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Educate! a newsletter of  
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## WHERE DID ALL THE OLD BOND MONEY GO?

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Rome was not built in a day. Construction and reconstruction of schools does not happen overnight. Bonds are not actually sold -- and interest start accruing -- until contracts are ready to be let. Here's how CMS answered some of the questions about how earlier bond issues have been used:

"The 1996 and 1997 bond dollars, totaling more than \$534 million, have been scheduled in five phases. The school system is in the 3rd phase of this project with the 4th phase in design. Twenty-three schools are being renovated with state bond money. With the 1997 bond money, 46 schools are being renovated and 10 new schools are being built.

"All of the 1997 bond money has been spent or allocated specifically for the renovations and new construction projects promised to voters in 1997. Due to the large size and complexity of these projects, they are phased in over a period of years. All 1997 bond construction is scheduled for completion in 2004."

## LEAGUE TO SPONSOR SCHOOL BOND DEBATE

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Mary Klenz writes that the League of Women Voters will sponsor a taped debate on the Nov. 7 school bond issue on Oct. 24. Favoring will be the Rev. Claude Alexander and Kim Phillips, co-chairs of the Vote YES All Bonds 2000 Committee. Opposed will be Lewis Guignard, president of Citizens for Effective Government, and Reggie King representing the Northwest Alliance. Questions will come from moderator Sterlin Benson Webber, anchor and education reporter for WCNC.

The debate will be first aired on WTVI on Tuesday, Oct. 24 at 10 p.m. and Wednesday, Oct. 25 at 11 p.m. Thereafter it will be rebroadcast numerous times on Channel 16 and Time Warner Cable 58.

## RESEGREGATION'S IMPACT ON AFRICAN AMERICANS

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There is strong evidence that if the Charlotte-Mecklenburg school system resegregates its schools by neighborhood in the coming year, that action will have a significant negative impact on African American children, said UNCC's Dr. Roslyn Mickelson Thursday evening.

Speaking at Temple Israel as part of a joint University-Shalom Park Forum on Contemporary Issues, sociology professor Mickelson said that research she and others in the field have conducted shows clearly that "desegregation positively affects minority students' long-term outcomes such as educational and occupational attainment."

She admitted, however, that "the evidence with respect to desegregation's effects on short-term educational outcomes like achievement is more ambiguous and contested."

One reason for the ambiguity, she indicated, may be found in the consequences of what she called "second generation segregation."

"First generation segregation," Mickelson explained, "generally involves the racial composition of schools and has been the focus of national desegregation efforts" since the U.S. Supreme Court's 1954 decision in *Brown vs. the Board of Education*.

"Second generation segregation involves the racially correlated allocation of educational opportunities within schools typically brought about through course placements or by tracking."

Because second generation segregation has the strong potential to undermine desegregation efforts, Mickelson noted, the Supreme Court ruled in 1967 that it is unconstitutional to use tracking and ability grouping to circumvent desegregation at the school level.

"Second generation segregation," however, has continued to exist in CMS schools during the past 30 years even as the district moved in the direction of "first generation" desegregation, as court testimony during last spring's lawsuits against the school system showed.

"Separate" cannot be "equal," Mickelson concluded, as long as resource differences, especially in teacher qualifications, continue to exist between racially segregated and desegregated learning environments.

Testimony at last spring's trial made clear that such differences have continued to exist in CMS schools, and have become more pronounced as individual schools moved further and further away from the desegregation goals set for the school system decades ago by Judge James B. McMillan.

Mickelson, who testified at last spring's trial as a witness for the Swann plaintiffs, said research she conducted in 1997 among CMS seniors showed the following:

-- The greater the proportion of a student's elementary school education that took place in segregated black elementary schools, the lower the high school senior's scores on standardized tests and the lower his or her course placement in high school math, science, social studies and

English classes.

-- Course placement is also influenced by a student's race, with black students more likely to be in a lower level course than white students of comparable prior achievement and family background.

-- Level of course placement (for example, Academically Gifted versus Regular classes) has an extremely powerful effect on high school grades and scores on standardized tests, including the SAT.

-- There is strong evidence that both first and second generation segregation are harmful to all students' academic achievement, but because black children are more likely to experience a segregated learning environment, they are more likely than white children to experience the injuries of segregated schooling.

-- Araminta Johnston

#### PUT YOUR OLD MAC EQUIPMENT TO A GOOD NEW USE

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The Fellowship seeks loans or donations of any operable Macintosh computers, ZIP drives and laser printers for use in the group's work. Reply by e-mail with what you have to offer and your phone number and we'll call about pickup.

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Send us e-mail addresses for people you think would like to receive this publication. Your comments and contributions are also welcome.  
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#### THE SWANN FELLOWSHIP

Lucy Bush, president

B.B. DeLaine, vice president

#### The name:

The Swann Fellowship was named for Darius and Vera Swann, who on behalf of their son James became the lead plaintiffs in Swann vs. Mecklenburg in the 1960s. Darius Swann was the first African American Presbyterian missionary ever assigned outside of Africa. His experiences in India led him to appreciate the value of an integrated society for human development.

#### The vision:

As people of faith, our vision is that all children in the Charlotte-Mecklenburg School System will have excellent educational opportunities which are both equitable and integrated.

#### The background:

Formed in 1997 out of several Charlotte religious congregations, the Fellowship focuses on being a witness to the value of diversity as an integral part of children's education, and educating the public on public school issues as they relate to this and allied subjects. The Swann Fellowship is a nonprofit organization exempt under Section 501(c)(3) of the Internal Revenue Code. A copy of the license to solicit charitable contributions may be obtained from the N.C. Department of Human Resources, Solicitation Licensing Branch. Registration does not imply endorsement, approval or recommendation by the state.