

TRANSCRIPT FOR THE NATIONAL YOUTH SUMMIT ON FREEDOM SUMMER  
FEBRUARY 5, 2014

(Nicholas Nchamukong) WELCOME TO THE 2014 NATIONAL YOUTH SUMMIT ON FREEDOM SUMMER. I'M NICHOLAS NCHAMUKONG AND I'M A STUDENT AT THE UNIVERSITY OF CALIFORNIA IRVINE. ALONG WITH MY CO-HOSTS HARRY CLARKE AND JOY LYMAN I SPENT THE FALL SEMESTER AT THE NATIONAL MUSEUM OF AMERICAN HISTORY IN WASHINGTON, D.C. LEARNING ABOUT THE FREEDOM SUMMER, THE CIVIL RIGHTS MOVEMENT, INTERVIEWING VETERANS OF THE MOVEMENT AND PREPARING TO HOST THIS SUMMIT. WE'RE HERE LIVE IN THE OLD CAPITOL MUSEUM IN JACKSON MISSISSIPPI, IN THIS HISTORIC SPACE WHERE MISSISSIPPI LEGISLATORS VOTED ON SECESSION AND USHERED IN THE 1890 STATE CONSTITUTION THAT RESTRICTED THE VOTING RIGHTS OF AFRICAN-AMERICANS. WE WILL TALK WITH FREEDOM SUMMER VETERANS, YOUTH, AND EXPERTS ABOUT THE HISTORY AND LEGACY OF 1964 SUMMER PROJECT, A YOUTH LED PROGRAM WHOSE GOAL IT WAS TO EMPOWER AFRICAN-AMERICANS IN THE STATE THROUGH VOTER REGISTRATION AND EDUCATION.

(Harry Clark) HI, I'M HARRY CLARK. JOINING US TODAY IS JOY LYMAN WHO WILL BE MODERATING OUR WEB DISCUSSION AND ALSO WITH JOY ONLINE IS DAVID GOODMAN, BROTHER OF ANDREW GOODMAN AND PRESIDENT OF THE ANDREW GOODMAN FOUNDATION. WE'RE JOINED TODAY IN OUR LIVE AUDIENCE BY STUDENTS FROM MURRAH HIGH SCHOOL IN JACKSON AS WELL AS McCOMB HIGH SCHOOL IN McCOMB, MISSISSIPPI AS WELL AS STUDENTS IN ALL 50 STATES NATIONWIDE, ABROAD AND AT REGIONAL YOUTH SUMMITS AT SMALLER SMITHSONIAN AFFILIATE MUSEUMS. THE AMERICAN JAZZ MUSEUM IN KANSAS CITY, MISSOURI, THE ARAB-AMERICAN NATIONAL MUSEUM IN DEARBORN MICHIGAN. HISTORY COLORADO IN DENVER COLORADO. THE INSTITUTE OF TEXAN CULTURES IN SAN ANTONIO. THE JAPANESE AMERICAN NATIONAL MUSEUM IN LOS ANGELES, CALIFORNIA. THE NATIONAL MUSEUM OF AMERICAN JEWISH HISTORY AND THE AFRICAN-AMERICAN MUSEUM IN PHILADELPHIA, PENNSYLVANIA. THE NATIONAL UNDERGROUND RAILROAD FREEDOM CENTER IN CINCINNATI, OHIO. NORTH CAROLINA MUSEUM OF HISTORY IN RALEIGH, NORTH CAROLINA. THE OKLAHOMA HISTORY CENTER IN OKLAHOMA CITY. THE SENATOR JOHN HEINZ HISTORY CENTER IN PITTSBURGH PENNSYLVANIA AND THE WESTERN RESERVE HISTORICAL SOCIETY IN CLEVELAND, OHIO.

(Nicholas Nchamukong) THIS PROGRAM IS A PARTNERSHIP WITH SMITHSONIAN AFFILIATIONS AND PBS'S AMERICAN EXPERIENCE WHICH WILL AIR THE DOCUMENTARY FREEDOM SUMMER ON PBS BEGINNING THIS SUMMER. THE PROGRAM IS FUNDED BY THE NATIONAL ENDOWMENT FOR THE HUMANITIES AND THE VERIZON FOUNDATION.

PLEASE SHARE COMMENTS ON THIS PROGRAM AND QUESTIONS FOR THE PANEL IN THE CHAT. WE WILL TAKE AT LEAST ONE QUESTION FROM THE ONLINE AUDIENCE DURING THE SECOND HALF OF THE PROGRAM. YOU CAN ALSO SHARE QUESTIONS BY TWEETING WITH THE HASHTAG #FREEDOMSUMMER, TO START THE PROGRAM, WE'LL BEGIN WITH A CLIP FROM THE FILM "FREEDOM SUMMER."



FREEDOM SUMMER FILM CLIP:

♪ HEAR THAT FREEDOM TRAIN A COMING. ♪ ♪ HEAR THAT FREEDOM TRAIN A COMIN' ♪ ♪ WELL,  
HEAR THAT FREEDOM TRAIN A COMIN' --

>> SPENDING A SUMMER IN MISSISSIPPI TAUGHT ME A LOT ABOUT THIS COUNTRY. MY HIGH SCHOOL SOCIAL STUDIES TEACHER TAUGHT ME THAT WE ALL HAVE RIGHTS. MISSISSIPPI SUMMER TAUGHT ME THAT WE DIDN'T ALL HAVE RIGHTS. ♪ ♪ THEY WILL BE COMING BY THE THOUSANDS ♪ ♪.

>> WHEN WE BEGAN TO GO TO MISSISSIPPI, THE BLACK PEOPLE WE MET THERE WERE NOT INTERESTED IN LUNCH COUNTERS, THEY WEREN'T INTERESTED IN SITTING IN THE FRONT OF THE BUS. THERE WERE NO LUNCH COUNTERS, THERE WERE NO BUSES. THEY WANTED TO VOTE.

>> ♪ IT WILL BE CARRYING REGISTERED VOTERS ♪ ♪.

>> ♪ ♪ IT WILL BE CARRYING REGISTERED VOTERS ♪ ♪.

>> I JUST MADE UP MY MIND THAT I WAS GOING TO BE A REGISTERED VOTER. I NEVER WANTED TO BE A POLITICIAN. I JUST WANT WANTED THE RIGHT TO VOTE.

>> I DON'T WANT THE NEGRO AS I HAVE KNOWN HIM AND CONTACTED HIM DURING MY LIFETIME TO CONTROL THE MAKING OF THE LAW THAT CONTROLS ME. TO CONTROL THE GOVERNMENT UNDER WHICH I LIVE.

>> ♪ ♪ IT WILL BE ROLLIN' THROUGH MISSISSIPPI ♪ ♪.

>> I DON'T THINK PEOPLE UNDERSTAND HOW VIOLENT MISSISSIPPI WAS. TERRORISM LED BLACK PEOPLE TO THE OBVIOUS CONCLUSION, IF THEY TRY AND VOTE, THEY'RE MESSING WITH WHITE FOLKS' BUSINESS AND THEY CAN GET HURT OR KILLED --

>> WE HOPE TO SEND IN TO MISSISSIPPI THIS SUMMER UPWARDS OF ONE THOUSAND STUDENTS FROM ALL AROUND THE COUNTRY WHO WILL ENGAGE IN WHAT WE'RE CALLING FREEDOM SCHOOLS, COMMUNITY CENTER PROGRAMS, VOTER REGISTRATION ACTIVITY, AND, IN GENERAL, A PROGRAM DESIGNED TO OPEN UP MISSISSIPPI TO THE COUNTRY.

>> THE BURNED OUT STATION WAGON IN WHICH THE THREE CIVIL RIGHTS WORKERS WERE LAST SEEN HAS BEEN PROCESSED BY FBI LABORATORY INVESTIGATORS --

>> I KNEW IT WAS GOING TO BE BAD. I DIDN'T DREAM FOR A MINUTE THAT PEOPLE WOULD BE KILLED. BUT IT WAS ALWAYS IN THE BACK OF EVERYBODY'S MIND THAT SOMETHING -- THAT BAD THINGS WERE GOING TO HAPPEN. SO IT WAS TERRIFYING. BUT, IF YOU CARED ABOUT THIS COUNTRY AND YOU CARED ABOUT DEMOCRACY THEN YOU HAD TO GO DOWN THERE.

(Nicholas Nchamukong) AT THIS TIME I WOULD LIKE TO INTRODUCE OUR PANELISTS FOR THE SUMMIT. DR. ROBERT "BOB" MOSES DIRECTOR OF THE MISSISSIPPI SUMMER PROJECT AND THE FOUNDER OF THE ALGEBRA PROJECT. AND WE HAVE LARRY RUBIN, FORMER STUDENT

NONVIOLENT COORDINATING COMMITTEE STAFFER AND LABOR ACTIVIST, AND ONLINE WE HAVE DR. MARSHALL GANZ, CIVIL RIGHTS ACTIVIST AND SENIOR LECTURER IN PUBLIC POLICY AT THE KENNEDY SCHOOL AT HARVARD UNIVERSITY. WE'LL START THIS CONVERSATION WITH THE ARAB AMERICAN NATIONAL MUSEUM IN DEARBORN MICHIGAN

>> (video question)

(Nicholas Nchamukong) HE WOULD LIKE TO KNOW WHAT LIFE WAS LIKE IN MISSISSIPPI BEFORE THE FREEDOM SUMMER.

>> (Bob Moses) INTERESTING QUESTION. BUT SO -- WHAT WAS LIFE LIKE FOR WHO IN MISSISSIPPI? SO I WILL JUST TAKE A SLICE OF THAT QUESTION. WHAT WAS LIFE LIKE FOR AMZIE MOORE, C.C. BRYANT, E.W. STEPTOE? THEY WERE "RACE MEN" RIGHT? THEY WERE PEOPLE WHO HAD DECIDED THEY WOULD LIVE THEIR LIVES IN STRUGGLE. SO FOR THEM, LIFE WAS LIKE GUERRILLA WARFARE IN SOME SENSE, RIGHT? THEY WERE THE INDIGENOUS POPULATION WHICH ALLOWED THE FIELD SECRETARIES FOR SNCC (The Student Non-Violent Coordinating Committee) AND CORE (The Congress of Racial Equality) TO ACTUALLY DO WHAT WE DID, RIGHT, LEADING INTO FREEDOM SUMMER. SO IT WAS A FORM OF GUERRILLA WARFARE. NOW IN GUERRILLA WARFARE THEN YOU NEED TO HAVE A POPULATION THAT YOU ARE EMBEDDED IN, RIGHT? IT WAS THE ONLY TIME IN MY LIFE WHERE I COULD LEAVE SOMEPLACE AT ANY TIME DAY OR NIGHT AND KNOCK ON SOMEBODY'S DOOR. THEY WERE GOING TO HAVE A BED FOR ME TO SLEEP IN. THEY WERE GOING TO FEED ME AND THEY WERE GOING TO WATCH MY BACK, RIGHT? THEY WOULD STAY UP AT NIGHT WITH RIFLES AND SHOTGUNS, RIGHT, LOOKING OUT OF THE WINDOW. SO THAT WAS WHAT LIFE WAS LIKE. I MEAN, I'M -- I GOT -- THE QUESTION HAS TO BE ABOUT FOR WHOM, RIGHT? SO I'M TALKING ABOUT FOR THE POPULATION THAT HAD DECIDED THAT THEY WEREN'T GOING TO LIVE IN THIS COUNTRY UNLESS THEY COULD CHANGE IT, AND THE PEOPLE IN MISSISSIPPI WHO HAD DECIDED THAT THEY WOULD LIVE A LIFE IN STRUGGLE. IT WAS GUERRILLA WARFARE.

(Harry Clarke) I HAVE A TWO-PART QUESTION FOR YOU, DR. MOSES.

(Larry Rubin) LET ME JUMP IN ON THIS.

(Harry Clarke) GO AHEAD.

(Larry Rubin) RESISTANCE DIDN'T START WITH FREEDOM SUMMER. IT STARTED WHEN THE FIRST AFRICAN WAS KIDNAPPED TO BECOME A SLAVE HERE AND RESISTED. AND THE CHANGE DIDN'T END WITH FREEDOM SUMMER. THE CHANGE IS CONTINUING. BUT THERE WAS A SYSTEM NOT ONLY IN MISSISSIPPI BUT ACROSS THE DEEP SOUTH, THAT, THROUGH FEAR AND THROUGH RIGIDLY CONTROLLED METHODS OF ALL SORTS LED PEOPLE TO THINK FIRST ABOUT WHAT THEY WERE RATHER THAN WHO THEY WERE. AND IF YOU STEPPED OUT OF LINE, IF YOU WERE WHITE, YOU COULD BE SHUNNED OR FIRED. AND IF YOU WERE BLACK, YOU COULD BE BEATEN OR KILLED. ANOTHER THING I JUST WANTED TO ADD IS THAT, THE ENTIRE NATION SUPPORTED THIS SYSTEM. THE SOUTH WAS NOT A SEPARATE COUNTRY. WHAT WE USED TO CALL THE POWER STRUCTURE NEEDED THE SOUTH TO EXIST. THEY NEEDED A PLACE WHERE PEOPLE WERE KEPT SEPARATED FROM EACH OTHER AND WOULD NOT BE ALLOWED

TO FIGHT TOGETHER FOR THEIR COMMON INTERESTS. AND THAT KEPT PEOPLE IN THE SOUTH POOR.

(Harry Clarke) I'M GLAD YOU BROUGHT UP LOOKING AT A BIGGER SYSTEM. I HAVE A TWO PART QUESTION FOR YOUR DR. MOSES. ONE, WHY MISSISSIPPI AND, TWO, WHY FOCUS YOUR EFFORTS ON VOTER REGISTRATION AND EDUCATION.

(Bob Moses) SO LET ME TAKE THE SECOND QUESTION FIRST. SO I WAS TEACHING AT HORACE MAN SCHOOL IN NEW YORK WHEN THE SIT INS BROKE OUT. AND I FIGURED THAT IT WAS ABOUT ME AND MY LIFE IN NEW YORK AS WELL AS ABOUT WHAT WAS HAPPENING IN THE SOUTH. SO I GOT DOWN TO ATLANTA IN THE SUMMER OF 1960, REMEMBER THE SIT-INS BROKE OUT IN FEBRUARY OF 1960. AND ELLA BAKER, WHO WAS AT THAT TIME OF MARTIN LUTHER KING'S ORGANIZATION, SCLC (Southern Christian Leadership Conference) AND WHO HAD BEEN THE MIDWIFE FOR SNCC, SENT ME OVER TO LOOK AT EVIDENCE OF SIT IN ACTIVITY IN ALABAMA, MISSISSIPPI, LOUISIANA. AND I MET -- SHE SENT ME TO AMZIE MOORE, WHO WAS THE HEAD OF THE NAACP (National Association for the Advancement of Colored People) IN CLEVELAND, MISSISSIPPI, AND AMZIE WAS THE ONE THAT SAID WHAT THE STUDENTS SHOULD DO. HE SAID, YOU NEED TO COME TO MISSISSIPPI AND WORK ON VOTING. WE DON'T NEED YOU TO COME HERE TO WORK ON LUNCH COUNTER SIT INS, RIGHT? SO THAT'S HOW I GOT INVOLVED IN ACTUALLY COMING TO MISSISSIPPI AND FOCUSED ON WHAT AMZIE SAID WE SHOULD DO, THAT WE SHOULD ACTUALLY COME IN HERE AND SEE ABOUT VOTING. AND WHAT WAS THE FIRST QUESTION?

(Harry Clarke) WHY MISSISSIPPI OF ALL OF THE SOUTHERN STATES?

(Bob Moses) MISSISSIPPI KIND OF SAID -- MISSISSIPPI ACTUALLY INVITED EVERYBODY TO COME IN. BECAUSE IF YOU REMEMBER WHEN THE FREEDOM RIDES CAME THROUGH, RIGHT, MISSISSIPPI, IN ESSENCE, SAID, WELL, THE BUCK STOPS HERE, RIGHT? YOU CAN GET ON THAT BUS AND YOU CAN COME IN TO MISSISSIPPI, BUT YOU'RE NOT GETTING OUT, RIGHT? AND SO, RIGHT THROUGH -- THROUGH THE NATION'S HISTORY, MISSISSIPPI, YOU GOT TO THINK, 1875, RIGHT? 1875, ADELBERT AMES WAS GOVERNOR OF MISSISSIPPI UNDER THE REPUBLICANS , GRANT, THE PRESIDENT HAD SENT TROOPS IN SO BLACK PEOPLE COULD VOTE. WE HAD A BLACK MAJORITY OF VOTERS IN MISSISSIPPI AND THEY VOTED IN ADELBERT AMES. AND THEN THROUGH TERROR AND VIOLENCE, THE DEMOCRATS OVERTHREW THAT RIGHT AND SET THE STAGE FOR 1876 WHEN THE COUNTRY FLIPPED, RIGHT, WHEN THE -- WITH THE (RUTHERFORD) HAYES-(SAMUEL) TILDEN ELECTION AND THE COMPROMISE WAS MADE, WELL, THE REPUBLICANS CAN HAVE THE PRESIDENCY BUT THE TROOPS HAVE TO COME OUT OF THE SOUTH, RIGHT? AND MISSISSIPPI WAS THE FLASH POINT FOR THAT. AND AGAIN IN 1890, MISSISSIPPI WAS THE FLASHPOINT AND SAID BLACK PEOPLE ARE NOT GOING TO VOTE. THEY'RE NOT GOING TO ACTUALLY HAVE ANY KIND OF SUBSTANTIVE CITIZENSHIP. AND AGAIN IN 1954 WITH THE WHITE CITIZEN'S COUNCILS REACTING AND IN INDIANOLA, MISSISSIPPI REACTING TO THE BROWN (VS. BOARD OF EDUCATION) DECISION. MISSISSIPPI HAS SET ITSELF UP THROUGH THE HISTORY. AND IT CERTAINLY DID THAT IN THE 60s WITH THE FREEDOM RIDES AND SAID, LOOK, COME IN HERE BUT YOU'RE NOT GETTING OUT.

(Harry Clarke) NOW WE HAVE A QUESTION FOR YOU AGAIN DR. MOSES, FROM THE ACADEMY OF PALUMBO IN PHILADELPHIA.

>> THIS QUESTION IS FOR MR. ROBERT MOSES. DID IT EVER CROSS YOUR MIND TO ABANDON THIS PROGRAM? IF SO, WHAT DO YOU THINK THE OUTCOME OF YOU DOING SO WOULD BE?

(Bob Moses) SO THAT'S A QUESTION ABOUT THE PROGRAM MEANING THE WORK IN MISSISSIPPI?

(Harry Clarke) DID YOU HAVE THINK ABOUT ABANDONING IT?

(Bob Moses) YOU KNOW, WHEN HERBERT LEE WAS MURDERED IN AMITE COUNTY AND THIS WOULD'VE BEEN SEPTEMBER, I THINK IT WAS SEPTEMBER 29th, 1961, RIGHT, WE WERE WORKING OUT OF (E.W.) STEPTOE'S FARM, AND STEPTOE WAS HEAD OF THE NAACP IN AMITE, AND THE SHERIFF HAD CONFISCATED THE BOOKS, RIGHT, AND SO IT WAS KIND OF A SHUTDOWN OPERATION. BUT STEPTOE AND HERBERT LEE WERE STILL VERY ACTIVE. AND STEPTOE DIDN'T HAVE A CAR. HERBERT LEE HAD A PICKUP TRUCK. AND WE WOULD DRIVE -- THE THREE OF US WOULD DRIVE AROUND, FINDING PEOPLE WHO WANTED TO TRY TO REGISTER. SO THEN WHEN HERBERT LEE WAS MURDERED AND DR. ANDERSON IS RIGHT HERE IN THE AUDIENCE AND HIS BODY LAY OUTSIDE OF THE COTTON GIN, FOR HOURS NOBODY WOULD TOUCH IT, AND THEN WHEN THEY BROUGHT IT OVER TO McCOMB THEY CALLED DOC, AND DOC CALLED ME AND SAID THERE'S A BODY THAT HAS JUST COME IN, WE NEED TO GO DOWN AND LOOK AT IT BECAUSE WE FIGURED IF IT WAS COMING OUT OF AMITE, IT HAD SOMETHING TO DO WITH THE REGISTRATION. BUT THAT WAS AN ISSUE THAT RAISED THE QUESTION, YOU KNOW, CAN WE KEEP DOING THIS, BECAUSE WE, IN SOME SENSE, HAD SET IN MOTION, SOMETHING THAT TRIGGERED THE ASSASSINATION OF ONE OF THE LOCAL PEOPLE. SO AT THAT POINT, WHAT WE COULD DO WAS OFFER OURSELVES BASICALLY. WE COULD SAY, WELL, THEY'RE GOING TO HAVE TO KILL US TO GET US OUT OF HERE, RIGHT? SO THAT WAS BASICALLY THE DECISION THAT WAS MADE, AND THAT WAS AS CLOSE AS WE CAME TO THINKING ABOUT, WELL, DO WE STAY OR DO WE LEAVE?

(Nicholas Nchamukong )YOU GUYS MADE THE DECISION TO BECOME RACE MEN YOURSELF.

(Bob Moses)WELL, YEAH SO WE WERE THE SONS AND DAUGHTERS OF RACE PEOPLE IN THAT SENSE RIGHT? LIKE I SAID, WE WERE ADOPTED BY THE AMZIE MOORES, AND THE C.C. BRYANTS. WE LIVED LIKE THEIR CHILDREN, RIGHT?

(Nicholas Nchamukong) WE HAVE THE NEXT QUESTION FOR MARSHALL GANZ COMING IN FROM THE HEINZ HISTORY CENTER IN PITTSBURGH.

>> MY NAME IS **LES** GONZALEZ FROM PITTSBURGH UNIVERSITY PREP AT MILLIONES. YOU TALK ABOUT -- CREATING CIVIL RIGHTS CHANGES. CAN YOU EXPLAIN HOW STORIES HELP CREATE CHANGES IN GRASSROOTS ORGANIZING?

(Nicholas Nchamukong) THE QUESTION -- WELL, THE QUESTION IS, WHAT CAN YOU TELL US ABOUT STORY TELLING AND WHAT IT HAS TO DO WITH GRASSROOTS ORGANIZING.

(Marshall Ganz) OH, BOY. WELL, HI BOB. NICE TO SEE YOU. STORY TELLING HAS EVERYTHING TO DO WITH GRASSROOTS ORGANIZING BECAUSE STORY TELLING IS HOW WE INTERPRET OUR LIVES. IT'S HOW WE MAKE SENSE OF OUR LIVES. IT'S HOW WE COMMUNICATE THE MEANINGS OF THOSE LIVES TO OTHERS AND IT'S HOW OTHERS DRAW INSIGHT AND INSPIRATION FROM OUR LIVES. AND SO, ANY TIME THERE'S A MOVEMENT, STORIES ARE CENTRAL TO THE MOVEMENT BECAUSE THE MOVEMENT ITSELF IS TELLING A STORY. AND THE NEW STORY THAT THE MOVEMENT TELLS IS OFTEN ABOUT THE NEW CHAPTERS IN THE LIVES OF THE PEOPLE WHO ARE MAKING THE MOVEMENT, WHO ARE MOVING FROM ONE WAY OF LIVING THEIR LIVES TO A DIFFERENT, WHO ARE LIVING WITHIN IDENTITIES MADE FOR THEM WITH IDENTITIES THAT ARE NOW -- AND THAT'S ALL THROUGH THE MEANS OF STORY TELLING, AND THE THING IS; WE'RE ALL NATURAL STORY TELLERS. BUT IN MOMENTS OF GREAT CHALLENGE AND GREAT STRESS, WHEN THE STORIES WE TELL BECOME PARTICULARLY IMPORTANT BECAUSE, AT THE CENTER OF A STORY IS A MOMENT THAT WE CALL IT A PLOT, IT'S A MOMENT IN WHICH A PERSON IS CHALLENGED BY SOMETHING THEY'RE NOT PREPARED FOR, AND THEN THEY HAVE TO FIGURE OUT HOW TO DEAL WITH IT AND WE ALL KNOW THAT BECAUSE THAT'S WHEN WE GET INTERESTED IN THE STORY. AND WE CAN IDENTIFY THEN WITH THE CHARACTER AND, BECAUSE OF THAT, WE CAN -- AGAINST THE EMOTIONAL CONTENT OF THE STORY. AND THE STORY THEN IS ABLE TO TEACH US NOT JUST TACTICS BUT HOW TO FIND HOPE, THE IMPORTANCE OF SOLIDARITY, THE FEELING OF SOLIDARITY, THE -- HOW TO EXPERIENCE ANGER AND TURN ANGER INTO ACTION. SO THIS IS WHY -- I MEAN THE FIRST STORIES WE HEARD WERE FROM OUR PARENTS'. THIS IS WHY FAMILIES AND FAITH COMMUNITIES ALL TEACH THROUGH STORIES. THEY'RE TEACHING US HOW TO ACCESS THE EMOTIONAL RESOURCES THAT WE NEED TO BE ABLE TO ACT PURPOSEFULLY IN THE FACE OF CHALLENGES. WELL MOVEMENTS ARE ALL ABOUT LEARNING TO DO THAT AND SO MOVEMENTS ARE RICH IN STORY TELLING. AND, OF COURSE, THE CIVIL RIGHTS MOVEMENT, IN MANY WAYS, WAS A RETELLING OF AN ANCIENT STORY, THE EXODUS STORY. BUT RETOLD IN A DIFFERENT PLACE AND A DIFFERENT TIME AND A DIFFERENT SETTING, AND INTERWOVEN WITH ALL OF THE STORIES OF THE PEOPLE TELLING THAT STORY IN THAT SETTING OF MISSISSIPPI. SO STORY TELLING IS THE CENTRAL PIECE OF WHERE WE FIND THE COURAGE THAT WE NEED IN BUILDING MOVEMENTS AND CHANGE.

(Harry Clarke) THANK YOU FOR THAT, DR. GANZ. NOW WE HAVE A QUESTION FOR THE BOTH OF YOU FROM HISTORY COLORADO. MR. RUBIN IF YOU CAN START.

>> HI MY NAME IS JAMAL MARTIN, I'M CURRENTLY A SENIOR AT MONTBELLO HIGH SCHOOL, DENVER, COLORADO AND I HAVE A QUESTION FOR THE PANELISTS. IN HINDSIGHT, LOOKING BACK 50 YEARS, IS THERE ANYTHING THAT YOU WOULD HAVE DONE DIFFERENTLY?

(Larry Rubin) THAT'S A VERY INTERESTING QUESTION. THE MOVEMENT. WHEN YOU SAY IS THERE ANYTHING THAT WE WOULD HAVE DONE DIFFERENTLY, THE MOVEMENT REALLY, AS BOB HAS BEEN SAYING, WAS VERY COURAGEOUS PEOPLE THROUGHOUT MISSISSIPPI AND THROUGHOUT THE SOUTH, THAT WERE OVERCOMING 300 YEARS OF TERROR, OF BRAINWASHING, OF OPPRESSION. AND WHAT WE DID, IN ELLA BAKER'S WORDS WERE, WE DID WHAT THE PEOPLE SAY DO. WE DID WHAT THE PEOPLE WANTED. I DON'T THINK THERE'S MUCH WE COULD HAVE DONE DIFFERENTLY AT THE LEVEL OF THE REAL MOVEMENT,

POLITICALLY LIKE THE ATLANTIC CITY CHALLENGE, THE MISSISSIPPI FREEDOM DEMOCRATIC PARTY. YOU CAN TALK ABOUT THAT. BUT FUNDAMENTALLY, THE PEOPLE HERE KNEW WHAT THEY WERE DOING. THEY KNEW THE RISKS, THEY TOOK THE RISKS, AND WE FOLLOWED.

(Harry Clarke) I THINK NOW WOULD BE A REALLY GOOD PLACE TOO TALK ABOUT THE MISSISSIPPI FREEDOM DEMOCRATIC PARTY (MFDP) AND ATLANTIC CITY, IF WOULD YOU LIKE TO SPEAK ON THAT DR. MOSES.

(Bob Moses) ACTUALLY THERE'S SOMETHING THERE THAT WE SHOULD HAVE DONE DIFFERENTLY. SO ATLANTIC CITY WAS REALLY THE PLACE WHERE -- WELL, LET ME PUT IT THIS WAY. WE GOT JIM CROW OUT OF THREE DISTINCT AREAS OF AMERICAN LIFE. WE GOT IT OUT OF PUBLIC ACCOMMODATIONS. WE GOT IT OUT OF THE RIGHT TO VOTE. AND WE GOT IT OUT OF THE NATIONAL DEMOCRATIC PARTY STRUCTURE. SO THAT WAS A COMPLETE SURPRISE. THAT IS, WE DID NOT HAVE A CLUE THAT THE KEY TO MISSISSIPPI WAS THE NATIONAL DEMOCRATIC PARTY AND THAT, IF YOU COULD SHIFT THE BASE IN MISSISSIPPI FOR THE NATIONAL DEMOCRATIC PARTY, THEN THE WHOLE THING WOULD CHANGE RIGHT. BUT WHAT WE DID NOT DO WAS PREPARE OURSELVES FOR WHAT WOULD HAPPEN WHEN WE WENT TO THE ATLANTIC CITY TO THE CONVENTION IN 1964. SO WE WENT THERE THINKING -- WE DIDN'T HAVE A PLAN B, RIGHT? WHAT WOULD WE DO IF WE WERE REJECTED, RIGHT? HOW WOULD WE RESPOND IF THE POWER STRUCTURE SAID NO. SO WE CAME OUT OF ATLANTIC CITY KIND OF WITHOUT ANY REAL PLANS ABOUT WHAT TO DO NEXT. SO THAT WOULD HAVE REQUIRED A REAL KIND OF EDUCATION PROGRAM FOR THE SNCC STAFF AND FOR THE (MFDP) DELEGATION, THE REPRESENTATIVES IN THE MISSISSIPPI FREEDOM DEMOCRATIC PARTY AND ACROSS THE STATE. AND SO THAT WHICH IS REALLY CRUCIAL NOW, THE ISSUE OF, WELL, WHAT IS YOUR CONSCIOUSNESS? WHAT ARE YOU THINKING ABOUT? WHAT IS YOUR STRATEGY? WHAT ARE YOU DEMANDING, RIGHT? SO WE WERE DEMANDING THAT WE BE PART OF THE POLITICAL PROCESS RIGHT. THAT THE FANNIE LOU HAMER CROWD WOULD BE ACTUALLY IN THE MIX THERE, BUT WE DIDN'T HAVE A CONCEPT OF WHAT OUR DEMANDS WOULD BE, HOW WOULD WE THINK AND WORK AND ACT IF WE WERE REJECTED BY IT. SO THANKS FOR THAT QUESTION.

(Nicholas Nchamukong) SO STEPPING AWAY FROM THE POLITICAL SPECTRUM AND KIND OF GOING BACK INTO THE COMMUNITY, APART FROM BEING THE ARCHITECT OF THE FREEDOM SUMMER PROJECT, YOU ALSO -- YOU LATER WENT ON TO FOUND THE ALGEBRA PROJECT WHICH FOCUSES ON MATHEMATICS IN THE PUBLIC SCHOOLS THROUGHOUT THE COUNTRY AND MAKING SURE THAT KIDS IN THE PUBLIC SECTOR AS FAR AS EDUCATION GET A THOROUGH EDUCATION. WE HAVE A QUESTION FROM THE HEINZ HISTORY CENTER, ANOTHER ONE FROM THERE, AND I THINK THEY WANT TO ASK YOU MORE ABOUT THE WORK THAT YOU HAVE DONE WITH THE ALGEBRA PROJECT.

>> I'M A NINTH GRADER AT PITTSBURGH UNIVERSITY PREP AT MILLIONES AND I HAVE A QUESTION FOR MR. MOSES: YOU ADVOCATE FOR MATH AS A FORMULA FOR SUCCESS TO FURTHER CIVIL RIGHTS AND EQUALITY. HOW DO YOU USE GRASSROOTS ORGANIZATIONS TO PROMOTE THIS EDUCATIONAL POLICY AND PLAN?

(Bob Moses) RIGHT. SO THAT'S A REALLY GOOD QUESTION. SO I WAS SAYING THAT WE GOT JIM

CROW OUT OF THOSE THREE DISTINCT AREAS. SO WE DID NOT GET IT OUT OF EDUCATION. SO I WAS ON THE WITNESS STAND IN THE FEDERAL DISTRICT COURT IN GREENVILLE IN THE SPRING OF 1963. (JOHN F.) KENNEDY IS STILL PRESIDENT. BOBBY KENNEDY IS YOUR ATTORNEY GENERAL. BURKE MARSHALL IS THE ASSISTANT ATTORNEY GENERAL FOR CIVIL RIGHTS. WE HAD TAKEN HUNDREDS OF PEOPLE DOWN TO REGISTER IN GREENWOOD, AND IT CAME AFTER A TERRORIST INCIDENT. JIMMY TRAVIS, MYSELF, AND RANDOLPH BLACKWELL HAD BEEN GREASE GUNNED ON THE HIGHWAY 82 (OUTSIDE OF GREENWOOD). GREASE GUN IS LIKE A MACHINE GUN, RIGHT AND JIMMY HAD CAUGHT A SLUG IN HIS NECK. AFTER THAT, SNCC CONVERGED ON GREENWOOD. THEY ARRESTED US. BURKE MARSHALL REMOVED OUR CASES TO THE FEDERAL DISTRICT COURT. SO I'M SITTING ON THE STAND. IT'S PACKED WITH SHARECROPPERS FROM GREENWOOD. I'M LOOKING OVER THE SHOULDERS OF JOHN DOAR, WHO IS THE LAWYER FROM THE JUSTICE DEPARTMENT. BUT FEDERAL DISTRICT JUDGE CLAYTON LEANS OVER AND ASKS ME A QUESTION. HE SAYS: WHY IS SNCC TAKING ILLITERATES DOWN TO REGISTER TO VOTE? SO SHARECROPPER ILLITERACY WAS THE SUBTEXT OF THE RIGHT TO VOTE. SO WE WERE ALREADY DEALING WITH EDUCATION, AS WE WERE TRYING TO DEAL WITH THE RIGHT TO VOTE. WE WERE TRYING TO ACTUALLY TEACH SHARECROPPERS TO READ AND WRITE. SO THE ISSUE OF EDUCATION WAS RIGHT THERE. WE DID NOT GET IT OUT OF JIM CROW. WE ARE STILL OPERATING WHAT I CALL SHARECROPPER EDUCATION. SO WHAT WE TOLD THE JUDGE WAS, WELL, LOOK, THE COUNTRY CAN'T HAVE ITS CAKE AND EAT IT TOO. IT CAN'T DENY A WHOLE PEOPLE ACCESS TO LITERACY THROUGH ITS POLITICAL ARRANGEMENTS AND TURN AROUND AND SAY, YOU KNOW, YOU CAN'T DO POLITICS BECAUSE YOU'RE ILLITERATE. WE ACTUALLY WON THAT FIGHT WITH THE ENFORCEMENT DIVISION OF THE VOTING RIGHTS ACT. THE JUSTICE DEPARTMENT FILED A SUIT AGAINST THE STATE OF MISSISSIPPI AND THE STATE OF LOUISIANA, AND THE SUIT AGAINST THE STATE OF MISSISSIPPI HAS AN INTERROGATORY AN INCH THICK. THEY WENT BACK FROM THE TIME OF AFTER RECONSTRUCTION, RIGHT DOWN TO THE 1960s AND LOOKED AT WHAT MISSISSIPPI WAS DOING FOR WHITE STUDENTS VERSUS BLACK STUDENTS, RIGHT? SO NOW WHAT WE LEARNED IN THE WORK IN MISSISSIPPI WAS THAT THE MEETING PLACE WAS THE ACTUAL TOOL TO EMPOWER THE PEOPLE THAT WE WERE WORKING WITH. SO IF YOU THINK ABOUT CLASSROOMS, THEY ARE MEETING PLACES. MATH CLASSROOMS ARE NOTORIOUS BECAUSE THEY DISEMPOWER OF THE STUDENTS, RIGHT? IT'S THE TEACHER THAT GETS EMPOWERED, RIGHT, WRITING THE QUESTIONS ON THE BOARD. SO WHAT WE DID WAS LOOK AT THAT TOOL AND CHANGED IT. SO IN THE ALGEBRA PROJECT, WHAT WE DO IS MAKE THE STUDENTS THE CENTRAL CHARACTERS IN THE STORY OF THE MATH CLASS, RIGHT. AND SO THEY BECOME THE PEOPLE WHO HAVE TO BE EMPOWERED, RIGHT, AND HAVE TO OWN THE TEACHING AND LEARNING OF MATH. SO THAT'S THE CENTRAL -- ONE OF THE CENTRAL CARRYOVERS, RIGHT, FROM WHAT WE DID IN THE '60'S TO WHAT WE'RE DOING NOW. BUT LET ME JUST SAY THIS, THAT THE 60s MOVEMENT TOOK PLACE IN THE BACKGROUND OF WORLD WAR II. YOU HAVE TO LOOK AT WHAT ARE THE PLANETWIDE CONDITIONS THAT ARE REALLY THE SUBTEXT OF YOUR MOVEMENT, RIGHT. SO WORLD WAR II, COLONIAL PEOPLES ALL OVER THE PLANET ARE ASKING FOR THEIR POLITICAL FREEDOM. BLACK PEOPLE IN THIS COUNTRY ARE REALLY AN INTERNAL COLONIAL PEOPLE, RIGHT? SO WE ASKED FOR OUR FREEDOM HERE. AS WE SPEAK, RIGHT, THE PLANET IS UNDERGOING ITS TRANSITION FROM INDUSTRIAL TECHNOLOGY TO INFORMATION AGE TECHNOLOGY, RIGHT? SO THE COMPUTERS AND THAT TECHNOLOGY BRING A DIFFERENT LITERACY ON THE TABLE. THEY BRING A QUANTITATIVE LITERACY ON THE TABLE. SO BACK IN THE 20th CENTURY IN THE 60s, IT WAS READING AND WRITING,



WHICH WERE THE MAIN LITERACIES, RIGHT? THE SHARECROPPERS WERE THE SURFS OF OUR INDUSTRIAL AGE. SO WE'RE GROWING SERFS NOW. ANY KID THAT GRADUATED FROM HIGH SCHOOL WITH THE EQUIVALENT OF AN 8th GRADE EDUCATION IS BOUND FOR THE CRIMINAL JUSTICE SYSTEM AND SERFDOM IN THIS COUNTRY. SO THE ISSUE IS THAT THERE'S AN ADDITIONAL LITERACY ON THE TABLE, QUANTITATIVE LITERACY AND IN OUR COUNTRY THAT MEANS ALGEBRA. SO ALGEBRA IS A TOOL WHICH IS AVAILABLE FOR ORGANIZING, FOR AT LEAST THE PERIOD IN WHICH THE PLANET TRANSITIONS FROM THIS INDUSTRIAL TO THIS INFORMATION AGE TECHNOLOGY. WHEN THE TRANSITION IS OVER, FORGET IT, RIGHT, PEOPLE WHO DON'T HAVE IT WILL BE BOUND FOR SERFDOM. WE WILL BE GROWING SERFS IN OUR INNER CITIES JUST LIKE WE GREW THEM IN THE DELTA OF MISSISSIPPI LAST CENTURY.

(Nicholas Nchamukong) SO THIS QUESTION FOLLOWS ABOUT THE PREVIOUS STRATEGIES OF THE CIVIL RIGHTS MOVEMENT IN YOUR WORK TODAY. THIS COMES FROM THE NATIONAL UNDERGROUND RAILROAD FREEDOM CENTER. LET'S SEE WHAT THEY HAVE TO SAY ABOUT THE CONTINUATION OF CIVIL RIGHTS MOVEMENTS TODAY.

>> HI, MY NAME IS CHARLES FURGESON JUNIOR AND I'M A NINTH GRADE STUDENT. I ATTEND THE SCHOOL FOR CREATIVE AND PERFORMING ARTS IN CINCINNATI, OHIO. MY QUESTION TO YOU IS: HOW DO YOU USE THE LESSONS AND STRATEGIES OF THE MOVEMENT IN YOUR LATER CAREERS?

(Larry Rubin) FIRST I WILL TELL YOU TWO LESSONS THAT I LEARNED. I LEARNED THEM THE HARD WAY. ONE WAS, DURING FREEDOM SUMMER, SENATOR EASTLAND GAVE A SPEECH IN THE SENATE TALKING ABOUT THAT THE COMMUNISTS WERE RUNNING THE CIVIL RIGHTS MOVEMENT. HE DID THAT TO SHOW THAT -- TO TRY TO SHOW THAT THE DISAPPEARANCE OF THE THREE CIVIL RIGHTS WORKERS WAS A HOAX. IF HE COULD SHOW THE COMMUNISTS WERE RUNNING IT, THE CIVIL RIGHTS MOVEMENT -- SOMEHOW OR ANOTHER THIS WOULD PROVE THAT IT WAS A HOAX. BECAUSE OF THAT, MY PICTURE WAS ON THE FRONT OF PAGE OF THE PAPERS IN MARSHALL COUNTY. MY BIGGEST WORRY WAS THAT THE AFRICAN-AMERICAN COMMUNITY, HEARING THIS COMMUNIST THING WOULD MARGINALIZE ME; I COULDN'T WORK THERE ANYMORE. THAT DIDN'T HAPPEN. WHAT I LEARNED WAS, THAT IF YOU KEEP YOUR EYES ON THE PRIZE, IF YOU JUST KEEP WORKING, NO MATTER WHAT PEOPLE CALL YOU, YOU CAN CONTINUE THE MOVEMENT. JUST KEEP ON KEEPING ON. THAT WAS ONE LESSON. SECOND LESSON WAS THIS. ONE NIGHT, THE DEPUTY SHERIFF IN MARSHALL COUNTY TOOK ME OUT TO THE WOODS, GRABBED ME, DROVE ME OUT TO THE WOODS. AND I WAS SCARED FOR MY LIFE. THIS GUY HAD BEATEN ME UP AND ARRESTED ME SEVERAL TIMES. HE TOOK ME OUT TO THE WOODS IN HIS CAR, AND HE SAID, RUBIN, ARE YOU HELPING TO ORGANIZE THIS BRICK MAKING FACTORY IN MARSHALL COUNTY. I SAID, YES I WAS, BECAUSE I FIGURED HE WAS GOING TO KILL ME ANYWAY. HE SAID, WELL, YOU KEEP THAT UP. HE SAID, BECAUSE MY BROTHER WORKS THERE, AND HE NEEDS A RAISE. AND THAT TAUGHT ME THAT PEOPLE COULD GET TOGETHER, WHITE AND BLACK, AND FOR ALL I KNOW, THE WHITES WERE MEMBERS OF THE KLAN, PEOPLE COULD GET TOGETHER AND FIGHT TOGETHER, IF THEY UNDERSTOOD THEIR REAL COMMON SELF INTERESTS. I'VE APPLIED THESE TWO LESSONS FOR THE REST OF MY LIFE AND I HAVE SPENT MY LIFE AS A UNION ORGANIZER. THAT'S DIFFERENT FROM A LEADER. THAT'S DIFFERENT FROM A THEORETICIAN. AN ORGANIZER HELPS PEOPLE DO WHAT THEY

WANT TO DO, TO FIGHT FOR THEIR SELF INTERESTS.

(Harry Clarke) CAN WE MAYBE GET ONE EXAMPLE FROM YOU, DR. GANZ AS WELL, FOR THIS QUESTION?

(Marshall Ganz) WELL, I GREW UP IN CALIFORNIA. AND I CAME TO HARVARD AS AN UNDERGRADUATE IN 1960 BUT LEFT AFTER THREE YEARS FOR THE SUMMER PROJECT IN MISSISSIPPI IN '64. I STILL HAD A YEAR LEFT TO GO AS AN UNDERGRADUATE AND IT CHANGED THE ENTIRE DIRECTION OF MY LIFE, IN TERMS OF -- I THINK IN TERMS OF BOTH MORAL UNDERSTANDING AND POLITICAL UNDERSTANDING, AND UNDERSTANDING WHAT IT WAS THAT I WAS CALLED TO DO: I THINK THAT I WOUND UP GOING TO MISSISSIPPI IN PART BECAUSE WE LIVED IN GERMANY AFTER THE SECOND WORLD WAR. MY FATHER WAS A RABBI AND THEN A CHAPLAIN IN THE AMERICAN ARMY AND THE HOLOCAUST WAS A REALITY IN OUR HOME BUT MY PARENTS INTERPRETED THE HOLOCAUST TO ME AS NOT SIMPLY BEING ABOUT ANTISEMITISM BUT BEING ABOUT RACISM AND THAT RACISM KILLS. AND THE SUMMER PROJECT WAS CHALLENGING THAT. AND SO IT SEEMED ALMOST IN A SENSE A NO-BRAINER. BUT GETTING TO MISSISSIPPI, I LEARNED THAT GOOD INTENTIONS WERE NOT ENOUGH, THAT LOVE WAS NOT ENOUGH, THAT IT TOOK POWER TO CHANGE THINGS, AND THAT RACISM, IN ITSELF, WITHOUT POWER, HAD NO MEANING. BUT YOU COULDN'T FIGHT IT WITHOUT POWER EITHER. BUT IT ALSO BECAME CLEAR THAT, UNLESS THAT POWER WAS SOMEHOW GENERATED BY THE PEOPLE WHO HAD THE PROBLEM, IT WASN'T GOING TO HAPPEN. IT WASN'T GOING TO BE REAL. AND SO AN UNDERSTANDING THAT THE PEOPLE AFFECTED BY A PROBLEM COULD USE THEIR RESOURCES IN SUCH A WAY THAT THEY COULD BECOME POWERFUL ENOUGH TO CHANGE IT, THAT WAS A BIG INSIGHT, AND THAT IT TOOK LEADERSHIP TO DO THAT, AND THAT WAS HOW YOU COULD ACTUALLY CREATE CHANGE. THAT SORT OF SHIFTED MY UNDERSTANDING. SO WHEN I LEFT MISSISSIPPI A YEAR LATER, INSTEAD OF GOING BACK TO SCHOOL I ACTUALLY WROTE HARVARD A LITTLE LETTER SAYING HOW COULD I GO BACK AND STUDY HISTORY WHEN WE'RE BUSY MAKING HISTORY. IT WAS KIND OF ARROGANT BUT IT WAS TRUE. I WENT BACK TO CALIFORNIA WHERE I HAD GROWN UP AND CESAR CHAVEZ JUST STARTED THE GRAPE STRIKE AMONG MIGRANT FARM WORKERS IN CALIFORNIA AND I HAD GROWN UP IN THAT WORLD BUT NOT SEEN IT. I HAD TO GO TO MISSISSIPPI TO GET EDUCATED ABOUT RACE AND POWER AND POLITICS IN AMERICA TO GO HOME WITH WHAT WE CALL "MISSISSIPPI EYES" AND TO SEE ANOTHER COMMUNITY OF COLOR, ALSO WITHOUT POLITICAL RIGHTS, ALSO ECONOMICALLY MARGINALIZED. AND THAT CALIFORNIA HAD ITS OWN RICH HISTORY OF RACIAL SEGREGATION GOING BACK TO THE CHINESE AT THE TURN OF THE CENTURY AND THAT MISSISSIPPI WAS IN FACT NOT AN EXCEPTION OF AMERICA BUT AN EXAMPLE OF THE AMERICA WE NEEDED TO CHANGE. SO FOR ME IT LED TO 16 YEARS ORGANIZING WITH THE FARM WORKERS' UNION, ANOTHER 10 YEARS OF UNION ISSUING ELECTORAL WORK UNTIL I FOUND MY WAY BACK TO SCHOOL HERE IN 1991 AND I PICKED UP WHERE I LEFT OFF AND FINISHED MY UNDERGRADUATE DEGREE AND ALSO DID A Ph.D. AND BEGAN TEACHING HERE. BUT WHAT I TEACH ABOUT HERE IS THE SAME THING; ABOUT PEOPLE AND HOW PEOPLE CAN ACCESS THE POWER THEY NEED TO CREATE CHANGE. SO REALLY I THINK OF THE SUMMER PROJECT AS THE PLACE I FOUND MY CALLING.

(Harry Clarke) I WOULD LIKE TO THANK ALL OF OUR PANELISTS FOR THEIR THOUGHTFUL ANSWERS. DR. GANZ WON'T BE JOINING US FOR THE SECOND HALF OF OUR PANEL. NOW I

WOULD LIKE TO SHOW A SECOND CLIP FROM THE PBS FREEDOM SUMMER DOCUMENTARY ABOUT THE OUTCOMES OF THE SUMMER PROJECT.

>> I FELT BAD THAT WE HAD NOT UNSEATED THE MISSISSIPPI DELEGATION. BUT FANNIE LOU AND I CAME HOME, WITH THE FEELING THAT OUR MISSION HAD NOT ENDED; WE WERE COMING HOME TO CONTINUE TO FIGHT FOR THE RIGHT TO VOTE. WE WERE CHARGED. BECAUSE WE HAD STUFF BACK HERE TO DO.

>> UNDER THIS ACT, IF ANY COUNTY, ANYWHERE IN THIS NATION DOES NOT WANT FEDERAL INTERVENTION, IT NEED ONLY OPEN ITS POLLING PLACES TO ALL OF ITS PEOPLE.

>> THE VOTING RIGHTS ACT OF 1965 ACTUALLY GOT ITS BIRTH DURING FREEDOM SUMMER. IT WAS SIGNED IN AUGUST OF 1965. AND ONE OF THE MOST IMPORTANT THINGS IT DID WAS IT ABOLISHED LITERACY TESTS AND IT PUT VOTING IN SEVEN SOUTHERN STATES UNDER FEDERAL SUPERVISION AND THAT, ABOVE ALL ELSE, THE LEGACY OF FREEDOM SUMMER, REALLY CHANGED AMERICAN POLITICS. BY THE END OF 1965, 60% OF BLACKS IN MISSISSIPPI WERE REGISTERED TO VOTE.

>> THERE'S THIS GREAT PRESSURE WITHIN THE MOVEMENT. PEOPLE SAYING WELL WE DID OUR BEST, WE DID THE RIGHT THING, AND IT DIDN'T WORK OUT. YOU KNOW, WHEN WE WERE ORGANIZERS, THAT WAS OK. BUT WHEN WE TRIED TO HAVE POWER, THE POWER ROSE UP AND KNOCKED US DOWN. AFTER THE CONVENTION, THE MOVEMENT CHANGES. THERE'S THIS MOVEMENT TOWARD BLACK NATIONALISM, WHICH GROWS IN SNCC. THERE'S JUST AN IDEA OF THINKING ABOUT WHAT WE HAD BEEN DOING, AND DOING SOMETHING ELSE, SOMETHING DIFFERENT.

(Harry Clarke) THE SECOND HALF OF OUR PROGRAM WILL BE LOOKING MOSTLY AT THE OUTCOMES OF THE FREEDOM SUMMER. AND TO HELP US LEARN ABOUT THAT, JOINING OUR PANEL RIGHT NOW ARE DR. MICHELLE DEARDORFF AND NOAH MARTIN. MICHELLE DEARDORFF SERVES AS THE PROFESSOR AND THE DEPARTMENT HEAD OF THE DEPARTMENT OF POLITICAL SCIENCE, PUBLIC ADMINISTRATION AND NONPROFIT MANAGEMENT AT THE UNIVERSITY OF TENNESSEE IN CHATTANOOGA. PREVIOUSLY SHE SERVED AS PROFESSOR AND CHAIR OF POLITICAL SCIENCE AT JACKSON STATE UNIVERSITY IN MISSISSIPPI. SHE IS ALSO A FOUNDING MEMBER OF THE FANNIE LOU HAMER INSTITUTE OF CITIZENSHIP AND DEMOCRACY, A COALITION OF ACADEMICS WHO PROMOTE CIVIC ENGAGEMENT AND POPULAR SOVEREIGNTY THROUGH THE STUDY OF STRUGGLE OF CIVIL RIGHTS IN THE UNITED STATES. AND NOAH MARTIN PARTICIPATES IN McCOMB LEGACIES, A STUDENT ORGANIZATION DESIGNED TO SHARE THE HISTORY OF McCOMB MISSISSIPPI, WITH AN EMPHASIS ON THE STORIES OF WORKING PEOPLE OF ALL RACES, WOMEN, AND YOUNG PEOPLE TO SHOW HOW THEY STRIVE FOR EQUITY IN LABOR, CIVICS, EDUCATION, ECONOMICS AND THE ARTS.

(Harry Clarke) DR. DEARDORFF CAN YOU TELL US A BIT ABOUT THE FANNIE LOU HAMER INSTITUTE AND YOUR PROGRAM FOR HIGH SCHOOL STUDENTS.

(Michelle Deardorff) SURE. WE JOINED TOGETHER AFTER COMING TO AN NEH SUMMER INSTITUTE AT HARVARD WHICH WAS LOOKING AT TEACHING THE SOUTHERN CIVIL RIGHTS



MOVEMENT AND WE WERE HISTORIANS AND POLITICAL SCIENTISTS BLACK, WHITE, I WAS THE YOUNGEST. I THINK THE OLDEST WAS IN HIS 60s SO WE RANGED FOUR DECADES. WHAT WE FOUND WE HAD IN COMMON, WE WERE TEACHING AT PUBLIC AND PRIVATE AND HBCUs AND PREDOMINANTLY WHITE INSTITUTIONS AND YET WHAT WE FOUND IS STUDENTS WHO FELT INEQUALITY WAS INEVITABLE AND WE WERE ALL FINDING STUDENTS WHO FELT HOPELESS, THAT CHANGE COULDN'T OCCUR AND WE FELT IF WE KNEW OUR HISTORY AS A NATION AND THAT THEY UNDERSTOOD THE HISTORY AS ONE OF PEOPLE BEING ABLE TO MAKE CHANGE WHEN THEY EXERCISED POLITICAL SOVEREIGNTY, THAT THEY WOULD SEE THE HOPEFULNESS WE FELT. PART OF THE PROBLEM, WE THOUGHT, WAS THE WAY THAT THE CIVIL RIGHTS MOVEMENT IS OFTEN TAUGHT IS THAT IT'S A TRIUMPHANT NARRATIVE THAT BEGINS AT A VERY SET POINT AND ENDS AT A VERY SET POINT AND THEN, WE DID IT. AND THEY KNOW FROM THEIR OWN LIVES THAT IS NOT TRUE. AND SO TO PROVIDE A MORE REALISTIC UNDERSTANDING OF THE MOVEMENT BY TALKING TO PEOPLE WHO PARTICIPATED IN THE MOVEMENT BY GOING TO MOVEMENT LOCATIONS BY HEARING THE SONGS, AND LOOKING AT THE STRATEGIES AND THEN IDENTIFYING PROBLEMS IN THEIR OWN COMMUNITIES AND THINKING ABOUT HOW THEY COULD TAKE THOSE STRATEGIES AND APPLY THEM TO NEW PROBLEMS IN A NEW DAY AND AGE, THEY WOULD SEE THE HOPEFULNESS WE FEEL.

(Nicholas Nchamukong) OK. NOW BEING A PART OF THE McCOMB LEGACIES, YOU HAVE KIND OF INDULGE YOURSELF INTO THE SITUATION OF HISTORY OF MISSISSIPPI AND LEARNING ABOUT THESE THINGS THAT MS. DEARDORFF MENTIONED AND THINGS LIKE THAT. SO KIND OF HAVING THAT INSIDE LOOK THAT, YOU KNOW, PROBABLY A MAJORITY OF OTHER STUDENTS DON'T HAVE, WHY DO YOU THINK IT'S IMPORTANT FOR A YOUNG PERSON TO KNOW ABOUT THE CIVIL RIGHTS MOVEMENT AND THE HISTORY?

(Noah Martin) WELL, I BELIEVE IT'S IMPORTANT FOR YOUNG PEOPLE MY AGE, YOU KNOW, IN MY AGE RANGE TO KNOW ABOUT THE CIVIL RIGHTS MOVEMENT BECAUSE I KNOW A LOT OF YOUNG MEN AND WOMEN THAT GO TO MY SCHOOL THAT TAKE THE THINGS THAT WE HAVE FOR GRANTED, PERSONALLY, OUR EDUCATION, BEING ABLE TO PLAY ON FOOTBALL TEAMS, BEING ABLE TO RIDE BUSES, BEING ABLE TO DINE IN BIG FANCY RESTAURANTS, THINGS LIKE THAT. WE TAKE THOSE THINGS FOR GRANTED. YOUNG MEN AND WOMEN -- I FEEL THAT IF THEY KNEW WHAT WENT DOWN, WHAT HAPPENED DURING THE CIVIL RIGHTS MOVEMENT, THAT MAYBE IT WOULD, YOU KNOW, CHANGE THEIR POINT OF VIEW TOWARDS EDUCATION. BECAUSE I KNOW A LOT OF YOUNG MEN AND WOMEN THAT THEY FEEL THAT SCHOOL IS IMPORTANT. I HAVE HEARD A LOT OF KIDS ASK TEACHERS, HOW AM I GOING TO USE THIS IN LIFE? WHAT THEY DON'T UNDERSTAND IS, IN THE 60s DURING THE CIVIL RIGHTS MOVEMENT, THEY COULDN'T SIT IN CLASSROOMS. THEY COULDN'T HAVE THE CREAM OF THE CROP WHERE TEACHERS WERE CONCERNED. THEY COULDN'T GET THE LEARNING THAT THEY'RE GETTING AT THE SCHOOLS THAT WE GO TO KNOW BACK THEN BECAUSE OF THEIR SKIN COLOR, BECAUSE OF THEIR RACE, BECAUSE OF WHO THEY WERE AS A PEOPLE. AND I FEEL THAT IF THEY UNDERSTOOD THAT AND IF THEY KNEW THAT, THEN MAYBE THEY WOULD LOOK AT IT DIFFERENTLY.

(Harry Clarke) WE HAVE A QUESTION NOW FROM THE WEB FROM JACKSON. IN LIGHT OF THE SUPREME COURT RECENT RULING ON THE 1965 VOTING RIGHTS ACT, HOW DO YOU THINK

MODERN VOTING RIGHTS AND VOTER PARTICIPATION WILL CHANGE IN AMERICA? YOU CAN START MR. RUBIN.

(Larry Rubin) I THINK YOU HAVE TO UNDERSTAND WHY PEOPLE WERE STOPPED FROM VOTING THEN AND WHY TODAY, THERE IS A GROWING DANGER OF LOSING THE RIGHT TO VOTE, WHICH IS THIS. PEOPLE VOTE TO IMPROVE THEIR OWN LIVES. AND TO PUT INTO OFFICE PEOPLE THAT WILL HELP THEM IMPROVE THEIR LIVES. TODAY, YOU HAVE HEARD OF THE 1% AND THE 99%. THE 1% ARE TRYING TO PROTECT WHAT THEY HAVE. AND PART OF THAT IS PUTTING INTO FORCE THESE VOTER I.D. RULES AND MAKING IT MORE DIFFICULT FOR PEOPLE TO VOTE. BUT MAKING IT MORE DIFFICULT FOR WHO TO VOTE? WHAT PEOPLE? IT'S PEOPLE THAT WANT TO BETTER THEIR LIVES. IT'S NOT RICH PEOPLE WHOSE VOTING RIGHTS ARE IN DANGER. I BELIEVE THAT WE NEED TO START AGAIN. I THINK THE LESSON OF THE CIVIL RIGHTS MOVEMENT, AS MICHELLE SAID, IS THAT THINGS CAN CHANGE. WE'RE TOLD THAT ONE PERSON CAN CHANGE THE WORLD. THAT'S NOT TRUE. ONE PERSON WORKING WITH OTHER PEOPLE CAN AND HAS CHANGED THE WORLD, AND I THINK IF PEOPLE TODAY GET TOGETHER, THEY CAN FIGHT THE TREND TO TAKE AWAY OUR VOTING RIGHTS. THEY CAN FIGHT THESE STAND-YOUR-GROUND LAWS, WHICH REALLY ARE LAWS THAT LEGALIZE LYNCHING. YOU LOOK SUSPICIOUS, SOMEBODY CAN SHOOT YOU. WELL, THERE YOU ARE BEING BLACK, YOU LOOK SUSPICIOUS, YOU KNOW, AND IT'S LEGAL FOR SOMEBODY TO SHOOT YOU. TODAY IN MISSISSIPPI, ALTHOUGH WE HAVE MORE BLACK ELECTED OFFICIALS THAN ANY OTHER STATE. THE SCHOOL SYSTEM OF THE STATE IS ALMOST DEAD LAST IN THE NATION. THE GAP BETWEEN WAGES OF WHITE AND BLACK ARE LARGER THAN IT WAS IN '63. THESE ARE THINGS THAT PEOPLE NEED TO REALIZE, NEED TO TALK ABOUT, NEED TO GET TOGETHER ABOUT, AND NEED TO START CHANGING. AND THEY CAN CHANGE IT, AND THESE THINGS WILL CHANGE IF FOLKS GET TOGETHER.

(Harry Clarke) YOU'RE RIGHT. YOU TALK A LOT ABOUT ALL OF THESE DIFFERENT ISSUES THAT ARE ALL VERY IMPORTANT TO YOUNG PEOPLE AND I WOULD LOVE IF EACH OF YOU COULD MAYBE GIVE ONE PRACTICAL LESSON OR PIECE OF ADVICE TO TODAY'S YOUNG PEOPLE ABOUT HOW TO AFFECT THE CHANGES THEY WANT. WHY DON'T YOU START HERE WITH –

(Michelle Deardorff) ONE OF THE THINGS I HEAR WHEN I TALK TO STUDENTS, COLLEGE STUDENTS, HIGH SCHOOL STUDENTS OR MIDDLE SCHOOL STUDENTS, WHATEVER IT MAY BE IN THE SOUTH OR IN THE NORTH, IT'S A QUESTION OF WHERE IS OUR GENERATION'S MARTIN LUTHER KING? AND THE REALITY IS, THE STORY THAT WE'RE TELLING TODAY AND THE STORY WE'RE CELEBRATING THE 50th ANNIVERSARY OF IS ONE THAT TELLS US THAT THAT'S THE WRONG QUESTION TO ASK. IT'S NOT WHERE IS OUR MARTIN LUTHER KING. IT'S WHAT ROLE DO I PLAY IN MAKING THIS CHANGE OCCUR? HOW CAN I BE A FANNIE LOU HAMER? HOW CAN I BE ONE OF THESE PEOPLE I'VE JUST STUDIED AND I'VE LOOKED AT, WHAT ROLE I DO PLAY IN MAKING CHANGE HAPPEN?

(Harry Clarke) DR. MOSES?

(Bob Moses) SO I WOULD LIKE TO GO BACK TO THE PREVIOUS QUESTION ABOUT THE ROBERTS COURT AND THEIR DECISION AND WHAT YOUNG PEOPLE HAVE TO DO. BECAUSE I THINK THEY HAVE TO HAVE A MUCH DEEPER UNDERSTANDING OF THEMSELVES AS A CONSTITUTIONAL

PERSON IN THE COUNTRY. AND THE ROBERTS -- ROBERTS IS TRYING TO CRAFT A 21st CENTURY VERSION OF STATE'S RIGHTS, AND IS EVEN IN HIS LANGUAGE TALKING ABOUT THERE HAS TO BE SOME IDEA OF EQUALITY BETWEEN STATES ABOUT THEIR RIGHTS, RIGHT? AND THIS IS WHY THE SOUTHERN STATES SHOULD NOT BE PENALIZED, RIGHT? SO IF WE LOOK AT THE COUNTRY, I THINK THE COUNTRY LURCHES, RIGHT? IT LURCHES. IT LURCHES BACK AND FORTH IN UNITS OF TIME WHICH ARE ABOUT THREE QUARTERS OF A CENTURY RIGHT. SO WE START OUT WITH, IN OUR CONSTITUTION, WITH THE IDEA OF CONSTITUTIONAL PEOPLE IN THE PREAMBLE, BUT THOSE CONSTITUTIONAL PEOPLE ARE WHITE, MALE, PROPERTY OWNERS. RIGHT? BUT WE ALSO HAVE IN OUR CONSTITUTION THE IDEA OF CONSTITUTIONAL PROPERTY, RIGHT? THE PEOPLE WHO CAN BE BOUGHT AND SOLD AND THE PEOPLE WHO, IF THEY RUN AWAY, HAVE TO BE BROUGHT BACK TO THEIR MASTERS, RIGHT? SO WE GO FOR ABOUT 3/4 OF A CENTURY TRYING TO BALANCE OUT THESE TWO OPPOSITE IDEAS, RIGHT, CONSTITUTIONAL PEOPLE, AND CONSTITUTIONAL PROPERTY. AND THEN WE HAVE A BIG FALLING OUT, RIGHT, 600,000 PEOPLE DIED (IN THE CIVIL WAR), RIGHT, OVER THIS ISSUE. AND WE COME OUT OF THAT WITH THE IDEA, WELL, WE SHOULD NO LONGER HAVE CONSTITUTIONAL PROPERTY, RIGHT? BUT WE CAN'T QUITE AGREE THAT THE FORMER CONSTITUTIONAL PROPERTY SHOULD SOMEHOW BECOME CONSTITUTIONAL PEOPLE. SO 1941, DECEMBER 12, ROOSEVELT IS PRESIDENT, THE ATTORNEY GENERAL IS BIDDLE. THE U.S. ATTORNEY GENERAL ISSUES CIRCULAR 13951 HE SENDS IT OUT TO EVERY STATE ATTORNEY GENERAL AND HE TELLS THEM THAT THEY SHOULD NO LONGER PROSECUTE PEONAGE AS DEBT THEY SHOULD PROSECUTE PEONAGE AS INVOLUNTARY SERVITUDE AND SLAVERY. HE IS TELLING THE COUNTRY THAT SLAVERY SHOULD END. HE IS TELLING THEM IN 1941 FIVE DAYS AFTER PEARL HARBOR. WHY IS ROOSEVELT DOING THAT? WELL HE NEEDS BLACK MEN TO SERVE IN THE ARMY, RIGHT, SO HE NEEDS A SHIFT IN WHAT IS GOING ON IN THE COUNTRY. MY POINT IS THAT INDENTURED SERVITUDE AND THE ROUNDING UP OF YOUNG BLACK MEN BY THE THOUSANDS, RIGHT, TO GO IN AND MAKE STEEL AND COAL AND SO FORTH DID NOT STOP (AFTER THE CIVIL WAR) UNTIL WORLD WAR II. SO THAT WAS WHERE WE WERE, RIGHT, AS WE CAME INTO THE CIVIL RIGHTS MOVEMENT. THAT'S ANOTHER 3/4 OF A CENTURY. ROUGHLY FROM 1875, RIGHT, TO THE 1960s, RIGHT. ANOTHER 3/4 OF A CENTURY. WELL, WE'RE CELEBRATING THE 50th (OF FREEDOM SUMMER) NOW. SO 50 IS 2/3 OF 75. WE ARE 2/3 OF THE WAY INTO OUR NEXT 3/4 OF A CENTURY. WE'RE LURCHING, RIGHT, AND THE COUNTRY LURCHES FORWARD AND THEN BACK. WE ARE LURCHING BACK RIGHT NOW. SO WHAT WE NEED ON THE VOTING SIDE IS WE NEED AN AFFIRMATIVE RIGHT TO VOTE. WHAT THE COUNTRY HAS IS A NEGATIVE RIGHT TO VOTE. IT'S A CONSTITUTIONAL RIGHT WHICH SAID, WELL, THE STATES SHOULDN'T INTERFERE IN YOUR RIGHT. WELL, THE STATES WILL INTERFERE AS LONG AS WE HAVE IT. WE WILL BE FIGHTING A DEFENSIVE WAR AGAINST THAT FROM NOW ON, RIGHT, UNLESS WE DECIDE THAT WE'RE GOING TO CHANGE OUR CONSCIOUSNESS, RIGHT, AND MOVE TO GET AN AFFIRMATIVE RIGHT TO VOTE THAT SAYS, BECAUSE OF THIS, THIS, AND THIS, PEOPLE HAVE THE RIGHT TO VOTE, AND THE FEDERAL GOVERNMENT HAS THE RIGHT TO PROTECT THAT RIGHT. SO THAT'S WHAT WE NEED.

(Harry Clarke) AND WHAT ABOUT YOU, NOAH, CAN YOU GIVE ONE KIND OF LESSON TO YOUR FELLOW YOUNG PEOPLE ABOUT HOW TO GET INVOLVED?

(Noah Martin) LIKE MS. DEARDORFF WAS SAYING, JUST ASK YOURSELF, WHAT ROLE CAN I PLAY IN MAKING A CHANGE IN MY COUNTRY? LIKE MR. MOSES WAS SAYING DURING THE FIRST FILM,

PEOPLE BACK THEN MADE THE DECISION THEY WOULD LIVE THEIR ENTIRE LIVES IN STRUGGLE AND THEY DIDN'T WANT TO LIVE IN THIS COUNTRY IF THEY COULDN'T CHANGE IT. ALL YOUNG PEOPLE TODAY HAVE TO DO IS JUST ASK THEMSELVES, WHAT CAN I DO TO CHANGE MY COUNTRY FOR THE BETTER, WHAT CAN I DO TO MAKE THE PLACE THAT I LIVE, THE PLACE THAT I CALL HOME BETTER FOR ME AND FOR MY PEOPLE? WHAT CAN I DO? THAT'S ALL YOU HAVE TO DO IS ASK YOURSELF THAT QUESTION. IF YOU CAN FIND A POSITIVE ANSWER TO THAT QUESTION, AND SET IT IN YOUR MIND THAT I AM GOING TO DO THIS, I AM GOING TO MAKE THIS CHANGE FOR MY COUNTRY AND FOR MY PEOPLE, IF THEY CAN DO THAT, THEN THEY CAN BE SUCCESSFUL.

(Larry Rubin) I WOULD TELL YOUNG PEOPLE, DON'T BELIEVE THAT YOUR LIFE WILL START UPON GRADUATION. OR UPON GETTING A JOB. YOUR LIFE STARTS HERE, NOW, AND YOU, AT YOUR AGE, HAVE EVERY RIGHT TO OWN THE STATE AND OWN THE NATION, AND TO BUILD A STATE AND A NATION THAT YOU WANT, STARTING NOW.

(Nicholas Nchamukong) WITH THAT SAID THANK YOU VERY MUCH, MR. RUBIN. DOES ANYBODY HAVE ANYTHING IN THE AUDIENCE TODAY? I WOULD LIKE TO HEAR ONE OF YOU ASK EITHER A QUESTION OR A COMMENT ON SOME OF THE THINGS THAT WE JUST HEARD. YOU IN THE BACK?

>> IF IT HAD NOT BEEN FOR FREEDOM SCHOOL OR FREEDOM SUMMER, HOW DO YOU FEEL EDUCATION WOULD BE TODAY FOR AFRICAN-AMERICANS FROM PUBLIC SCHOOL TO COLLEGE AND GOING INTO A CAREER AND BEING SUCCESSFUL IN PLACES LIKE GOVERNMENT?

(Bob Moses) SO WHAT HAPPENED WAS THAT -- SO I THINK THE COUNTRY STILL RUNS SHARECROPPER EDUCATION, RIGHT? SO SHARECROPPER EDUCATION IS AN EDUCATION THAT SAYS WE HAVE ASSIGNED YOU A CERTAIN WORK AND SO, THEREFORE, YOU GET THE EDUCATION WHICH IS APPROPRIATE FOR THE WORK THAT HAS BEEN ASSIGNED, RIGHT? THAT WAS WHAT HAPPENED TO BLACK PEOPLE FOR 3/4 OF A CENTURY FROM THE TIME AFTER RECONSTRUCTION RIGHT DOWN INTO THE 1960s, RIGHT? SO YOU NEED TO LOOK AT A CASE CALLED RODRIGUEZ VERSUS SAN ANTONIO, ABOUT 400 MEXICAN AMERICANS MARCHED OUT OF THEIR SCHOOL IN SAN ANTONIO, MARCHED ON THE SCHOOL SYSTEM, DEMANDING BETTER TEACHERS AND BETTER SCHOOL FACILITIES. THIS IS IN 1968, RIGHT. THIS IS A PART OF THE MOVEMENT, A PART WE DON'T KNOW ABOUT AND THEIR MOTHERS WENT INTO COURT. AND IT LANDED IN THE SUPREME COURT IN 1971. THE CHIEF JUSTICE POWELL GAVE THE DECISION. SO HE SAID, LOOK, YOU CAN'T COME TO THE FEDERAL SYSTEM FOR RELIEF FOR YOUR PROBLEM BECAUSE YOU DO NOT HAVE A SUBSTANTIVE CONSTITUTIONAL FEDERAL RIGHT TO YOUR EDUCATION. THERE IS NO CONSTITUTIONAL RIGHT TO YOUR EDUCATION. AND SO YOU CAN'T GO INTO THE FEDERAL COURTS AND ASK FOR MONEY FOR YOUR EDUCATION. SO RIGHT NOW AS YOU STAND THERE, AS WE SIT HERE, THERE ARE 45 CASES IN 45 STATES. I DON'T THINK MISSISSIPPI HAS HAD A CASE YET, RIGHT? 45 CASES AND 45 STATES ASKING FOR EQUITY, RIGHT, FOR FUNDING, RIGHT. NOW, THE PROBLEM IS THAT WE ARE NOT GOING TO SOLVE THAT PROBLEM STATE BY STATE, BECAUSE THE GREATEST DISCREPANCIES IN THIS COUNTRY (IN EDUCATION) ARE NOT WITHIN STATES. THEY ARE BETWEEN STATES. SO THERE ARE STATES ALL OVER THE SOUTH AND CALIFORNIA AND THE SOUTHWEST, RIGHT, THAT ARE -- THERE'S A GAP BETWEEN THEM AND OTHER STATES. SO WE NEED A NATIONAL SOLUTION

TO THIS, FROM MY POINT OF VIEW, WE NEED A CONSTITUTIONAL RIGHT TO AN EDUCATION. YOUR GENERATION, THE KIDS FROM WHO ARE FROM 10-30 YEARS OLD NOW, RIGHT, OR 10-40 YEARS OLD, 30 YEARS FROM NOW, RIGHT, YOU WILL BE 40 TO 70 YEARS OLD, AND YOU WILL BE RUNNING THIS COUNTRY. YOU NEED TO ASK YOURSELF, RIGHT, WHAT DO YOU WANT FOR YOUR CHILDREN IN TERMS OF THEIR EDUCATION? YOU NEED TO THINK ABOUT THAT NOW. YOU NEED TO HAVE A CONSTITUTIONAL RIGHT TO YOUR EDUCATION FOR YOUR KIDS AND YOUR GRANDCHILDREN. AND YOU NEED TO START PLANNING FOR THAT RIGHT NOW, RIGHT. YOU NEED A CONVERSATION. YOU'RE GOING TO HAVE A BALLOT INITIATIVE IN MISSISSIPPI THIS SUMMER, RIGHT, THEY ARE PLANNING ON HAVING A BALLOT INITIATIVE IN MISSISSIPPI. THEY NEED TO COLLECT 200,000 SIGNATURES BY OCTOBER 1 IN ORDER TO GET IT ON THE BALLOT IN 2015 THAT MISSISSIPPI SHOULD HAVE SOMETHING LIKE A QUALITY EDUCATION FOR ALL OF ITS YOUNG PEOPLE, RIGHT? SO YOU GUYS NEED TO GET PART OF THAT. AND YOU NEED TO LEAD -- MISSISSIPPI NEEDS TO LEAD THE COUNTRY NOW IN THE FIGHT FOR EQUALITY, CONSTITUTIONAL RIGHT TO AN EDUCATION.

(Nicholas Nchamukong) WE WOULD LIKE TO ENCOURAGE ALL OF YOU TO DO EVERYTHING YOU CAN TO HELP OUT YOUR COMMUNITY AND EVERYTHING AROUND YOU (indecipherable). THERE IS PLENTY WE CAN DO AS WE'VE HEARD TODAY AND I WOULD LIKE TO THANK YOU GUYS FOR JOINING AND PLEASE DO JOIN US NEXT YEAR FOR NEXT YEAR'S NATIONAL YOUTH SUMMIT.