Educate!

Jan. 7, 2001

A newsletter on education in Charlotte-Mecklenburg, NC

With thanks for Charles Schulz (1922-2000) ... Sloane Whaley/Myers Park Traditional

4th Circuit speaks: The magnets

Third of four excerpts

UNITED STATES DISTRICT COURT OF APPEALS FOR THE FOURTH CIRCUIT:

... Judge Potter ... held that the expanded magnet schools program was "ultra vires," beyond the scope of action authorized under the series of injunctions and orders governing desegregation of CMS. After holding that the magnet schools program exceeded the scope of these injunctions and orders, the district court proceeded to analyze whether the program violated the Capacchione plaintiffs' constitutional rights. Applying strict scrutiny, the court concluded that the expanded magnet schools program could not be legally justified... For the reasons that follow, we must reverse. In fact, the injunctions and orders governing this case specifically authorize every significant aspect of the expanded magnet schools program, including the use of racial proportions in assigning students to magnet schools. Furthermore, the Board's obligation to obey these court orders insulates it from constitutional attack for actions taken in compliance with them.

Magnet schools are designed to achieve desegregation by offering some kind of special program or curriculum that will attract students, regardless of race, from

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Over the years, the court filings in Swann vs. Mecklenburg have been splendid reading for newcomers and long-time residents alike about how local history shaped school desegregation in Charlotte-Mecklenburg. As part of our educational mission, we continue today excerpting portions of the Nov. 30 Appeals Court ruling.

Editing principles and other information are listed on page 4. For occasional readers of Educate!, we apologize for the length of this offering. But to make such information available to all is the purpose of this newsletter.

Educate! goes to new format; volunteers and ideas needed

By LUCY BUSH

Welcome to the new Educate! With your help, it will continue to grow in depth and readership, and continue to provide the community a source of reliable information on our schools.

Published since September, Educate! is an all-volunteer effort at this point. So it will depend on us, the readers, to help create the stories and other items you will see here.

And our children can contribute their work – drawings and photographs as well as words. One day, we hope scores of professionals will look back and say, "I was first published in Educate!"

Here's the vision: We parents want someone to deliver (free, of course!) a reliable report on schools that supplements the local media's on-again, off-again coverage. We as parents are interested in teachers who are making headway with our kids. We want to know what our kids are actually doing in schools. And we want to know what policymakers are dealing with.

That's a BIG agenda, but that's where we're headed. We're in this for the long haul; coming even close to delivering on that agenda will take time, and resources we don't have yet. Be patient, and we ask that you look for ways you can help.

Speaking of help: In the box on Page 8 are some ways you can help. Some tasks are big, others very small. Every task listed will

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Is your VIC linked for school this year?

Harris Teeter runs a "Together in Education" program in which the grocer contributes to schools a portion of its sales of its private label products.

If you've participated in the past, but have not re-certified your VIC card this fall, please do: Sign-up must be repeated each year. The program runs from August to May.

To be sure your VIC purchases are going to benefit a school of your choice, please check with the store's customer service desk for the school's number, then follow their instructions.

Harris Teeter says it distributed $1.09 million to schools in its market area during the program's first two years.

If you're undecided about what school to designate, we hope you'll pick one where you know the financial need is the greatest. There are no strings on this money; it goes to pressing needs.

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throughout a school district... Magnets "were first conceived and developed in large, urban school districts seeking a voluntary alternative to busing as a means of decreasing racial segregation." Critical to the magnet school concept is voluntary choice – students choose to attend magnet schools because of their desire for the special programs such schools offer. Thus, magnet schools, when not permitted to become dominated by one race, act as "incentives for parents to keep their children in the public school system and to send their children to integrated schools."

Since the 1970s, school boards throughout the country have utilized magnet schools as part of desegregation plans that have been routinely approved by the courts... Almost invariably, magnet school programs include an assignment policy that takes race into account "to assure to the greatest extent possible that these voluntary attendance schools not work to undermine the progress of desegregation." Such a policy is necessary to prevent magnet schools from "serv[ing] as a haven for those seeking to attend a school predominantly composed of their own race". The various court decisions reflect a cautious enthusiasm for the utilization of magnet schools, both because such schools allow for more flexibility in student assignment and because they rely more heavily on voluntary choice than mandatory busing. (The courts' caution essentially anticipates the position of the Swann plaintiffs in this case: that magnet schools are insufficiently desegregative at best, and that at worst they simply provide an "escape hatch" for white students who would otherwise attend majority black schools, leaving those majority black schools even more segregated than they had been before.)

No change in 'benefit'

Judge Potter recognized that the optional schools "were similar to today's magnet schools," both having countywide enrollment and a racial balancing target." He nonetheless concluded that the schools established after 1992 under the expanded magnet schools program "differ from optional schools in that [the new] magnets offer specialized curricula and thereby confer a benefit above and beyond the regular academic program."

But nothing in the record supports this view. To the contrary, assuming arguendo that "specialized curricula" constitute a "benefit," the magnet schools instituted after 1992 provide precisely the same "benefit" as the pre-1992 "optional schools." In fact, the original six "open" and "traditional" schools remain among CMS's more heavily subscribed magnets. (For simplicity, we often refer within to non-African-American students in the magnet schools as "white.")

How assignment works

Race is considered in assigning students to the magnet schools

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Educate! **a newsletter of The Swann Fellowship**
1510 E. 7th St. Charlotte NC 28204 704-342-4330 SwannFello@aol.com

Six-week running average circulation through last issue: 1,873

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, 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 56-2106776. A copy of the license to solicit charitable contributions as a charitable organization or sponsor, and financial information, may be obtained from the N.C. Department of Human Resources, Solicitation Licensing Branch, by calling 919-733-4510. Registration does not imply endorsement, approval or recommendation by the state.

Putting superintendent on pedestal is risky for all

By ARAMINTA S. JOHNSTON

A commentary

What is it with Eric Smith? Where did this guy get his halo from?

Don't stop reading here!

These are real questions that I think need some serious discussion in our community.

Yes, I know that our school system is in the middle of legal battles, parents aren't sure where their children are going to school in the future, and we have a badly divided school board.

All these facts, however, make it all the more important, I think, that we in this community take a serious look at our superintendent and evaluate him for what he is.

Many who support "neighborhood schools" and thus the further resegregation of our school system by race and class are very happy with Smith at the moment. I understand that one such school board member who was about ready to fire Smith a year ago now thinks he's the greatest.

That makes me wonder.

About a month ago, Educate! published a piece that I had written that attempted to explain the school board's decision to cancel a move to Dr. Smith's "school choice" plan and the accompanying "Showcase of Schools" event that had been planned for the following day.

The school board's vote came a couple of days after a three-judge panel of the Fourth Circuit Court of Appeals in Richmond declared that U.S. District Court Judge Robert Potter was wrong when he ruled that CMS had eliminated from its schools the effects of decades of segregation. That Appeals Court ruling made it illegal for the school system to proceed with the "school choice" plan that Dr. Smith and his staff had designed.

The other part of my article was based on information that had not previously been made public. It attempted to explain why it was that although the school board had directed Dr. Smith early last June to prepare two assignment plans – one that assumed the appeals panel would agree with Judge Potter and the other that assumed the panel would disagree – Smith failed to produce the second plan.

If he had done as the board originally directed him and had indeed prepared two plans, neither the school board, nor the school staff, nor parents, nor this community would have found themselves in the place we do now: confused, frustrated and divided.

As I wrote a month ago, I have little doubt that Dr. Smith is a smart man, so I and others, especially those who were in Richmond, as he was, for the arguments before the panel and who heard the kinds of questions a majority of the panel was asking, were genuinely puzzled when throughout the summer and into the fall Dr. Smith proceeded as if there were no question but that the three-judge panel would uphold Judge Potter's decision.

Sources within CMS told us, however, that Dr. Smith had been convinced for some time that the appeals court would indeed uphold Potter's ruling.

Faced with Smith's adamancy on this matter, eight school board members very mistakenly agreed in October to allow Smith to proceed with a single plan. Arthur Griffin was the only school board member who then correctly predicted how the appeals court would rule and refused to go along with the rest of the board on the vote.

It's easy now to point fingers at the eight, but if you had spent a lot of time around the Ed Center

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Sound Off! for quality education

Your words in support of a quality, equitable, integrated education can help make the case for community support of Charlotte-Mecklenburg Schools. Pick up your pen! Or get your mouse in motion! Here's information on how to submit your letters to area media.

The Charlotte Post: By e-mail: thepost@clt.mindspring.com; by fax: 704-342-2160; by mail: Editor, The Charlotte Post, 1531 Camden Road, Charlotte, NC 28203-4783

The Charlotte Observer: By e-mail: opinion@charlotteobserver.com; by fax: 704-358-5022; by mail: The Observer Forum, The Charlotte Obsever, P.O. Box 30308, Charlotte, NC 28230-0308

The Charlotte World: By e-mail: warren.smith@thecharlotteworld.com; by fax: 704-503-6691; by mail: 8701 Mallard Creek Road, Charlotte, NC 28262-9705

The Leader: By e-mail: editor@leadernews.com; by fax: 704-347-0358; by mail: 800 E. Trade St., Charlotte, NC 28202-3014

Creative Loafing: By e-mail: charlotte@creativeloafing.com; by fax: 704-522-8088; by mail: P.O. Box 241988 Charlotte, NC 28224-1988

Educate!: By e-mail: SwannFello@aol.com; by fax: 704-342-4550; by mail: 1510 E. 7th St. Charlotte, NC 28204-2410

So where does Smith get his halo?

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in those days, you would understand better how, given the drumbeat of "unitary status" from Smith and others, including some school board members, it became difficult to believe what your ears had heard in Richmond only five months earlier.

In any case, during the two weeks following my Educate! article, we printed some responses which were, as we received them, about evenly divided between those who were incensed by my "attack" on Dr. Smith and those who expressed appreciation for the information I offered.

Those who accused me of "mistreating" Dr.Smith, however, were especially emphatic. They weren't, however, very specific in their defense of him.

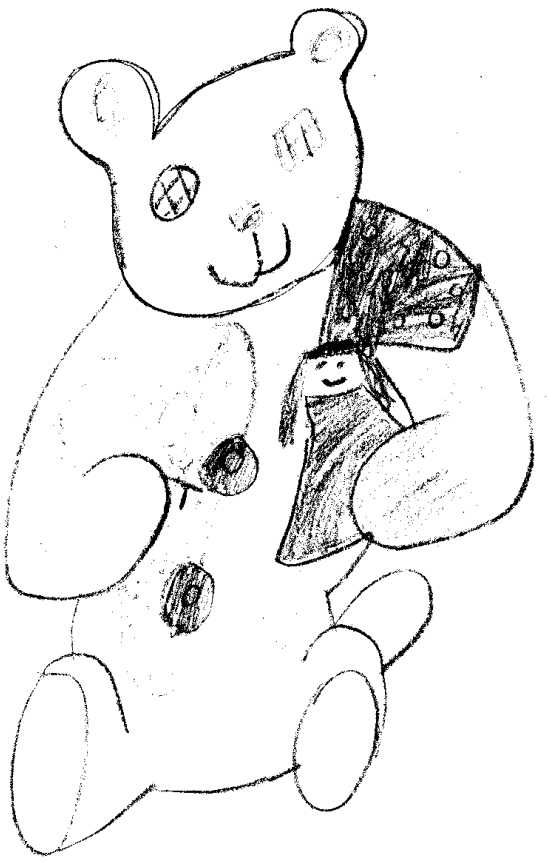
So I'm really curious, as I think our readers would be, about what a fuller discussion of Dr. Smith's strengths and weaknesses would look like.

For my part, I've already said that he seems to me to be generally a pretty smart man. The school board not long ago renewed his contract and gave him a raise. That would seem to indicate that he's doing a good job.

We definitely should give him credit for his Bright Beginnings program which attempts to help disadvantaged four year olds begin kindergarten on a level with their more advantaged peers.

Just this past week CMS reported that approximately 60 per cent of Bright Beginnings "graduates" were performing at or above grade level two years after their Bright Beginnings experience.

Of course the CMS statistics didn't really tell us anything about the approximately 40 per cent of graduates for whom Bright Beginnings had not worked, despite the fact that the program means a financial outlay of about $5,600 per student.



Sloane Whaley/Myers Park Traditional

But the fact that approximately 40 per cent did not manage to succeed as we would like probably tells us less about Dr. Smith and his administration and more about the incredible difficulty and expense of overcoming on a massive scale the effects of such disadvantages as poverty or neglect or even just lack of parental education.

I'm also convinced that Dr. Smith is a man dedicated to educating all children – at least as he understands that.

As a person who's been in contact with education – as a student, parent, and teacher – for over 40 years, however, I'm aware that education is a pretty fad-driven business. Currently we're discovering that some of the pedagogical fashions of the last 25 to 30 years weren't as great as their proponents claimed. Think, for example, of the "see and say" method of teaching reading as opposed to phonics, or the various forms of the "new math" as opposed to memorizing multiplication tables, or encouraging children simply to "express themselves" in their writing rather than go through the "boring" process of learning grammar and punctuation. As a teacher on the college level, I regularly see the effects of these "fads."

But as for Dr. Smith, he certainly seems to me to be a man not inclined to similar pedagogical fads, and for that he deserves this community's thanks.

What does remain to disturb me, however, and it disturbs me very much, is that Dr. Smith seems to be the victim of a political, rather than a pedagogical fad: the one that declares that separate, whether by race or income or other disadvantage, really can be equal. "And this time it really will be!"

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Araminta S. Johnston teaches religion and ethics at Queens College. She is a founding member of the Swann Fellowship.

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instituted under the 1992 expanded program, just as it was in assigning students to the original magnet or optional schools. Specifically, under the expanded program, CMS allocates 40% of the seats in its magnet schools for black students and 60% for students of other races. This ratio reflects the student population of the school system, which is approximately 41.0% black, 52.2% white, 3.7% Asian, 2.5% Hispanic, and .5% American Indian. CMS generally assigns students to its magnet schools using two parallel lotteries, one for black students and one for students of other races. When there has been insufficient interest from black students to fill the seats allocated to them in a particular school, CMS has sometimes refused to allow students of other races to fill those slots. Thus, race may affect a student's chances of being assigned to a magnet school.

The Capacchione plaintiffs contend that the expanded magnet schools program violates the Equal Protection Clause. Recognizing, if only implicitly, the difficulty in maintaining that actions taken pursuant to court orders violate the Constitution, they principally argue that the expanded magnet program was not implemented under the court orders governing this case.

Capacchione arguments

Specifically, they first contend that the Board's increased reliance on magnet schools constituted a "voluntary desegregation plan implemented to counteract demographic change," rather than a good faith effort to eliminate the vestiges of discrimination as required by the existing desegregation orders. Second, they argue that the expanded program's race-conscious assignment lottery violated the desegregation orders.

The following principles have guided our editing of the long document. All legal citations have been removed, as have most of the notes. Where notes were re-inserted in the text, they are in parentheses. The court's discussion and rulings on the injunction, nominal damages, attorney fees and discovery disputes have been eliminated. Locations of text edited for space are marked with three dots. Uppercase headlines have been inserted as an aid to reading. After editing, four big chunks of material emerged. Our tentative plans for publication, subject to changing events, are as follows:

Dec. 10: History of the case
Dec. 17: Questions of unitary status
Today: The magnets
Jan. 14: Court's conclusion, Judge Traxler's concurrence and dissent.

For copies of excerpts, please message SwannFello@aol.com with the dates. The excerps will also be available in one piece.

Finally, they maintain that even if CMS expanded its magnet schools program pursuant to and in compliance with governing court orders, strict scrutiny nonetheless applies and requires that the program be held unconstitutional. We consider each contention in turn.

The Capacchione plaintiffs note that implementation of the expanded magnet schools program followed on the heels of demographic changes in the Charlotte-Mecklenburg area. As discussed in connection with student assignment, supra, the Charlotte-Mecklenburg area has experienced in recent decades both strong population growth overall and intensive out-migration from the city to the suburbs and from older, inner-ring suburbs to newer suburbs in the far northern and southern areas of the county. For these reasons, the Capacchione plaintiffs insist that the expanded magnet program was necessarily a response to demographic change rather than a true attempt to remedy past discrimination.

We cannot agree. First, Judge Potter "accept[ed] that the school system was acting to . . . remedy the effects of past racial discrimination" in expanding the number of magnet schools in 1992. Ample record evidence supports this finding. See testimony of John Murphy, former CMS Superintendent, that 1992 plan to expand the magnet school program was among the "creative strategies we could come up with to stay in compliance with the court order" and testimony of Jeff Schiller, former assistant superintendent for research, assessment, and planning for CMS, explaining that the 1992 student assignment plan, including the expanded magnet schools program, "had the same objectives as the one that it was going to replace, maintaining the court order," and that the objective of the expanded magnet program specifically was "to maintain the integration of schools through voluntary means" and the Stolee Plan recommendation that "the Charlotte-Mecklenburg school desegregation plan should be gradually changed from a mandatory plan with little voluntarism to a voluntary plan with few mandatory facets."

Furthermore, the dichotomy the Capacchione plaintiffs suggest between "counter[ing] demographic change," on the one hand, and remedying past discrimination, on the other, oversimplifies both the law of school desegregation, particularly the Supreme Court's decisions in Green, Swann, and Freeman, and the practical reali-

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ty of achieving desegregation in a large urban school district.

Overcome demography

From the early stages of the Swann litigation, it has been understood that demographic patterns would complicate the process of school desegregation. Indeed, remedies like school busing and satellite attendance zones would never have been necessary in the first place if the demography of the community were not an obstacle to desegregation. In a sense, Swann's basic teaching is that the Constitution sometimes requires schools to "counter demograph[y]" in order to achieve desegregation.

The Swann Court noted that the process of "local authorities . . . meet[ing] their constitutional obligations" had "been rendered more difficult by changes . . . in the structure and patterns of communities, the growth of student population, [and] movement of families." The Court expressed concern that"segregated residential patterns . . . [would] lock the school system into the mold of separation of the races." Thus, CMS simply followed the Supreme Court's guidance in Swann in regarding demographic change as a problem inhibiting its progress toward unitary status. (The Capacchione plaintiffs contend that, given the obvious concern of school officials with demographic changes, "CMS could not have been motivated by any desire to comply with its court-ordered duty to eradicate vestiges of segregation." But this stands the analysis on its head. A court determines from the effect of their acts, not from their motives, whether school authorities comply with a desegregation decree. Moreover, even if motivation were relevant, the argument would fail. A fair reading of the record demonstrates that although school officials were obviously aware of the demographic shifts, they viewed these shifts as an obstacle to achieving compliance with the Swann orders and to eliminating the vestiges of discrimination in the school system, not as the condition that itself necessitated a remedy.

Moreover, Freeman simply did not hold, as the Capacchione plaintiffs necessarily imply, that demographic changes in a metropolitan area independently eliminate the vestiges of past discrimination. Nor does Freeman bar courts from targeting racial isolation resulting in significant part from "private choice," if that isolation is also a vestige of past discrimination. The effect of such a holding in Freeman would have been to overrule Green, which the Supreme Court did not purport to do.

In Green, even though the school board allowed every student "freedom of choice" as to which school to attend, the formerly black school remained all black and the formerly white school remained predominantly white – wholly as a result, in some sense, of this "private choice." The Green Court held that, although the private choices of students and their families were responsible for the continuing racial isolation of the schools' student populations, that fact did not preclude a finding that the racial isolation was also a vestige of past discrimination. Indeed, the Court held not only that it was permissible for the school board to take further action to desegregate, but that the board was required to take further action in order to fulfill its "affirmative duty" to desegregate.

The courts' role

Although Freeman recognized that, at a certain point in the process of desegregation, a court may determine that present racial isolation cannot be considered a by-product of the past regime of segregation, the case does not require – or even empower – a school board under a judicial desegregation order to make that determination on its own. Rather, so long as CMS was under court order to desegregate, it was required to treat racial isolation in its schools as a vestige of segregation, and to take appropriate action to eliminate that vestige.

Rulings not violated

The Capacchione plaintiffs next contend that the expanded magnet program's race-conscious assignment policy violated the desegregation orders governing this case. With this argument, Judge Potter agreed, concluding that "the way that CMS's magnet program uses race . . . is significantly different from any assignment policy ordered or approved of in Swann," and thus constituted a "material departure" from the governing desegregation orders.

That holding constituted clear error. Actually, Judge McMillan specifically authorized and incorporated into his decree a race-conscious assignment policy for "appropriately integrated optional schools." The policy provided:

"Strict and central control must be exercised over all admissions (reassignments) to each optional school in order to fulfill the necessary ends that these schools be open to all county residents and be integrated by grade at or above approximately a 20% black ratio. Reassignments to optional schools must not jeopardize the racial composition of any other school.

"Guidelines and central monitoring by the Pupil Assignment staff with the respective school principals are to be drawn up. Capacities and allocation of maximum numbers of students that may be drawn from each other school attendance area, by race, are to be designated. The actual enrollment of the optional school may have to be guided by its racial composition and by the number drawn from each other school area, not by considerations

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of space and program only."

Moreover, one need look no further than Chief Justice Burger's opinion for the Supreme Court in Swann to find explicit sanction of the use of racial "ratios" or proportions in assigning students to schools:

"School authorities are traditionally charged with broad power to formulate and implement education policy and might well conclude, for example, that in order to prepare students to live in a pluralistic society each school should have a prescribed ratio of Negro to white students reflecting the proportion for the district as a whole. To do this as an educational policy is within the broad discretionary powers of school authorities; absent a finding of a constitutional violation, however, that would not be within the authority of a federal court."...

Thus, even if Judge McMillan had not specifically approved a race-conscious assignment policy for magnet schools, the Board's adoption of the 60-40 formula and lottery in the expanded magnet program would not be an "ultra vires" act. Rather, that policy would fall within the Board's broad discretion, recognized by both Judge McMillan and the Supreme Court in Swann, to fashion appropriate remedies in light of the particular needs of its pupils and the school system's experience with other desegregation tools.

Judge Potter's conclusion to the contrary simply cannot be reconciled with the Supreme Court opinion in Swann and Judge McMillan's decrees. The race-conscious assignment policy constitutes a necessary safeguard against the risk that unchecked transfers to magnet schools could increase the number of racially identifiable schools in violation of the Board's continuing obligation under the desegregation orders. In that vein, the Capacchione plaintiffs' own expert on school desegregation, Dr. David Armor, agreed that racial quotas are permissible in a desegregation plan. Dr. Armor testified that "race is an integral part of pairing, of satelliting, of magnet schools, of running lotteries for magnet schools. The entire plan is predicated on race and race controls, because that's the only way you can meet the court order and to have an effective plan is to employ race requirements and racial quotas basically for all schools."...

Constitutional issue

Finally, the Capacchione plaintiffs maintain that, even if CMS administered the expanded magnet schools program pursuant to and in conformity with the governing desegregation decrees, CMS violated the Constitution in doing so. Judge Potter rejected this argument, as do we. In fact, court-ordered remedial action cannot be found violative of the Constitution. Rather, as Judge Potter recognized, actions taken by CMS pursuant to the desegregation decrees are immune from constitutional attack. In short, the Capacchione plaintiffs could have sought to modify or dissolve the Swann orders as inconsistent with their rights under the Constitution; what they could not do is obtain an injunction, or declaration, that a party compelled to adhere to those orders violated the Constitution in doing so. CMS's obligation to follow the desegregation orders and injunctions in this case provides it with a complete defense to the Capacchione plaintiffs' challenge to the expanded magnet schools program.

The Supreme Court's decision in Swann is the law of the case; it must be followed. But more than just the law of this case, for almost thirty years Swann also has functioned as a blueprint for school desegregation in school districts throughout this Nation. As long as Swann is controlling law, and as long as the Board acts pursuant to the Swann desegregation orders – as it did in implementing the expanded magnet schools program – it cannot be held to have violated the Constitution.

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Jan. 14: Court's conclusion, Judge Traxler's concurrence and dissent.

'Lunch buddy' needed

The Fellowship would like to revive its twice-monthly brown-bag lunches. The series allows fellowship among Fellowship members – and conversation with the community's education leaders.

Treasurer John Andrews has agreed to help schedule speakers – if someone would join him in the task. No experience required!

If you would be willing to help make a phone call or two a month, please call John at 704-332-3081.

Educate! reshaped for ease of reading, printing

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help make Educate! of more service to this community.

When you've decided how you can help, please message us at SwannFello@aol.com. We're waiting for your ideas. We're waiting for your writing skills.

And kids, we're ready to publish your work!

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Q What will I be paid?

A Nothing. That will come after we raise an endowment!

Q I saw an article in a magazine I think you should share with your readers.

A Copyright laws must be followed, but point these articles out to us. Perhaps we can have a regular summary of such articles.

Q Can the Fellowship be an unbiased source of school news and still support the school board?

A The Fellowship, a nonprofit that grew out of area congregations, is biased in favor of quality, integrated education for all of God's children in this place. We believe God abhors his people being divided by race and economics and calls us as individuals, and as a community, to live, worship – and go to school – as one.

We also believe that human history teaches lessons that suggest that equitable schools will neither be achieved nor maintained if we do not go to school as one.

Those beliefs shape our mission, and will inform the content of the newsletter. We welcome contributions from all citizens in producing this newsletter for the community.

Q Can you give me reports of school board meetings here?

A Since our 1997 founding, we have had folk monitoring board meetings. When we had staff last year, that was one of the executive director's prime tasks.

We would like to have a group of volunteers share the task of attending meetings (or watching them on Channel 21) and writing up a report for Educate!

If you would like to be part of this group, please message SwannFello@aol.com

Here's how you can help

- ❑ Parents, tell us what's going on at your children's schools. A quick e-mail will do. Or share with us your questions, concerns.
- ❑ Teachers, let us know what we should focus our reporting resources on. You know what will help build up the schools.
- ❑ Children, send us your ideas too. Sound off! Send us your photos. And budding artists, take up your wide felt-tip black pens and share with all of us what your eye sees!
- ❑ Message SwannFello@aol.com with your words, your digital photographs and digital artwork. Mail paper submissions to The Swann Fellowship, 1510 E. 7th St., Charlotte, NC 28204-2410.
- ❑ Like photography? We'd like several people willing to share with us pictures taken at local schools. Message us of your interest.
- ❑ To keep this publication as free of typographical errors as possible, we'd like to be able call on some proofreaders who could receive material via e-mail. This would be quick turnaround work, and would fall on Fridays and Saturdays. Message us of your interest.
- ❑ The Fellowship has need of several digital cameras to loan to students taking photos for Educate! Obsolete units you are no longer using would be the perfect tax-deductible donation! Please message us of what you could offer.
- ❑ The Fellowship has need of a person or persons who would be willing to help keep our member database up-to-date. The task at hand is to find addresses and telephone numbers for persons who are already receiving Educate! by e-mail. This work could be done at the volunteer's pace and either at the Swann office or at the volunteer's home. Message us of your interest.