

4:74-CV-00090-DCB



Against restoration of MASP at TUSD

michael.hicks

Barney Popkin to: bury

kristel.foster

Please respond to Barney Popkin

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<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> <p>JAN 22 2013</p> </div>	
<small>CLERK U S DISTRICT COURT DISTRICT OF ARIZONA</small>	
BY: <i>[Signature]</i>	03:37 PM DEPUTY

Dear TUSD Governing Board Member and affiliated colleagues, I urge you NOT to support the current wrong-headed initiative to restore the racist, divisive, hateful, anti-American and illegal La Raza-based Mexican-American Studies Program. The evil-minded MASP is again being proposed for TUSD under the guise of Cultural Studies. The great leaders of our country such as Thomas Jefferson, Abraham Lincoln, and Martin Luther King, Jr. advocated for equal rights, not special rights, and not for divisiveness and hate perpetuated by such programs again resurfacing in our community. Our property taxes are not well served but such outrageous programs as interesting they may be to minority racists who are free to practice their hatred on their own time with their own resources!

Do the best with what you have!

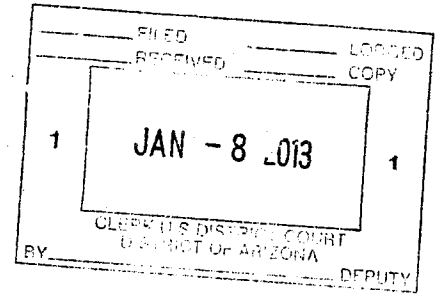
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The Honorable Judge David C. Bury
U. S. District Court, District of Arizona
405 West Congress Street, Suite 6170
Tucson, AZ 85701



1/08/13

Re: Case # CIV 74-204

Dear Judge Bury,

We write the Court today on behalf of countless Tucson area families, from all walks of life and cultures, who have been disenfranchised through the process employed by the Court's Special Master Hawley in the matter of the Tucson Unified School District's Desegregation case; Fisher, Mendoza vs. Tucson Unified School District [CIV 74-204].

According to the plaintiff representatives we have spoken to, and a review of people's accounts of their exchanges with Mr. Hawley and Justice Department officials, it is apparent that the Special Master had his own agenda and the process would serve that agenda while ignoring the general public's position.

It appears that Mr. Hawley has systematically created a situation in which the general public did not feel comfortable coming to the only three public hearings held in the matter. Of the three public hearings held, two were held at venues that were difficult to access; Tucson High and Palo Verde High, and one was held at a location that was nearly impossible for anyone to find including a plaintiff's attorney. One was held on the same night parents were participating in a hearing to save their children's schools.

When members of the public privately sent concerns to Mr. Hawley, rather than accept them without comment, Mr. Hawley defended his agenda. As a result, became clear to them that there was no point in offering comment as it appeared the decision had been made early on and every effort was being made to only defend the decision rather than conduct a community conversation.

In at least two instances, when contacted by members of the public expressing their concern about the Mexican American Studies classes and curriculum, Mr. Hawley advised that he was going to rely on data upon which to render an opinion. Later, it was discovered that he had one of the witnesses FOR the Mexican American Studies classes in the appeal of the State's decision that the classes violated State law, conduct the "study."

Since then, that "study has come under scrutiny" by educators and statisticians for its lack of controls and skewed population. Jay P. Greene, Ph.D., Department Head and 21st Century Chair in Education Reform at the University of Arkansas found that the "study still suffers from selection bias. That is, students who choose to take this elective course are different from students who do not. Any difference in outcomes may be caused by the characteristics of students who would choose to take a course, not necessarily the course itself."

That has been the pattern in this situation all along. Rather than an open discussion of the issues, facts are presented to the Court and the public only to support the divisive and segregating classes.

It is the fact, as offered in testimony, data, and in anecdotes from parents and students; that the classes segregate rather than desegregate that make their inclusion in Mr. Hawley's recommendations most appalling.

The notion that the classes Mr. Hawley proposes will actually increase the segregation of children by race and ethnicity is not conjecture; it is the sad history of the MAS classes that well over 90% of the students enrolled were of Mexican-American descent. If the goal of the "desegregation lawsuit" is meaningful integration of students in classes then the reinstatement of these classes goes completely against that goal. Finally, the sad recent history of TUSD is that middle class families of all ethnicities have fled the district for a variety of reasons. One of the reasons that figures prominently in this middle-class flight is the perception by middle class parents that TUSD is far less concerned with the education of its students than it is about the political and ideological concerns of some adults. If the goal of the lawsuit had been to create a district where practically the entire student body was of one demographic Mr. Hawley has surely found just the mechanism to achieve that goal.

Tucson, all of Southern Arizona has enjoyed a rich multi-cultural history. That history, by Arizona law, must be appreciated in all curricula. There is no legitimate reason for the federal government to include specific classes in a federal court Order that segregate children on the basis of the color of their skin to do what is already required by state law.

The overstepping by a federal court in this matter will serve to further alienate the public from our public schools. Those same schools, that served our most underserved children. Those same schools upon which the middle-class was spawned and should continue promote civic engagement based on the beliefs upon which this country first began.

Mr. Hawley's recommendations will increase the number of staff that have little or no interaction in the classroom. It ignores the one thing we know can end the discrimination of low expectations; that children, no matter what background or disadvantage can thrive if placed before a highly skilled teacher focused on developing basic skills and a love of reading.

The discrimination of low expectations has hurt my community; the Latino community for years. The insistence on the use of bilingual education assumes that our children cannot learn English quickly. Decisions made by white men from Maryland about children in the southwest are fairly doomed to miss the fact that our children are surrounded by English everywhere they go.

They are doomed to ignore the fact, that many immigrants have learned the language and as a result have been able to achieve the American Dream. Many of the people who are signers of this letter were immigrants who came to America without English language skills and because they developed those skills were able to build small businesses, and assume positions of power in our community.

It is imperative that you not allow a few radicals and one man in Maryland decide what is right for our community.

This past year, the TUSD Governing Board election results demonstrated clearly according to one progressive writer, a divided and unconvinced community. The results clearly show that support for Mexican American Studies is not in our community. Dr. Stegeman, an opponent to the classes, handily won re-election.

The ballot box is private, and a far better indicator of the public's sentiment than the intimidating and difficult process offered the public by Mr. Hawley.

Please, accept this letter and the signatures of the undersigned as a please from a community that has been nearly destroyed by the divisive Mexican American Studies classes.

Sincerely,
Gabriela Saucedo Mercer
-Undersigned-