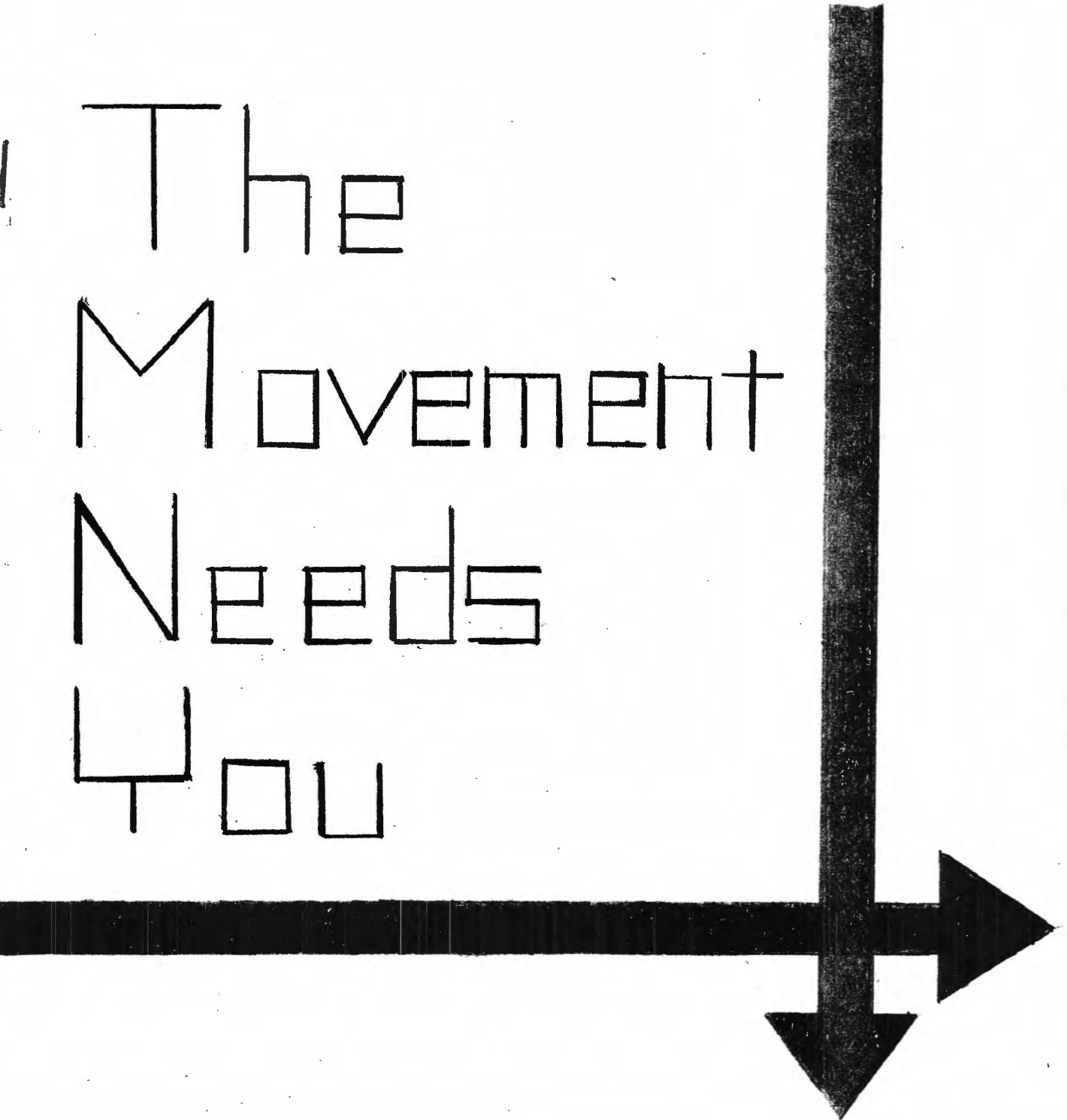


The Movement Needs You



STUDENT NONVIOLENT COORDINATING COMMITTEE
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INTRODUCTION

During the past summer civil rights demonstrations have grown fantastically in terms of numbers and enthusiasm. Our efforts have drawn increasing attention to the myriad problems whose roots are grounded in the system of segregation. But this is not enough. Exposing the problems at hand merely establishes the base for revolution. We are now entering an era in which we must be prepared to take full advantage of the openings which our continued protests will create. This means that the movement must retain and increase its advocates in sufficient numbers so that we may carry out extensive programs in the area of voter registration, the elimination of illiteracy, and the improvement of our general economic status.

The future of the movement depends on our efforts to keep the American public alerted to our needs and discontents. It also depends upon how well this student generation incorporates the values toward which we strive, into their preparatory academic and social lives. There must be involvement in political and civic matters along with academic training, if we intend to see any real societal change during our life-time. As John Lewis, Chairman of the Student Nonviolent Coordinating Committee said in his speech during the March on Washington:

"Let us not forget that we are involved in a serious social revolution. By and large, American politics is dominated by politicians who build their careers on immoral compromises and ally themselves with open forms of political, economic, and social exploitation. There are exceptions of course. We salute those. But what political leaders can stand up and say, 'My party is the party of principles'. The party of Kennedy is the party of Eastland. The party of Javits is also the party of Goldwater. Where is our party. Where is the political party that will make it unnecessary to have Marches on Washington?"

The "Party of Principles" lies dormant within those who are in and understand the movement. The creators of a good Fair Employment Practices Committee (FEPC) bill; those future office holders who will guarantee a democratic system; those persons who will up-date our educational facilities and techniques are now among those who swell the ranks of students throughout the nation. If students don't prepare now to accept these positions of leadership, the days of marching through the streets of the North and the South will increase, cases of police brutality will continue to mount, junior high and high school students will continue to attend double and triple sessions in overcrowded classrooms, and incomes of Negroes will remain well below the national level.

The task of carrying out the revolution is ours. The services and resources of SNCC are available to you upon request.

THE STUDENT NONVIOLENT COORDINATING COMMITTEE

HISTORY

The Student Nonviolent Coordinating Committee (SNCC) was born out of the history-making sit-in movement that erupted across the South in the spring of 1960. At Easter of that year, the first Southwide meeting of sit-in leaders was held in Raleigh, North Carolina. Here a temporary committee to promote communication and coordination of activities among protest groups was set up. The group met monthly during the summer, opened an office in Atlanta, and at a second conference held in Atlanta, Georgia, October, 1960, the Student Nonviolent Coordinating Committee was formally organized. One representative from each Southern state and the District of Columbia made up the Coordinating Committee.

Participation in the Freedom Rides in 1961 and a growing sense of the depth of fear that shackled most Negroes of the South convinced SNCC leaders that someone would have to take the freedom movement to the millions of exploited, disfranchised and degraded Negroes of the Black Belt section of the South. Thus SNCC in 1961 began to do just that:

In August, 1961, SNCC launched its first voter-registration project, choosing Walthall, Pike and Amite Counties of Mississippi. This sparked nonviolent direct action by hundreds of high school students in McComb, Mississippi, and led to the development of a state-wide voter registration program recently dramatized by the use of snarling police dogs to stop Negroes from registering in Greenwood, Mississippi.

October, 1961: SNCC workers went to Albany, Georgia, and became the catalytic fuse for the massive protests of the Albany Movement.

By November, 1961, some sixteen students had volunteered to take a year or more from school to work in the hard-core areas for subsistence only.

PROGRAM

SNCC's grass-roots approach is designed to build indigenous, trained leadership on college and high school campuses and in local communities.

In recruiting potential student leaders from college campuses and sending them to work in rural counties, SNCC hopes to bridge the gap between centers of learning and the work-a-day communities.

SNCC workers have organized and guided local protest movements that are never identified as SNCC projects. This is part of the program of developing and building and strengthening indigenous leadership.

This program has captured the imagination of students all over the country, and today more than 150 SNCC field secretaries are symbols of courage and dedication as they undertake the often tedious and tiring, and always dangerous work in the most difficult areas of the South: Mississippi, Central Alabama, Southwest Georgia, Eastern Arkansas, Southern Virginia.

These students work for subsistence salaries, when funds are available. But at times they have chopped cotton and picked squash to secure food. They live in the community, often in the homes of local residents, for the weeks and months that are required to break through generations of fear and intimidation. The students' courage helps emerging leaders achieve a new self-image and the strength to act. Slow, steady personal contact, discussion, persuasion give the people confidence in the SNCC worker and the program he advocates. Then the people begin to gain enough confidence in themselves to seek and assert their rights.

In the community SNCC workers organize for voter registration and direct action. SNCC voter registration efforts give disfranchised Negroes the right to vote in areas where they have been denied this right since Reconstruction. And, fully as important, the program deepens an awareness of the meaning of first class citizenship, develops a community of action, and creates mutual trust and support among people who too often have been suspicious and divided by fear.

As of summer, 1963, SNCC had initiated and participated in direct action campaigns in 54 cities in the 13 Southern states.

STRUCTURE

SNCC is not a membership organization, but rather an agency attempting to stimulate and foster the growth of local protest movements. The Coordinating Committee itself consists of representatives of protest groups who meet regularly to formulate strategy, to review the general program, and to give direction to the staff.

FUTURE

The future means redoubled efforts to continue introducing educated and determined young workers into the hard core areas while maintaining a college contact program which leads to militant action in cities and provides new recruits for full time work later.

SNCC hopes in the future to expand pilot projects from one town to surrounding counties, find funds to support students who wish to join the staff, provide more and better workshops and conferences on the meaning and techniques of non-violent community action and political involvement.

SNCC hopes in the future to make the South into a just and free land. We intend that the future will not be distant.

PROGRAM SUGGESTIONS

I. Politics

- A. SNCC presently has voter registration projects in Southwest Georgia, Alabama, and Mississippi. Volunteers are always needed to work on registration campaigns, and to help with typing, sending out mailings, etc. in local offices.
- B. Do research in the area around your campus to find out how many Negroes are not registered, and what problems people might encounter in registering to vote. Go a step farther and find out the backgrounds of local and state office holders.
- C. Find out if any group in your area is working on voter registration. If so, volunteer your services; if not, think about setting up a group. If you accept the later suggestion keep the following things in mind:
 - 1. Talk to local civic and civil rights leaders and try to interest them in the project. Since they are the leaders they exert some influence over at least part of the community. Your group will have to establish a position of trust and respect in the community. At some point you will have to deal (whether it be positively or negatively) with its leaders. You should get to know them.
 - 2. Seek out persons in your college's administration or faculty who are interested in political change and try to incorporate them into your program. They may have good advice, and they may help to create a smooth relationship between the campus and the community.
 - 3. Set up mass meetings. This is a way to acquaint the people with the pertinent issues of the community and of maintaining the strength and spirit of the movement.
 - 4. You may need to set up an education program so that people can get help in interpreting the state constitution, and filling out registration forms.
 - 5. Work WITH the people in the community, so that you will constantly be aware of their needs. Incorporate them into your organization, don't remain outsiders.
- D. Find out who your local, state and federal representatives are. Don't hesitate to write to them to express your desires and opinions, especially when you see or hear about cases of police brutality or harassment of people who are attempting to register.
- E. Flood the federal government with requests for stronger Civil Rights legislation.

II. Education

- A. Examine your college's academic program. Does the curriculum include the courses which will prepare you to go directly into graduate school? Can you choose from a variety of courses in your major field? Do you have a student-faculty committee on academic affairs? If so make your suggestions and/or discontents known to them. Also make them known to the administration.
- B. Does your college offer a wide variety of cultural affairs and speakers or guest lecturer? If not, perhaps you can interest the administration or the organizations to which you belong in improving the situation.
- C. Make a study of the conditions in the elementary and secondary schools in your area. Do they have double or triple sessions? Are the library and other facilities adequate?
 1. Set up a tutorial project to supplement the education of children in deprived areas. Talk to and ask the local school board, principals, teachers, and perhaps people in your department of education (or other departments) for help.
 2. Begin a project in motivation. Inform junior high and high school students about a wide variety of vocations which they might pursue. Have programs where various people talk about their work. Inform students about the educational backgrounds which different jobs require.
 3. Familiarize students with a large variety of colleges, North and South. Tell them about the College Board Entrance Examination, and about sources of scholarship aid.
 - a. You should become familiar with organizations such as the National Scholarship Service and Fund for Negro Students in New York. (This is a group which will provide supplementary scholarship funds)
- D. Perhaps you can interest your college in starting a work-study project such as those recently instituted at Tougaloo College, Tougaloo, Miss. and Miles College, Birmingham, Ala.
 1. A prospectus of these projects is available from the Atlanta office.

III. Employment

- A. Investigate the hiring practices of stores and industries in your area. Are Negroes hired as sales clerks, in positions requiring certain skills? Or are they janitors and stockboys? Make your findings known to the managers of these places. If you ask that more Negroes be hired, make sure that you have the people available who can take over the openings.
 1. If your demands are not met, call for an area-wide boycott of the stores or products of the non-cooperative industry.

2. Find out who the owners and board members are for the stores and industries with which you are dealing. (They may often be from the North.) Two sources of this information are: Moody's Industrial Manual, 1962, and Standard and Poor's Directory of Directors, 1962.

B. Don't be conventional in your own choice of a vocation. Go into an area other than medicine, dentistry, teaching, or religion. Be prepared for the positions which the movement is opening.

IV. Other Areas for Direct Action:

- A. Patronize the libraries, movies, swimming pools, and other public accommodations in your area.....all of them.
(Or keep going to them until you can patronize them.)
- B. Get involved in the movement in some way. Let's see some real changes in society during our life-times.
- C. Read the pamphlet, "Nonviolent Direct Action" by Charles C. Walker, and plan your actions well.