they're blowing up my mountains, they're polluting my water, which are the head streams for all the water that you drink.

Speaker 1 (01:04:27):

Right. And it's making you sick and you don't have access to healthcare, which is his issue cuz he's working on healthcare reform. And then, right. So part of it is just having these conversations and connecting the dots because we don't do that. Well is movement folks and figuring out how we can be doing this work together on some things. I mean, we talk about the nonprofit industrial complex and in some ways it's been really helpful. It's paid for us to do the work, but on the flip side, it's got us doing all this special interest work and it's got us fighting over money. Right. So, um, I think focusing on those, those intersection realities is, is really important. I think it's also meeting people where we are, where they are and not telling them what tactics that are best for them. I definitely am a fan of nonviolence, but I mean, I think especially when we think on a global perspective, there are some people that don't have any other choice but die or fight for their lives.

Speaker 1 (01:05:21):

And we need to be honest about that. Um, so we need to remember that like mass work and like being grassroots sometimes means like starting from a place of unity and then struggling to get to another place of unity on that issue. Um, we don't all believe in nonviolence as, as a lifestyle. Um, and another thing we talked about balance and environmental justice, we, and when we talk about labor, um, part of the problem is that we're having these conversations about green jobs. We don't need green jobs. You can only weather a house once we need green careers. Um, so that's, that's in my new world. That would be, that would be a priority. Okay. So we've talked a lot at you and we want, we wanna open it up for some more dialogue. Yes

Speaker 24 (01:06:04):

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Ma'am. So I would like to ask, uh, it's two individuals and late to hear your name. Now I know that your ACE,

Speaker 3 (01:06:13):

Um, well, my name is Adrian Washington. ACE is just my organizer name.

1 (01:06:18):

My name is Marilyn Shaw spelled just like the state.

Speaker 24 (01:06:22):

So Adrian and Marilyn. How old are

Speaker 3 (01:06:24):

You? Both? I'm 19.

Speaker 1 (01:06:25):

And I'm 20 you're in

Speaker 3 (01:06:27):

College? Yeah. No, actually I'm not in college. I'm not in school currently, but um, will be soon.

Speaker 20 (01:06:33):

Oh, okay. So you graduated from high school and you're gonna

Speaker 3 (01:06:36):

Actually, um, I have a long story. My,

Speaker 20 (01:06:38): My

history. So you don't have

Speaker 1 (01:06:40):

To, what's your question.

Speaker 3 (01:06:40):

I'm, I'm actually a dropout though.

Speaker 20 (01:06:42):

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Speaker

Okay. And, and, and you're probably in, you're in college? Yes. Okay. So my question is, uh, can you say something about the lessons that you have learned from SNCC and what challenges you think remain Adrian talked about education, but could you both address that? What, what did you learn from SNCC? And aside from the education question, what challenges do you think remain?

Speaker 1 (01:07:07):

Okay. So from one of the panel discussions, um, I can't remember his name off the top of my head, um, is a lot back in my organization in the Baltimore algebra project. We plan actions. We might plan sit-in and marches. And, um, so, so it's like we, we figure we do a action and we want some results and it seemed like we want the McDonald's kind of way of results, but that's, that's not how it's gonna happen. So I learned that, um, when I go back to my organization, that's best to do things in phases, cuz that's how SNCC did it. They worked on the, um, the freedom, the freedom schools. So my fir our first phase might be, um, teaching in a classroom. So building power within the youth, um, and then working on something else. So the biggest thing I learned is to work in phases and it takes time to build a big movement or to get to that movement and it's not gonna happen overnight. So

Speaker 24 (01:08:08):

Mm-hmm <affirmative>. And, and what about what challenges, the main challenges you think that are, are left?

Speaker 1 (01:08:14):

The, um, it's, um, educating, I guess, uh, getting our young people, qua getting quality education as a constitutional right. And a lot of, a lot of times young people in high school, they drop out in a ninth, in a ninth grade. So kind of keeping, keeping them in school and understanding the importance of getting, um, a education. So that's my biggest challenge cuz I have a student that I'm really trying to work on, um, to get him to stay in school and to learn the math. So that's, I guess that's the biggest challenge and

Speaker 24 (01:08:49):

Where

Speaker 1 (01:08:49): You

live, um, Baltimore city

Speaker 24 (01:08:51):

And, and Adrian, what do, what do you learn from

Speaker 3 (01:08:54):

Yeah, well it's, it's kind of like, yeah, this, well, I ask

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Speaker 25 (01:08:58):

You the two people.

Speaker 3 (01:09:00):

Yeah. So I'll, I'll answer your, your first question. And um, then I guess we'll take another question. Yeah. Take another question. Um, I like so say, so, so kind of, it's kind of going off of what, just adding on what Marilyn was saying that, um, you know, I guess two specific people are Charles Payne and um, Kathleen Cleaver, they, they made me realize that, you know, uh, that, you know, me coming to them, asking them the simple question of, uh, you know, how do, how do I become a better organizer, even though I've only been, you know, organizing for six years of my life is like, what? Like, like what are you doing? No, you just keep, keep doing what you're doing. You know, keep organizing, keep reaching out to more people in the communities. Um, um, and then also sticking to one storyline in the algebra project every year.

3 (01:09:46):

Well lately, like for the past few years, every year we start off with new, fresh and experienced advocates and we are trying to mold those advocates into, um, into, um, leaders, you know yeah. Into leaders and our, our actions change every year based on interest inside of the advocacy group when it should be based on the interests of the people outside of the organization. And, um, that's definitely something, you know, a lot of the members in the algebra project are gonna be taken back to the city and, you know, uh, trying to do like a makeover, you know, on our organizing strategies and et cetera. Um, also Baltimore. Yeah. I'm also Baltimore city. And take a

Speaker 1 (01:10:22):

Question here and then Jasper

Speaker 13 (01:10:23):

Um, yeah, at first, before I ask my question, I'd just like to say, I heard some of the questions in the other sessions about how you be an organizer. And it's a really hard thing for SNCC people to answer cuz a lot of times it's what you learn yourself. But I will say one of the most important things that you saw in SNCC in the south that I'd saw in none of the workshops was you asked the people you're talking to, but you all did it. You all asked us about what we were interested in and these other SNCC veterans didn't think of it. And you were better organizers for doing that than yes. Thank you. Say thank you to them. My question is unfortunately, a little complicated and um, it's called unintended and consequences and what a lot of people don't focus on with MFD P and I assume everybody knows about the missing.

Speaker 13 (01:11:06):

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Speaker

One thing that happened a direct unintended consequence of MFD P was a tea party. And I say that because when folks of color started voting in the south, people left the solid democratic south party and they joined the Republican party. And the next thing you know, all those really conservative people have turned the Republican party even more conservative. So what were some of the dialectic you're seeing now between these super conservatives is come out of MF DP as an unattended consequence and I'm thinking of unattended consequences. And I, I don't know, cause you can foresee it if you think about it, but we didn't at the time, we always were trying to think of new things to do. First of it, registering voters, and then it was a new party. I hear a lot about educating people for work. What happens when these people find there is no work and what are we, how are you going to change your goals and reflect that in terms of creating jobs when jobs there aren't any jobs there to create

Speaker 1 (01:12:11):

Big question, somebody on the panel wanna wanna grab it? Ah,

Speaker 4 (01:12:16):

Um, well, one thing I think communities have to be, uh, entrepreneurial and innovative. Um, I saw in the USA today, um, because of the economy is so bad bars in Detroit, uh, because patrons don't have money, don't have jobs, they printed their own money, which is not illegal. And they circulated locally and patrons can use the bar money and vice versa and exchange goods and services that way. So it's kind of goes to what ACE was saying. You have to be able to organically create holistic economy. So I think doing something like that, we can, those are type tactics that you're gonna need to be able to address those issues

Speaker 1 (01:12:56):

And getting the word out, right. Because this is happening in Detroit. We've got Appalachian community economics in west, Southwest Virginia, West Virginia, Northeast, Tennessee, and Kentucky. Like there are communities of, of organizers who are recognizing that we've got, we've gotta do something on our own because to expect a capitalist government to do it for us is, is foolish. Right. Jasper and then, oh,

Speaker 10 (01:13:22):

Oh, okay. Uh, so I agree with y'all. So I'm interested in this, this whole revolution thing too, and I'm in, and I think I'm, as a young person, I'm interested in like what the student role in that is. And I hear a lot about education from y'all and I hear from y'all education is a constitutional right. And in the United States we have universal education. Hypothetically it's like universal, but like not equally funded up to 12th grade, but it's not universal for college. Uh, and so for me that's like, that's like a, a, a thing is universal college education. It's something that people have in a lot of other countries. And, and so I was wondering, uh, what, how, how are we gonna do that? And not like we're gonna organize or like, we're gonna be nonviolent. Like how are we actually gonna do it? Like, what's the strategy for like

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building a national student movement that can achieve real, tangible things. So like, I'm asking you a real question, not like a, I don't want like a,

Speaker 1 (01:14:22):

I, I think that question goes back to organizing. I don't think we necessarily can answer that. I think that would be a question for everybody to answer as far as steps to get, get into quality education as a constitutional right. Cuz what I think the strategies might be might look like you might not think that's what they look like. So I think it involves a lot of planning and not, I don't think we can, that's a, we can necessarily answer that. Like it's a long process I guess, but I do believe that it starts with educating, um, our young people, that's the first steps and um, teaching them that they do have a, have the power to make change. Cuz a lot of times young people don't believe they have that power. So

Speaker 3 (01:15:06):

Yeah. Yeah. Um, I, I have to agree with Marilyn. She, she said it quite nicely. Um, yeah, she said it quite nicely. Uh, but um, you know, like something, something the alga project, um, is working on is REDX parties. I don't know if anybody is in here in here has heard about that. Right? Of course not. Okay. So, um, like, like with, in the REDX party, we basically just take students in their schools and colleges, um, to, uh, uh, that wanna create some type of change in their school. Even the, basically on the, starting with the small tangible things like, uh, uniform, you know, uh, uh, I guess like, uh, a time change, um, uh, cleaning their bathrooms, you know, updated materials, different things like that. Um,

Speaker 1 (01:15:53):

I was just gonna say, tell 'em about the bus thing, like how we got that

3 (01:15:56):

Change <laugh> so, okay. So, um, so in Baltimore they have these bus tickets, they give out to students, um, the, the bus ticket ends at six 30. Um, so basically they, they don't have time to, uh, go to after school programs because they have to get on this bus before six 30 and, um, you know, it, it's kind of like taking a lot of opportunity away from, so we, we kind of organized students in the schools to rally around the MTA, um, the MTA building in Baltimore, um, to fight for, uh, a full day pass, um, that, that, that goal of creating free day passes for all students, um, wasn't necessarily accomplished, but so far it's just been pushed forward. So instead of, uh, the time being six 30 when students, uh, have to, you know, be on the bus, it's been moved to eight 30.

Speaker 3 (01:16:54):

So, um, they have extended period of time, but that fight isn't over. That's just, you know, one page in a story that has to continue. Yeah. But, um, in the, the REDX parties, um, you know, they, they do, they meet, they, they, they talk about what needs to be fixed in their schools and then they do something about it. And then, um, at Morgan university, um, Chris, good Christopher Goodman, I'm not sure if you

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know, many of you know him, but, um, he, he actually has arrest party at Morgan university and they're working on, um, those things as well, you know, like free tuition, you know? Uh, um, but yeah, that's, I think that's, that's like one of the, the small steps you could take towards, uh, I guess, uh, building better schools and, and reaching a lot of those goals

Speaker 1 (01:17:39):

And figuring out who's already having that conversation. Right. Like we know that we have organizations like United students against sweat shops who are fighting budget cuts, who are also trying to figure out how to incorporate those other things into the conversation, like about living wage for employees about, you know, universal, you know, collegiate opportunities. So it's just identifying, who's already having those conversations as well.

Speaker 26 (01:18:00):

They're coming.

Speaker 12 (01:18:04):

Just why did you, okay. Just a comment on the bathroom situation, I was in the bathroom in a hotel and a couple of kids said this bathroom is so clean and I, you know, was in the bathroom. So I couldn't respond like I should have and said, if this is a clean bathroom and they were indicating it was cleaner than their schools, I'm saying, dammit, see the custodian, the administrators. And there's no reason for anybody or a poor person to have to live in. Do do whether it's in the bathroom or in the hallway or in the yard. My question to you as old heads here have been beaten, jailed boycotts, um, marches. Is that still relevant and useful in your opinion at this age?

Speaker 27 (01:18:52):

Did you wanna answer it?

Speaker 23 (01:18:54):

I think, yeah. Um, oh, sorry. I do believe it's very relevant. Um, just based on a lot of the experience that I've had again with, um, the youth with the Y um, going to the wake county board education meeting, it seems as if the problem really is a, is a psychological thing. If you can make the children feel as if they are empowered to change things around them, then it makes them feel like they can accomplish anything. And if you have some schools where they're very dirty, you know, don't really have much to look forward to. As far as when they come to school, they pretty much they're preparing them for prison. You know, and I know the school that I went to, you didn't really have a lot of windows. Some of the windows that you did have, they had barbed wire, like, you know, in there, he kind of was like, dad, you know, did I do so wrong?

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Speaker 23 (01:20:00):

And, and I think that gets into your mind if you let it. And if you come up on one side where you're facing this every day and another person, you know, comes up happy, go lucky, you know, it's like you you're from two totally different worlds. So whereas it might be, it might seem like common sense to say something, you know, in, in regards to clean bathrooms or whatever the issues may be. But again, the mind, if they've been beaten down so much, you know, maybe not even just saying, you're not gonna amount to anything, but just, I don't value you enough to make sure that I'm doing my job, you know, leading by example. Um, then it kind of trickles down with the kids if they're not getting anybody else to say, okay, this is how you go about it. And I think that's some of what we were saying is that we're looking for some direction, we're willing to do things, but we need direction.

Speaker 23 (01:21:00):

And if you're not taught that sometimes you gotta learn on your own. And if you don't know where to start, you know, it's kind of like a catch 22. So I hope I answer your question, but, um, but basically what I'm saying is, is that it's still relevant because it's something that goes it's cyclical, I guess, is what I'm saying. And the only way that we could change it, like we said, is being a part of the change ourselves. But some people have to get to that point mentally to say, let me get up and do something or let me, you know, brother or sister, you know, let's get together and do something. And a lot of times we're, we're kind of brought up to think about ourselves. What, what is it in, what's in it for me? You know? So I hope to answer the question

Speaker 3 (01:21:50):

Mm-hmm <affirmative> Jonathan.

Speaker 23 (01:21:52):

I

Speaker 3 (01:21:52):

See you all. I, I would say that the, uh, that the discipline, uh, the training, the preparation, the sacrifice that y'all went through is very needed today. I would say that if I don't, I don't think it'd be humanly PO well, I guess it would be possible, but I don't know how we'll, um, fill the jails, um, because they're

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building new ones all the time. As far as that, I don't know if that would be, really be a focus pressure on I don't, you know what I mean? <laugh> cause, but the discipline, the training, the, the, the preparation, all that is very necessary in today's struggle and how we're going to address this. Um, so I mean, just, just understanding how y'all organized when y'all decided to, to do a direct action when y'all decided to do a March, because so often it's, I'm pissed off let's protest, right? Yeah. I got some markers in a, a poster pad. Let's, let's go do that. And that whole thing is it it's one using up our, our, our, our, our resources, energy resources, and credibility, because we, the, the trainings that I, I, I particularly do are at least two days, but the, the longer trainer of trainers program is like two weeks. What do you mean, man? You want me to give up two days of my life?

Speaker 3 (01:23:22):

And I'm like, how long was the Montgomery bus boycott? Mm-hmm <affirmative> you really think that you two hours, you gotta, let's go do it. Come on. There's very little things in the world. I mean, it took me longer to learn how to tie my shoes, and we want justice like this, but that whole idea of sacrificing for something much greater than yourselves. I mean, particularly one of the principles is, uh, accept suffering without retaliation, for the sake of the cause to achieve the goal today, nobody wants to accept any suffering in order to get to where they're going. We, we do suffer heavily in silence. We do suffer heavily in silence, and we do sit back and allow for our lives to be taken versus giving our lives to our goals. And that those lessons that y'all displayed is definitely applicable to today's struggle.

Speaker 1 (01:24:13):

Deja.

Speaker 4 (01:24:16):

I just wanna briefly add that. I believe, uh, those tactics are very relevant, but I believe what we have to do today is be very strategic with it. I mean, we talk about the cradle to prison, um, in industrial complex. And we look, we look at something like disproportionate minority contact, and then we are in uproar when we are protesting reactionary. When I believe that if we use something like thomas.gov, you can go on there type on any bill. You can see who sponsored, who co co-sponsored get involved in the policy before it becomes a law. Then you go March and you protest specifically about a policy that may be on the floor about to be passed. You contact those, uh, senators and Congress people and prevent it from becoming a law. Because when you protest after the fact, it's not that you can't, you know, change the law, but we need to be more strategic if you're gonna March and mobilize learn how the system works and then, you know, attack it that way. So I think that's still very relevant, the marching, the protests, along with policy and keeping up with policies and where they are, that is the way that we can still be able to utilize those tactics,

Speaker 1 (01:25:26):

Become the policy makers and change the system. Um, I think I wanna, I wanna tell you, and I hope that you're excited about it, that there are places as on this, on the east side of, of the country, where like in

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West Virginia, where over a hundred young people have been arrested for doing acts of civil disobedience against the state of West Virginia. I mean, people are getting arrested in Tennessee by the J drives. People are doing, uh, direct action, all like all over the place on multitudes of different issues across the country. So, um, I think through those actions, young people are telling you that your actions were relevant then, um, we've just added some new things. Um, we ha you know, we have social media sites that we can use because obviously, and I think for folks that were at the pop, uh, like the house stick influences, pop culture workshop, we talked a lot about how mainstream media is not gonna cover issues that are relevant to us.

Speaker 1 (01:26:20):

It's all and entertainment and sensationalism. So like figuring out ways to get the word out that we're all doing this. I think that's the thing is it feels very individualistic, um, which is what the system wants. And we've gotta figure out ways to bring those things together. I think the point about like, having a purpose is huge. Like, just because you're pissed off doesn't mean you should be marching. Um, and I think that's one thing that hasn't been transitioned to new generations of, of social justice advocates is like teaching what reasons you escalate. Um, and that, that process are very interesting. Your, your point about the dirty bathrooms. So this is something that I also feel like we don't talk about enough is like, okay, like you're a student, it sucks that you have to, to, you know, go squat over a nasty toilet. That is horrible.

Speaker 1 (01:27:05):

Right. But why are they nasty? And why are we immediately like these custodians just suck, they're lazy. They don't do anything which just pit students against working class people. It's not because the workers think that you should be crapping on a, a nasty bathroom it's because they only make \$13,000 a year, at least in my school, right. \$13,000 a year for mostly like middle aged folks with families. So I think one of the things that we need to think about when it comes to things like that is that like one, you are not gonna pit students against workers. Um, and that we as consumers have have power to, to like fight you when you do. Um, so those are some other things that are happening and, and thinking that a March is gonna get you immediate justice. I mean, the thing SNCC influence, right. SNCC told me that freedom is a constant struggle. So, you know, we're never gonna, there's never gonna be like, we're gonna keep trying to go through this process to get the new world, but the new there's always gonna be something else to fight. Great. Miss

Speaker 28 (01:28:09):

One of my primary organize teacher organized, and I just wanna say a particular

Speaker 6 (01:28:15):

Thank you to Ash, um, to Ash, because we met at the 75th anniversary of Highlander, and I introduced her to this idea of the Ella baker tour, uh, which would involve campus organizers, organizing events for SNCC vets like me and others to come in to speak. And so Ash kicked off the baker tour at east Tennessee state and she, and Jared story, uh, organized a very successful event there that featured guy

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and candy Karavan. Um, and I think that this intergenerational learning is the quest that I'm on right now. I've been at this a long time, and I got trained very well as a union organizer. So I do understand the basic craft, uh, of organizing. And one of the things that I like to talk about is the craft and art of organizing the craft and art. The craft can be taught really very quickly.

Speaker 6 (01:29:14):

How do you recognize a good goal? How do you develop a good goal? What are some of the strategies you're gonna use? What are some of the tactics you're gonna use that can be taught rather quickly, but the art of organizing comes from imagination and creativity that I'm finding now in, in, in students and young people that I meeting, I just amazed. So after the baker tour, first phase, uh, we had a retreat at the beach where Ash and a number of the other campus organizers came in and all of us old heads were there and we didn't know about Facebook. And so Ash and all of the others, they are appreciate hooked us up. And so that's how we got on Facebook in 2008, many of us. And so it's these kinds of tools that I think we, as older organizers had, we had it back then we would probably really have been dangerous.

Speaker 6 (01:30:06):

Um, but they are good tools to use to get outta word and information. Um, uh, and they're also, uh, new things, um, uh, that I think young organizers can learn around strategic planning. Uh, that's what I am most concerned about. As I talk to some organizers, they get mad, they call a mass meeting for the next day and when nobody shows up, they don't understand why. And so the whole idea of what are the things you need and the tools you need to actually build a mass meeting. What is your list, the first thing who do you have in your base and how to build the base? And those are some of the things I think I want to continue having that conversation and exploring, um, uh, with young organizers about that is people come up with these artful ways of organizing and how they can hone their craft, um, to the extent that, um, um, that you don't make the rather obvious errors, uh, in terms of planning.

Speaker 6 (01:31:12):

And so that's what I'm kind of interested in hearing more about, uh, and understanding more about from you and particularly, uh, to understand the goals of your individual projects. So if each of you, uh, who have a project, could just state what your goal is of your project. And I appreciate hearing Marilyn say that there are phases. So if there's a goal for the first phase or second phase or whatever phase you're in, I'd just like to understand what your goals are, and that would help me understand your projects a little bit better. So if each of you could just tell me what, you're

Speaker 1 (01:31:45):

Start with Marilyn and work our way to it. Okay. So let's just repeat what I do. I co-teach at, um, heritage high school. So our goal is, um, our ultimate goal, I guess, is to it's 22 students in a class in our class to get each, each individual student graduate from high school and go on to college. So I, I guess that's one, our goals, ACE,

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Speaker 3 (01:32:10):

Sorry, sorry. Um, just, just to go back on your question, is this more of a, a organization, project type thing, or just a, like a project that we're working on and what are the goals, your,

Speaker 28 (01:32:21):

Your project, what is the goal of your

Speaker 3 (01:32:22):

Project? Oh, okay. Okay, great. So, um, uh, uh, the goal of my project is to, like I said, to, uh, to teach and educate, um, students, uh, to create more conscious minds. Um, I feel as though, like, you know, even though that as an organizer, we have these new tools, um, to use, to organize like Facebook and, you know, these ultra high tech cell phones, like, like the one I have myself, you know, while we have those, you know, what's taken away is the education of the youth. So like, so, so like Facebook, just, just using that as an example, um, Facebook is something people use to connect with other people, but not always to connect with people for, uh, certain cars or reason. So when someone, so when, when an organizers posting something up, like, okay, well, you know, there's such and such meeting going on. And, um, it's very interesting and you should definitely be there. Um, if you support this cause et cetera, they're thinking, okay, this is not what I'm used to. So I'm going, um, I'm gonna continue to, to talk to these people that I wanna meet and not taking it, not thinking that, you know, this is something that, that definitely needs to be heard of, basically what I'm saying is that the smarter technology get the dumber, our children are getting not to not to sound <laugh>. Oh, yeah, yeah. Not that

Speaker 28 (01:33:42):

Just ask you this, are you and Maryland on the same project?

Speaker 3 (01:33:45):

Yes. Well, the thing is each, each member of the Baltimore algebra project has a different task. Um, so whereas though she's sitting in the classroom with, uh, um, different O other organizers, um, working on that project, um, me and Chris Goodman, you know, we are working on a separate project like leading, um, the advocacy committee. That's working for the algebra project and working in my, um, my separate classroom and, um, things of that nature. That's why I asked if it was like, you know, an organization as a whole, because then we are on the same page. But as far as our separate projects, um, we have, I guess, a different thing we want to get out of it.

Speaker 28 (01:34:21):

Oh, okay. And for your piece of the project, what, what is your goal or task?

Speaker 3 (01:34:25):

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Well, yeah, I was saying, yeah, my, my goal is to, uh, is to, to fully connect with the students in the communities and educate them, um, on what's going on in the world today and have them actually become conscious and, you know, do something about it. Okay.

Speaker 1 (01:34:43): Nefertiti,

Speaker 23 (01:34:44):

Um, well obviously mine would be, um, education, wake county, public, um, school systems, um, just number one, getting the diversity policy reinstated. Um, that's the first thing. And, um, getting the word out there, like, you know, brother said, I think that's one of the main important things, because in going to the meetings, I'm not seeing the parents there. I'm not seeing people of color there and it's very few, so that's a concern to me. And, um, just through some of my interaction, learning how to, um, how to get people interested without them feeling offensive or feeling that they're gonna step on someone's toes. Um, so I think those are the, the main goals. Just, just getting everybody on the same page. And I think basically through love, you know, um, organizing no, not all the anger and stuff, you know, we made, we gonna hurt somebody, like just love.

Speaker 29 (01:35:50):

Did you,

Speaker 4 (01:35:52):

Um, the goal of the, uh, pen and pencil program is first, uh, we have an initiative called, uh, take a stand and keep your seat in the classroom. Basically what that does is we challenge kids to resist, uh, drop out, uh, and also, uh, being able to stay in class and graduate. Also with that goes along, getting them to take a pledge of nonviolence once they accomplish those goals. Uh, other initiative is renew the neighbor and the hood, where from there, once you have a transform, uh, teenager or citizen productive citizen, and now they can go out into the community and do service learning to actually improve that community. So that's the goals and it's a 12 month pro program that's year round with, uh, pen and pencil.

Speaker 29 (01:36:40):

And Jonathan,

Speaker 3 (01:36:44):

The gathering for justice has a bunch of groups throughout the country. And the ultimate, the reason why we were all brought together was to address youth incarceration as Mr. Bellafonte spoke about the other day, seeing Jaha Scott being, um, shackled and handcuffed. Now that has taken many different forms in the different communities. Uh, for example, in Chicago, the violence is the issue that they've been trying to work on the community violence, the, uh, terrible educational programs that are going on there that Renaissance 2010, um, shutting the schools down, firing all, um, that's their major issue out

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there in Chicago. Also the, uh, Jody Weese, who's the, um, police commissioner out there thought it was a great idea to invest, uh, 19.2 million into equipping all of their police cars with cult M four S um, which also has a grenade launcher attached to it. And at the same time, the school department's saying that there's no school for extra curricular programming, right?

Speaker 3 (01:37:42):

Um, in Columbus, Ohio, their issue is around again, trying to empower our youth and give youth something to do. But one of the, um, focuses is healthy choices. And what I mean by healthy choices, it's through healthy eating. We went out there and did a training with them, and they decided to commande an empty lot, um, a empty field. They developed a garden now they're producing their own food. Now the kids are learning about economics, they got jobs, they're selling them. They're also going out and doing community surveys so that they can find out what other issues throughout the community are playing in the folk, but the number, um, and I could go through the, the list of other locations, but the ultimate goal for the gathering for justice is to empower the youth with a skill and will of Kenya nonviolence well with nonviolence philosophy and help them build the capacity so that they can address their issues locally, focus on a local issue with a national, um, hook so that we can get national support for your local issue.

Speaker 3 (01:38:40):

Now, that is part of what we're trying to do. Also, the honor, the cultures, the spirituality, and the issues of those folk locally empower people locally to address their issues. Now, my particular, um, responsibilities or the, the proposal that I brought up before I got hired and everything was around trying to institutionalize the non-violence training in each of these communities. So most of our communities have the well, most of the groups that we're working with have their own locations, and we want to create non-violence training centers out of the, each of these locations. So it's an ongoing program. So again, not only policy can be addressed, but attitude and the belief that the beloved community could be is a lot of our focus and trying.

Speaker 3 (01:39:26):

One thing I learned from, um, reviewing SNCC was understanding that it was that training and preparation that they went through prior to engaging in direct action that made them as successful as you are. And that is one thing that we're trying to leave behind in each of these communities. It's not a phone number. It's not an email, or it's not a rider saying this is what you gotta pay out to make sure that we show up, but it's that we're. And we come out with, and we want to leave leaders, articulate confident leaders who can move this forward afterwards.

Speaker 1 (01:40:00):

Now, try to be quick. I see you, you two or next. So, um, you talked about the Ella baker tour. Um, so my part in that is using as much of my university's money to front money for the movement <laugh> and bring civil rights veterans or other folks who are involved in different movement work to come to our

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campus. And, um, so we spent a lot of money on that. We've brought Bernice Johnson, Reagan, we just brought van Don as Sheva. We've brought some other folks. Um, how do I get on that list? Hey, let's talk. And students should do that. Like that's how students participate in front for the movement. Right.

We spend two, we pay, like, I know at my school we spend \$25 on a student activity fee. Well, I will gladly spend your money for the movement. <laugh> um, so that's one thing, uh, another thing with mountain justice.

Speaker 1 (01:40:45):

So mountain justice is an umbrella of multiple different organizations from all over central Appalachia. Um, and our, our ultimate goal is, is to end mountaintop removal mining. Um, but how we do that is we have, uh, and Jasper Chi chime in, um, we have action camps, um, which are in the legacy of SNCC, um, where we bring people from all over the country and all over the world together for a week. And we train them on what nonviolent civil disobedience is, what nonviolent direct action looks like. And then we put it to action, usually at the end of the week that doesn't always happen. But, uh, I know that's the first time that I did civil disobedience was after going to one of those camps, um, United students against sweat shops. Um, the name gives away a lot, um, but it definitely doesn't encompass all of our work.

Speaker 1 (01:41:37):

So we definitely focus on sweat shop labor. Um, but the, the ultimate goal is building student worker solidarity. And so that takes form in a lot of different ways. Um, part of it is figuring out how students can be supportive of unions on campus for private and public workers. Um, it's now looking like a national campaign against budget cuts, um, um, which is what students from all over the country are doing right now in you SA, um, one of our local affiliates I believe, was in Ohio, just risk arrest against budget cuts. So, um, that's, that's what the work there looks like. And then the student environmental action coalition is similar to mountain justice and that it's it's, but more encompassing of every other environmental justice issue. It's finding where students are, who are organi organizing for an environmentally just future. Great. Um,

Speaker 19 (01:42:26):

I'm so struck by, I have a really big mouth. It might get too loud with the mic, but I'm so struck by the different projects and goals that you're describing their success, the skillfulness with which you're moving on, things, everything from the, the bus thing, through the training through, you know, I mean, it's just great examples, what, what I'm sitting with and really curious about how you all engage is I think you kind of pointed to it, there are different streams that don't necessarily flow all into one river. And even when you talk about, you know, student and worker solidarity, it's sort of to what end, I'm hearing the examples of, you know, sort of community self-reliance, um, in terms of the, the farm garden, whatever piece, um, in terms of some of the entrepreneurial skills, how does this all cohere to actually shift society to a different basis? How does this cohere to change values and culture? Because part of

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the legacy of SNCC, at least at that time, I mean, it was huge upset to the values of society. Things got really changed around, you know, who could talk to whom. So I, and, and I'm wondering out, well, where does this technology and social media fit with this? Does it have the same impact on some of the cultural and social norms, as well as the national and international policies and economic globalization that actually are shaping all of what you're dealing with.

Speaker 1 (01:43:54):

So I'm just curious about how you all think about that. Absolutely. My first thought, um, is

Speaker 1 (01:44:03):

The first thought I had was about the, the youth climate movement, especially in the United States, um, eight, um, I think, I mean, where I, where I've organized in West Virginia, um, it's very hard to tell that there has been a 40 year, uh, you know, extension that we are now in 2010, um, when I'm going to actions and there's people that have signs that say green is the new black and hanging tree hugger, and they're throwing, you know, fireworks under my van and I have to check my car to make sure they didn't cut my bra. Like, so I think, I think it's real to be like, yeah, conditions have changed in like most places in the United States you're organizing, you don't have to worry about your life, but I can promise you there's some places right here in the south, um, from North Carolina to Mississippi where you really do <laugh>.

Speaker 1 (01:44:46):

Um, so I would, I would be upfront with that. I would say that the strategies that we have learned from SNCC that we are incorporating into the youth climate movement has had effect. I, I, would've kind of been sort of iffy on my answer. Had I not been invited as someone who does direct action? Like, I, I definitely believe in advocacy and I support that work, but in this particular side of the movement, all I've been doing is direct action. And when I get invited to come meet with cabinet administra, administrators in DC, I know something that we're doing is right, because either they're just being nosy and they want to know what we doing, or they actually want to create some sort of framework by which we can have these conversations on a national basis. Right. So I think, um, concretely that's one example, and I think the Russell campaign is another example that United States students against sweat shops did. I mean, I think when we're changing, how global capital works on a, just a bunch of students, like, I think that's when we see like, okay, that legacy is working and there are people who are hearing it and putting into action.

Speaker 1 (01:45:48):

Okay. I thought I saw some other hands right here and then Jay, okay. Y'all got statements. Go ahead. I, and then we'll get you, oh, go for it. I was just gonna say, I, as far as culturally, um, I know in the sixties, um, a lot of, um, black people were thinking like, um, um, whites were like superior. And I think that, that, um, a lot of young people had that same mindset. So I think as far as culturally, it's still the same because they don't, they, they still don't think that they have the power that they do have, like to make

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change or to, um, to change laws, or I don't know some of, a lot of young people, I talk to don't believe that they'll graduate from high school or that they'll go to college. So culturally I think is the, is the still we struggle with the same issues still today in 2010.

Speaker 23 (01:46:47):

Um, and to piggyback off of that, I think, um, like what I was alluding to earlier is, is the psychology. Is that like, when you have issues, like what you just talked about, the main thing is like, you have certain homes where some of the students, like I've, I've had conversations with some young folks, and they've told me that some of their cousins have been initiated in gangs because they have no choice because if they don't join the gang, they're gonna attack their family. They, they're not really sure if they're gonna make 16, 18. So I think also the family structure is a, a bit different way, different than, you know, 1960. Um, and so we're dealing with a lot of different issues at one time. And in order to address, um, you know, the relevance of really what we need to do now, I think when we look at the family, when we start to put, again, a lot of love back into the places that it needs to be, then there'll be open communication because right now a lot of the young folks is like, you know, I don't really wanna talk to you right now.

Speaker 23 (01:47:54):

I'm just trying to survive. You know, uh, you don't understand me, you know, you don't understand where I'm coming from. And I think just basically learning how to communicate with each other first, so we can see where we need to go. Then that is the main thing we're in an information age. I definitely believe we should be using internet or anything else related to its maximum potential because, um, I think, especially with sensationalism, I'll in with this, like, um, I can't remember the guy's name, but he was in, um, in the Olympics and he, he was killed because of the, uh, the ice sled now 1960, would they have shown that on TV, you know? But now it seems as if that's what gets people's attention. So you see a lot of violence and quite honestly, you know, if we do civil disobedience, some people might listen, but oh, this some more folks get locked up, you know, and they may or may not pay attention. So we have to utilize everything. And I think it just, it starts in the home. It starts with communication.

Speaker 1 (01:49:03):

Okay.

Speaker 20 (01:49:05):

I wanna make sure Marilyn doesn't go home. Disappointed. Have we answered any your questions? And do you have any more or, oh, how do you feel now?

Speaker 1 (01:49:14):

Um, yeah, I believe, I believe so. Yes, <laugh> good. Okay. Sendolo and then we'll come. Thank you.

Speaker 7 (01:49:25):

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Um, this is more of a comment, so cut me girl, if I'm talking too much. Um, so I, I was very much inspired by SNCC. I was, um, I read in struggle and I was like, oh, I wanna be an organizer. Great. And I started reading all the stories, um, and started doing community organizing student organizing. And, um, I feel like a lot of the folks that I got politicized with and started doing organizing with are all in these conversations right now, actually about the limits of community organizing. And that's something I want to introduce into the room, because I think there are powerful, powerful tools that we've gotten from community organizing. But when I was talking about my vision of a new world of how do we go from just organizing communities and I totally believe in the importance of doing things at a local level, but how do we get to the point of actually engaging in the ways that the whole conditions are being set, right?

Speaker 7 (01:50:25):

Like while we're reacting to this or this or this aspect, right. We're not in the rooms and we're not setting the agenda around things like NAFTA, right? Like, and we can react to NAFTA in all these different ways and say, well, we need to change immigration over here. Or we need to fight for this worker issue there. And we've conceded the realm of government. We've conceded the realm of governance. And I think the issue around changing people's minds and the frames of minds for the pat, like I identify completely with what the brother was saying about feeling like he was born in the wrong time for a while, you know, um, because I was born in 1986 and ever since I was born, there's been this con this concerted attack on the idea of the role of government, right. And that government is this bad, evil, big thing that's taking everybody's tax dollars and those welfare Queens or spending everybody's money.

Speaker 7 (01:51:15):

Right. And what we need to do tea party movement, et cetera, right. Is pull out of government. And I think on our side of things, we've bought into that in certain ways where we're, we're like, well, we don't wanna deal with that. So we're just gonna do things we're gonna take care of ourselves. Right. I'm gonna take care of me and mine. And sometimes that becomes, takes the vision of community organizing. Right. Right. And well, the world's gonna go down the tubes, so I'm gonna have my little garden, or I'm gonna learn my survival skills. And me and my friends, we gonna survive, you know, instead of really looking at how do we build the power, how do we move from being marginalized groups of folks to moving majorities? And I think the right wing has really been doing that and looking at what's happening right now and how so many people are being like, uh, uh, being disenfranchised, right. And they're going to those people. And they're saying the reason you're being disenfranchised is because of immigrants. The reason you're being disenfranchised is because of big government. The reason you're being disenfranchised is because people of color, you know, have forced this politically correct culture on the rest of us. Right. And I really want to, I want to hear more about how we get beyond just the small bases that we're working with into talking about the most oppressed people, moving a majority of folks.

Speaker 1 (01:52:36):

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Okay. I'm gonna go here and then we're gonna come back over to the right side. We've got a lot of folks on the left side, right? Oh, um, it's cool. I don't need mind. Okay. Could you use it cuz that it might be hard for so folksy.

Speaker 11 (01:52:48):

So, um, I was actually more specifically, uh, asking this towards the Baltimore algebra project, but then also opening it up to the, the room as well. Cuz um, I came out of a youth organizing background and through that, I was always kind of like in this mindset that youth are the answer and we should listen to elders, but really youth need to be the ones. And so then, um, I moved and I got a different type of organizing, um, background where it was much more intergenerational, but that's still something that I think is, um, really valuable for youth organizations is that intergenerational model, but just, um, specifically for algebra project, um, what do you think are good ways to incorporate like elders in the youth space, but supporting the youth leading and youth? Um, where I came from was B Y P it was like youth led, uh, youth organization. So how do you incorporate elders in that space? Or how would you want to, if it's not already there?

Speaker 1 (01:53:46):

Well, I know that a lot of organizations need money so we could get, um, we can get the elders that help us find grants and help us find money for the organization. So, and I know when we do civil disobedience, we utilize, um, the older people by, um, by getting them to make sure that they they're like this, this older person is gonna be in, um, make sure that this young person gets outta jail or gets the money to make sure they get outta jail. So there's a lot of ways to utilize the, um, the older people and plus, um, along the way, give advice, cuz miss Betty, she has been a big mentor as far as, um, me being a organizer. I learned a lot. She tells me about different organiz, um, organizing meetings. I just went to one last weekend and I never would've known about it if she wouldn't have told me. So I guess being big mentors and um, finding some money and all that good stuff. So yeah. Other folks on the panel wanna <laugh>

Speaker 3 (01:54:50):

I agree.

Speaker 1 (01:54:54):

Okay. We had, we had a question over here. Maybe

Speaker 17 (01:54:58):

Say something that she was, did you wanna respond to that?

Speaker 30 (01:55:01):

No, I was gonna, I was gonna add, ask them another question and

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Speaker 1 (01:55:06):

Yeah, you've had your hand up for a while brother.

Speaker 17 (01:55:07):

Oh, okay. Well just uh, quick, quick comment and then a question and um, thank you so much, panel one wonderful answers. I don't want anybody to be offended by, by what I'm gonna say, cuz you've given really great, great answers and or anybody in the audience, but um, you know, I'm, I'm impatient. I, you know, I mentioned that earlier and um, when we tell young people, well you need to plan and you need to strategize. You need to be strategic. And really, I don't wanna offend anybody at all. Cuz I, I hear what you're saying many times young people hear that as, um, I guess I'm not ready to do this yet. And so I've gotta, I can't do it yet. So it causes a little bit of hesitation and to me the enemy makes us hesitate. It's like you can wait a little bit, you know, listen to some music, watch a movie, you know, and then later do some planning, learn something, take a course and then maybe you can do it.

Speaker 17 (01:55:59):

And I know that's not what you're saying is like, wait, but that's often what young people hear. And to me, what I was getting out of this, um, uh, few days of wonderful stuff is that, um, a lot of things that SNCC people did, they did not plan you. You guys did not plan a lot of what you did. You did not prepare for it. And I was thinking when John Lewis was talking, you know? Yeah, they did tons of, you know, um, nonviolence training and yeah, they had a whole tradition of nonviolence behind them. But I think it was 13 people got on the first freedom ride 13. It's like, we, we, we need 500 people before we can do this. No 13 people. And then they got burnt out and then they were stupid enough to get back on the bus and go down and where they end up, you know, IM parchment penitentiary. So that wasn't that bright, you know, except that it opened up a whole lot of space and it wasn't planned, but it opened up a whole lot of space. And so I just wanna encourage young people to make mistakes, you know, make mistakes, do it, and then talk about it. Think about plan, find the training that you need and do it. So my question is for the panel, what mistakes have you made?

Speaker 1 (01:57:07):

Ooh, that's a great question. Um, the mistakes I've made, I think, um, as far as, um, with actions like, um, is the organizing portion, um, and, uh, the key portion of organizing is, um, building relationships. So I think that's a big mistake is, um, building, uh, relationships with people so that, so not only did they would come to this action or feel as though this is their action, um, that they would come to the next one and because I've built that relationship. So I think that's one of the big mistakes I made is not, not failing to build relationships with the people I, um, I reach out to. So yeah,

Speaker 3 (01:57:55):

Well, yeah, I could speak on one of the, um, one of, I think one of my biggest mistakes, honestly, one of my biggest mistakes, uh, with the Baltimore alley project was actually believing that politicians meant

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what they said. <laugh> so, um, it was, yeah, yeah. You know, um, you know, uh, you know, the project focused on grassroots organizing, um, some other organizations, you know, believe in, I guess what they call grass top organizing, you know, meeting with politicians and, you know, really trusting that when it's time to really get their hands dirty, you know, that they're gonna be like, okay, you know, this is what we planned and this is what we said. And, and usually it turns out to be well, uh, um, no, I support what you're doing, but I can't, I can't help you, you know? So, uh, that's one of, you know, my, my many mistakes

Speaker 23 (01:58:47):

Never see, um, I guess for me it would be, I guess, thinking that, that even though something is in the media and that it's, it is being put out there that everyone kind of has the same consensus that it's important. And, um, and actually, you know, again, my thing is the education and thinking that a lot of parents will show up, um, and not just parents, just people in the community, you know? Um, I think that's been the, the biggest thing for me. Um, and, and, um, and maybe, I don't know, trying to find better ways to, to again, communicate or react. Um, cuz I went up to the school board and just told 'em we was gonna March and you know, <laugh>, which was good because it let them know that there are people who care, who are serious, but at the same time, I think I wanted to understand more about the process. And I think sometimes we're not really taught that before we get up and open our mouth. So,

Speaker 4 (02:00:00):

Um, one of the mistakes we made was, uh, trying to have all the answers. Um, we have different, uh, groups, uh, that are built around the SNCC model across the country. And we go into their each where each organization trying to have all the answers instead of letting them develop organically. When we created a social media site called-technology.com, what that did was connect all the different affiliate groups so that the Southern California network that deals heavily with gangs can provide best practices for the groups that are in Georgia that are just experiencing those. So it doesn't necessarily come from the organization. The groups are engaging online and sh and sharing ideas on how they dealt with these different issues. So, um, just being, even though we have program and a curriculum being hands off enough to let you know the solutions develop organically instead of, you know, trying to have all the answers,

Speaker 3 (02:01:00):

Where do I start? <laugh> um, some of the mistakes that, uh, I make, um, one is I am one who does focus a lot on training. I am one who believes that spending enough time on the philosophy is, uh, is something worthwhile. Um, and sometimes I may

Speaker 3 (02:01:32):

Want to talk a little longer about it. Um, also I, I think one of, um, another mistake was try trying to, uh, work with so many at the same time, there are so many different issues that are happening. There are so many different cries for assistance and your heart stays open all the time and, and balancing being

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effective versus just providing some type of service and really trying to find that balance of being truly, because this is actually an ongoing conversation that we, we had this morning in many ways, um, about making sure that what we're trying to create there takes life before we move on and try to create something else and understanding that yes, the lo the, the, um, local folk have to take ownership and have to move with it. But, um, not trying to spread yourself too thin. And I I'd say that was probably that's.

Speaker 3 (02:02:37):

I mean, back in college, it was, I was told, I was told, man, you need to learn how to say no and, and finding a way to not move when the, your heart says you need to, but move. Um, and I, I, I'm not trying to say don't move when, when the spirit says move, I'm not saying that, but I'm saying, making sure that the seeds that you're planting are, are falling in real fertile ground so that they can grow. Um, and, and not trying to just throw you seeds everywhere. And I, I, I may be guilty of throwing my seeds everywhere. Hoping that nature will take care of some of them.

Speaker 1 (02:03:14):

Yeah. I, I agree. I think one of the biggest mistakes that we've made as young people in the movement is not focusing more on self care, um, and figuring out like, you know, we hear like, oh, you know, you can't afford to like, not do this man. Like, you know, you gotta be here. We need everybody we can get, well, like, that's true to an extent, right. But the movement will continue without you. You don't have to be here. Like you are an added benefit and we love you and we need you, but sometimes you just need to be still, right. Like, so I think that that is definitely a state. I think another mistake is like in strategic organizing, right? Is we're like target oriented. Who's a target, who's a target, who's a target. But in some of my work that's mean that's meant that like the, the folks at the target was hurting, weren't getting basic needs.

Speaker 1 (02:04:02):

Right? So like in east Tennessee, some of y'all may have heard about the TVA as disaster. Um, so like this coal Ash, uh, spilled out into this community, it was a bigger environmental DISA disaster than the Exxon Valdi spill. Um, it got no press. And while we are like, oh, you know, fuck TVA, you know, blah, blah, blah. These people had heavy, every minerals and stuff in their water, and TVA's telling them to boil it like, and not giving them any water. Now I'm an English major and I'm not the smartest person in the world, but I know if you boil water with heavy metals in it, it concentrates them. Right. So while we're over here doing a Diane at, at TVA, in Knoxville, wow. These people are poisoning themselves by boiling their water and drinking it. They're taking baths in it, they're washing their clothes in it.

Speaker 1 (02:04:48):

Right. So BA majoring in the minor and flunking in the major is, is one of the big mistakes. Um, and then to be like really honest, I think a mistake that I know I've made and several of my friends are in constant conversations about, is in our Intergen work. Like intergenerational work, putting SNCC folks on a P

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that's just unrealistic. Like it was not the golden age, like, and as, as much as folks like were amazing and did really wonderful work, like it was also very traumatic, right? Like it wasn't like, it, it, wasn't all beautiful in singing freedom songs in a church and loving on each other. Like there was a lot of struggle and there's a lot of stuff that folks carried with themselves after that. Um, and so like recognizing that, like the people that you love and like really respect, may disagree with you on some stuff. And like, you're gonna have to struggle with it. And you may not come back to any unity on things and that's the movement. Right. So having realistic expectations for El elders, I think is, is another big one other questions. Yes. Well,

Speaker 9 (02:05:53):

Um, my question can actually piggyback on something you said, because, um, one of the things that I've, I've been really concerned about in my current organizing work and I wasn't SNCC some 40 years ago, 45 years ago, um, but is the internal culture of organizations and you really touched on it in terms of people taking care of each other. Me touched on it once she talked about relationship building. So it's not just about the goal of the action, but it's building a community and a community that sustains itself and takes care of itself. So I wanted to ask each other young people to speak about, and also the internal culture of an organization to me means how do you make decisions? Who, who, who, uh, how do you construct your, your processes internally in your organization? Um, you know, I mean, how many everybody's been in an organization where the, the, the internal culture was a mess and you said, oh, I'm not sticking around here. You know, it's not, uh, it doesn't honor, people's voices. People aren't listened to. There's one person who dominates. So my question to you all, and I'll shut up is, uh, how, how much do you pay attention to that? And what are some of the things that you've come across and, and, and problem solved with in terms of the internal culture of the organizations you work in,

Speaker 1 (02:07:11):

Jonathan, you wanna kick us off and work our way back,

Speaker 3 (02:07:13):

The internal culture of an organization. Part of the decision making process within the gathering for justice is a collective process. Um, it's a collective one because we reach out to our regions to try to find out what it is is going on and what, what do we want to do as a collective. Now it might sound funny. Somebody was talking about decentralized structures and stuff. So, and we kind of take that type of a form as well, because each group has their own little autonomy, but we do. Um, and actually right now, we're in that type of a process where we're collecting information from our different regional leaders to decide how we should move forward as a collective. Um, and one thing I am learning more and more and more and more about is the necessity to, um, confront all conflicts that arise within your organization immediately, immediately so that they do not grow.

Speaker 3 (02:08:14):

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They do not fester to the point where reconciliation is a process that will take years versus one that could have taken a couple conversations. Um, I would say is one of the number one lessons I'm learning, um, is addressing the issues immediately understanding how uncomfortable it, because yeah, man, I I'm really trying to speak my truth throughout whatever uncomfortable feeling I may have because to stay silent when you know, what you're saying has some truth is only causing greater conflict in the long run within whatever it is that you're trying to do. Personal relationships organizations. And I compare the two because y'all get really intimate when you're working closely with people about life and death things. I mean, you're more than colleagues in this stuff and to address that stuff immediately and allowing people to say it however they want to, and really trying to understand the meaning of what they're saying to you. Yeah.

Speaker 31 (02:09:12):

Just add the spiritual to,

Speaker 3 (02:09:15):

Oh, hold on. My boss is speaking to me. No, my coach, my coach she's a coach. No, it, it is one where we, uh, the spirituality is at the center of our conflicts or our solving of conflicts and moving forward. Um, and it, you can call the creator whatever name you want to <laugh>, but we just honor all creators by mentioning the creator. Um, when we, we really try to just embody that spirit and it doesn't have, it doesn't have to have a religious structure to it. Um, it, it just, just honoring what is, I mean, I don't know. We, I hope y'all understand what I mean when I talk about the creator and just bringing that in. And I'm from a particular, like I grew up Catholic, our, our circles aren't run anywhere near what I'm used to, but the, the, the taste, the flavor of the spirit that enters is very much the same. And for us finding a way to honor others traditions, um, as we move forward and, and try to solve our problems, I think is the most important thing claiming, I mean, and I've heard before that if you, if you are truly, I say, I'm gonna catch you off cause we've run a long time. <laugh> byebye.

Speaker 4 (02:10:34):

Um, what's the gen, what's your name with the green shirt on Sendo Sandora um, one of Sendolo Sendolo okay. One of the points you made was how do you, you know, be able to take it lo take what's going on locally, nationally to be able to affect the, the larger systems. And that's part of the organizational conflict that we experienced the way, um, the pen and pencil program is set up. It, we're not set up in a way where we are like affiliates, like NAACP, where everybody does exactly what national Alliance of faith and justice says. We, we intrinsically have this conflict because we partner with existing organizations like in Atlanta, we have a HIV pediatric aids organization that does pen and pencil. We have a grief counseling organization that on the west coast, we have the Southern California foster care network. And then in, in DC, we have somebody, the Saturday academy that deals with technology and each of these organizations has their own, uh, mission and their own goals or things that they want to do.

Speaker 4 (02:11:38):

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And the conflict is in order for us to really make change. We gotta be able to merge the, the, the curriculum that we have in what they're already doing so that they can get the sustainability and the capacity to be able to really be able to make, uh, change nationally. So it's, it's the big picture thinking that we, we go through to be able to partner with these organizations, what they, their mission is, and then get adding a national component to it, to help them do what they're doing. NA uh, locally and nationally as well. Okay.

Speaker 23 (02:12:14):

Um, just to kind of piggyback, um, love and respect of the two words that come to my mind. Um, just dealing with different conflicts. Um, me personally, there were certain things I was told not to talk about.

And I think I've said that several times <laugh>, but, um, in order to grow, you have to, no matter what is going on around you and who you're working with, you have to start with yourself and say, okay, well, what am I good at? You know, what am I not so good at? Do I need to work on something? Was I a little harsh, you know, um, and, and have that compassion. And once you can start there, no matter what comes up, you can give that respect. Okay. Of, okay, well, we may not agree on something, but we can agree to disagree, but what are we gonna get done? And just stick to those core issues. And again, resolving conflicts before it becomes a really huge issue, so that the conflict isn't the center of the focus, but the actual issue is. So I think that's the most simplistic way I could put it. Thank you.

Speaker 3 (02:13:25):

Yeah. So, um, I like to be brutally honest, um, my organization isn't perfect. So I don't like, you know, I'm not, I don't try to broadcast broadcast the bap, the bottom elder project as some perfect organization where everybody's just holding hands and, you know, you know, you know, skipping down the street, right. So our organization is a youth-led organization, so of course there's going to be problems. Um, um, and each of our, um, our leadership meetings where, you know, we are all, you know, trying to make decisions on the best way or best direction for the organization. You know, we run into problems, mainly problems dealing with, um, younger members, ideas against older member ideas, you know, um, some of the older members like me in Maryland and then the younger members, the people who are coming into the organization with, with smarts and, you know, know what they're talking about.

Speaker 3 (02:14:16):

Um, I think that, uh, something that I have, I had, I had to learn, um, dealing with, you know, younger members of the, uh, organization was, um, well, basically just simple understanding, um, you know, being able to, uh, understand the difference between, uh, I guess our opposing opinions and just simply trying to, uh, I guess take the steps necessary to either involve them together, I guess, I guess that's the way I would've to put it, you know, putting those ideas together or, um, simply disagree, just being able to disagree and move on. Um, but yeah, the, uh, our organization, you know, we definitely need to, uh, to build a better organization. I think every organization, you know, can be better and that, uh, every organization going to have problems with, uh, you know, as far as disagreements, et cetera. Um, but

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that's definitely one of the things that, uh, you know, we Def we had to learn on, you know, um, you know, I remember going to, uh, BA meetings with, uh, miss Betty and, uh, you know, Dr. Jay, who was like, you know, this, guy's funny, this guy's funny. Yeah. Well, I remember going to those BA meetings and, um, you know, BA Baltimore

Speaker 1 (02:15:35):

Education advocates, Baltimore education advocates. So it was like,

Speaker 3 (02:15:40):

Yeah, yeah, yeah. It was really that coalition. So like, after we left our advocacy meetings, you know, all pumped up, we would go to these meetings with the older members, you know, uh, older veteran organizers and would listen to their ideas. And sometimes we'd be sitting there thinking to ourselves like, yeah, <laugh>, I'm sleepy. Yeah. You know, exactly. You know, I'm, I'm sleepy, you know, I'm home, they doing a lot of talking right now, you know? And, um, and, but after a while, you know, you do understand that, um, first, first off that, you know, listening to, you know, your elders and trying to take back and learn, you know, some of that, something from that, that wisdom that they had over the, um, the experience they built. Um, but then, you know, also being able to look at it on a, on a, a, a straight level, you know, not as, you know, this is a somebody more superior than I am, or somebody that's inferior than me, but, um, understanding, you know, that we are on the same level and that, you know, all of our decisions and our opinions could be, uh, helpful to a collective decision.

Speaker 3 (02:16:43):

Great.

Speaker 1 (02:16:43):

Marilyn, I guess, to add, because we are, we all in the same organization, we, um, we have, um, what you call, they don't call 'em Friday meetings, but planning meetings that, where we discuss the, um, our issues within the organization and everybody, I guess, everybody, um, talks about the issue they have with the organization, the conflicts they have. And then we try to, um, remediate those conflicts. But I think we have a lot of learning to do so as far as, um, like as far as what he said was, um, uh, like, um, addressing the issue as soon as it happens. I don't think we do that a lot of times. So it builds, and it's kind of hard to, to, um, go back from, from the issue, because we waited so long to address it. So I think we just have a lot of learning there and my organizations have dis like consensus decision making processes.

Speaker 1 (02:17:35):

So like, when you see all the southerners doing like this, like, that's our way of saying, we agree with you without interrupting you and repeating you for the next 30 minutes. Um, we do like twinkle figures, you know, stuff like that. Um, and we also take stack, which is a way to make sure people don't dominate the conversation. Um, and, um, another thing that I've noticed that's really helpful. I mean, for one, it's

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recognizing that your people, and so your organization's never gonna be perfect, but it's also like reading your mission, every meeting. Oh, like going over your decision, making process, every meeting. Right. Cause then when new people come in, it's not like they are totally lost when you're snapping and doing like this. And like, what did all those answers in the what's weird <laugh> um, so, so doing that, um, and using consist, make sure that like, you know, you may have, like, I've heard lots about SNCC meetings being like three day long, 24 hour sessions. Cause it can be drawn out, but it makes sure that everybody gets an equal saying that we come to the like the most, like it's like we find as many win-win possibilities before we knock out someone's ideas. So that's how we get, so we are now at 5 21 and I'm gonna give you a few announcements and then I'm gonna let the panel say their last thoughts.

Speaker 32 (02:18:49): Can I make
a suggestion with Speaker 1

(02:18:52):

Room? Yes.

Speaker 32 (02:18:53):

You specifically

Speaker 13 (02:18:55):

Mad chair, by the way. I, I think y'all, you are great organizers. You you're excellent organizers. This sound like SNCC people 48 years ago. Um, but I, I hear a lot of organizations that are doing great stuff. And I also heard someone ask if, if this conference is not gonna put out an email list and send it to all the people, so we'll be able to get in touch with each other. You might also suggest they put out a list of youth organizations that we can support and send us that list with a summary of what they're doing so that we can say, oh, there's somebody in my area. Or I know something about that. So we can get in touch with people and offer support.

Speaker 1 (02:19:37):

Yes. Cuz we gonna need your money. I mean, for real, for real simple disobedience is expensive need to balance out, but we also need to talk about jail, Nobel policies too, but yeah, that's, that's legit. I appreciate that. That suggests you. Okay. So I have been told to tell you, um, well I was, they gave this to me late. I was supposed to tell you to turn off your cell phones <laugh> and I was supposed to tell you to not use flash cameras, cuz it apparently messes with your video. I'm sorry, I didn't get it. I didn't get it until like 30 minutes, like after we started. Um, <laugh> sorry. Um, dinner starts at six. The dinner is sold out. Tickets are required for entry, uh, for those of you that are gonna make it to the dinner. Yeah, I know students. I know anyway, the dinner will end at 7:45 PM and delegates will proceed in a second line who knows the hot day bras band, give it up for the hot day bras band.

Speaker 1 (02:20:32):

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Um, so the J day brass band is from new Orleans. Uh, they did a finding our folks tour are to find folks who were displaced. They do mad, amazing work. They were at the 75th anniversary of Highlander. They did a second line for, we shall ever come and they played, we shall ever come for like 45 minutes and we just jam. Um, so they are gonna lead a second line to, to the freedom concert at Fletcher auditorium and the progress center for the performing arts, which is very close to here. Um, the freedom concert is scheduled to end at 10:30 PM. Um, I also wanna give a shout out to people's dorm. Who's in the house and they're having an action on April 30th. Um, do you wanna talk about it real quick?

Speaker 33 (02:21:11):

Yeah. Um, folks already were mentioning budget cut issues. I'm sure everybody here has seen those issues in their communities. What's happening in Durham. North Carolina is that the county manager is suggesting 3% budget cut to the schools and there's currently a rainy day fund or a reserve fund balance that could be used to help meet that around progressive taxation that we're really trying to switch a conversation around. Um, in addition to that, our most kind of powerful members have been undocumented students who are pushing the issue of access to higher education and school workers who in North Carolina with other public workers don't have the right to collect the bargaining. So we're pushing the county managers and other county officials to take a stand on each of those issues on April 30th. We want to build this massive mobilization in March from one of our high schools to downtown the county commissioner building, put some numbers in the streets that Durham hasn't seen them quite a little while. So then I have, you can see over by the door. Thank you. No problem.

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Speaker

28 (02:22:21):

I just, someone has cash. That's very, that was very cool.

Speaker 1 (02:22:32):

Okay. Um, so we have five minutes and in those five minutes I would like the panelists to one. Give us the web address for, for your, um, organizations. If you have one, like I know there's one for, uh, pen to pencil and there's one for the gathering. I don't know if y'all have one. Um, but give that, um, like a really quick final thought and what you're gonna do when you leave here to create the new world

Speaker 34 (02:22:56):

Gathering for justice.org.com.

Speaker 3 (02:23:00):

Oh the gathering for justice.org or.com. What was the next thing? I'm sorry.

Speaker 1 (02:23:06):

Final thought. And what you're gonna do when you leave here to create the new world,

Speaker 3 (02:23:12):

Fred, there's a quote by Frederick Douglas that I really like, and that is, it is easier to raise a strong child than to fix a broken man. Um, and I'm going to continue to try to get better and to reach out to some of y'all and definitely to try to participate in the Ella baker tour, uh, to try to get that to some of our campuses because, or even just would y'all work with communities too, is that we chop, chop that up. All right, cool. Um, but yeah, I definitely that's something the intergenerational thing and I'm done. Thank you.

Speaker 4 (02:23:48):

Website is, uh, pen and pencil movement.org. And the one thing I want to be able to do immediately is get with all the organizations that are here because I notice we all deal in education, uh, juvenile justice. And so we need to at least come together on those issues that we're both, we're all working towards so that we can develop a consortium to actually, you know, be more effective in fighting these issues.

Speaker 23 (02:24:16):

Um, again for TD bird. Um, the main thing that I wanted to encourage everyone to do is that if you are here locally, you can go on April 20th at 3:00 PM to, uh, 360, um, wake forest road, which is the board of education, wake county, board of education. They will be doing drafting, um, to get rid of the

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diversity policy. So I want to get as many people there as possible to come and speak, um, against that. And, um, if you could contact your local NAACP, I don't have, um, coalition together just quite yet, but I

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do work with Reverend barber and trying to get his message out and anybody who could definitely help in that area because they have taken the lead on filing lawsuits against wake and Wayne county. Um, that will be greatly appreciated if you like to reach me. My email is young, Y O U N G N E F like Frank, the number1@yahoo.com.

3 (02:25:20):

Oh. Um, before I go, um, what's, what's your name in the back? I didn't get it. Yes. There there, no, I just wanted to tell you that, um, I'm interested in getting that ticket from you. Yeah, the dead. Yeah. So, um, oh yeah, just by the way of, I saw Danny Glover today and at the Marriot, he winked at me. <laugh>

Speaker 1 (02:25:42):

He's a lovey debit counter fellow. He's

Speaker 3 (02:25:44): A,

he's real cool. But um,

Speaker 1 (02:25:47):

He knew you were an organizer, right? Right.

Speaker 3 (02:25:50):

No, uh, usually I like, you know, if, if you want, you know, I'll hand out my card to like everybody here, but, um, just to put my email address out there as, uh, ACE it's, uh, uh, a C E uh, 6 2 5 bap, gmail.com. Um, you can, you can hit me up anytime. Um, I'll even put my number out there. It's it's 4 1 0 9 6 1 5 2 3 9. Um, I'm always interested in, in conversation and, and I'm, I'm always open to, uh, different opportunities. So, uh, definitely hit me up.

Speaker 1 (02:26:25):

Oh, um, my email address is MD, uh, P E law student yahoo.com. And what was the one of the question? So last thought and what you're gonna do to create the new world when you leave here today? Oh, well, um, my last thought, okay, what I'm alright. What I'm gonna do to help create the new world is, um, probably continue to, um, probably continue to organize, but in a different way, um, use

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Speaker

different tactics from what I learned from SNCC. Um, Ben here at this conference and, um, uh, that's, that's it. Okay.

Speaker 35 (02:27:04):

<laugh> <laugh>

Speaker 1 (02:27:07):

Organizing will do it to you. Um, so, um, some websites to check out usas.org gets United students against sweat shops, website. We just got a new one and it's really cool and fancy. So you check it out. Um, student environmental action, coalitions website is [S E a c.org](http://SEAC.org). Mountain justice is [mountain justice.org](http://mountainjustice.org). Um, and we're currently getting ready for our summer camp. So if you're interested in coming to central Appalachian learning a little bit about what it looks like and, and things of that nature and participating in direct action, it'll be in pine mountain, Kentucky. Um, and it's in may. So there'll be information about registration and stuff on that. My email address is Henderson, uh, H E N D E R S O N a w gmail.com. And I'm also on Facebook. It's easy way to get ahold of me. I know some folks know me through Facebook in the room, so, uh, that's a, that's a good way. And I'm actually Henderson and I endorse this message go out and create a new world together. Folks. Thanks for coming. Thank you

25 (02:28:14):

Done. Did people had fun?

Speaker 1 (02:28:18):

Oh, words.