

Exhibit D

Huppenthal - Buckmaster Transcript
of
June 21, 2011 Buckmaster Show

RECORDED INTERVIEW:

Buckmaster Show: June 21, 2011

Excerpt: Bill Buckmaster, John Huppenthal

Date:
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1 THEREUPON:

2 BILL BUCKMASTER: Let's get right into it now with the
3 Superintendent of Public Instruction for the State of Arizona,
4 John Huppenthal is with us. Superintendent, thanks for being
5 with us.

6

7 JOHN HUPPENTHAL: Well, glad to be here, Bill. Thank you for
8 inviting me on.

9

10 BILL BUCKMASTER: There is a lot of confusion and I think
11 folks really are a little bit confused about your decision to
12 hold the Tucson Unified School District in violation of the
13 Arizona Statute 15-112. Explain your decision, if you would,
14 Superintendent.

15

16 JOHN HUPPENTHAL: Well, the -- I came into office on January
17 3rd, so we've had a time to reflect on what was going on, to
18 look through the evidence that had been collected before I got
19 here to sort of categorize that evidence, and I made the
20 decision to -- also to proceed forward with an audit. And we
21 got the results back from that audit and -- and we -- we read
22 through that carefully and considered it as one part of a
23 totality of evidence that we had, because we had a lot more
24 evidence besides just the audit.

25

1 And then we looked with particular interest in how the audit
2 was conducted and the nature of the information that came back
3 through the audit. So it was in the totality of the evidence
4 that the Declaration of Violence -- or Violation was made on
5 15-112.

6

7 A couple of the key things that influenced my thinking in the
8 audit, and these were facts that we could verify, the School
9 Board had failed to abide by their own policies about formal
10 adoption of curriculum, and we thought that was particularly
11 important, especially in this case, because of all the
12 controversy. It -- it is just logical that in this
13 controversy, because the controversy is all about the
14 curriculum, that you would take the large support staff --
15 Mexican-American Studies have a large support staff, very
16 large support staff -- that you would employ that large
17 support staff and have them detail the curriculum.

18

19 Now, curriculum is a fancy word and just what you're talking
20 about is week-by-week, through the entire process, what is the
21 student learning this week, what are they supposed to know,
22 what kind of materials are coming into the classroom, what
23 kind of books are coming into the classroom? You have that
24 large support staff that can detail that curriculum down so
25 that it is transparent to parents, it's transparent to the

1 citizens, it's transparent to the taxpayers, and then you, as
2 part of the curriculum development process then you would
3 present that you your parents, your taxpayers, and you invite
4 public discussion of it. And that public input process might
5 go back and forth as they look that over and the citizens
6 would talk about whether it's appropriate or not.

7

8 BILL BUCKMASTER: The --

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10 JOHN HUPPENTHAL: By them violating their own Board policy,
11 they also violated state law and curriculum development.

12

13 BILL BUCKMASTER: Now the --

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15 JOHN HUPPENTHAL: So that --

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17 BILL BUCKMASTER: I was going to --

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19 JOHN HUPPENTHAL: That was a huge part of the whole thing,
20 that this thing has gone on that long without them coming into
21 compliance on curriculum development.

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23 BILL BUCKMASTER: But do you -- what about the audit, stating
24 on page 50, "During the curriculum audit period, no observable
25 evidence was present to indicate that any classroom within

1 TUSD is in direct violation of the law. In most cases, quite
2 the opposite of true," and -- "quite the opposite is true,"
3 and I think this is what has people here in Tucson confused.
4 They read that sentence in the audit report but then what
5 you're ruling is in, really, a contradictory -- there's a
6 disconnect between the two.

7

8 JOHN HUPPENTHAL: Absolutely. And the thing that weighed
9 heavily on our mind to set aside that observation was that the
10 observation of what they observed in the classroom, two
11 things. One, the -- the Mexican-American Studies knew that
12 the audit would be taking place in that week. And the nature
13 of an audit is you're supposed to define facts and you -- we
14 have -- we have a lot of information that what was going on in
15 Mexican-American Studies did not match what they observed in
16 that week. So that was what led us to set aside those
17 observations as not being reliable for that week.

18

19 BILL BUCKMASTER: So --

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21 JOHN HUPPENTHAL: But it was not just the difference between
22 the materials we had otherwise collected. It was the fact
23 that there was no materials to back up their observations
24 during that week. Very limited --

25

1 BILL BUCKMASTER: You can understand --

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3 JOHN HUPPENTHAL: Very limited materials to back up those
4 observations.

5

6 BILL BUCKMASTER: Mr. Superintendent, you can understand why
7 so many feel this is a political decision. After all, you
8 sponsored the original legislation to ban Mexican-American
9 Studies and, of course, you --

10

11 JOHN HUPPENTHAL: Oh, quite the contrary, Bill. I did not
12 sponsor it.

13

14 BILL BUCKMASTER: Weren't you the original sponsor?

15

16 JOHN HUPPENTHAL: No, I was not. I did not sign on to that
17 legislation.

18

19 BILL BUCKMASTER: Okay. But you did campaign, certainly, last
20 year for School Superintendent to -- against the program,
21 correct?

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23 JOHN HUPPENTHAL: The -- yes.

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25 BILL BUCKMASTER: Yes.

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JOHN HUPPENTHAL: I expressed my concern during the campaign about the -- what was in the -- what was going on in the classes.

BILL BUCKMASTER: Uh-huh. So --

JOHN HUPPENTHAL: And then, too -- well, we can elaborate on that a little bit.

BILL BUCKMASTER: Uh-huh.

JOHN HUPPENTHAL: When I came into the classes, the -- there was extensive references to a book by Paulo Freire, *Pedagogy of Oppressed*, and so after -- after I left the class, I went back and I read *Pedagogy of the Oppressed*, and there was not only references to that book, *Pedagogy of the Oppressed*, but there were references to other of Paulo Freire's books.

And the -- when I read *Pedagogy of the Oppressed*, and I got the impression from my visit into the class that *Pedagogy of the Oppressed*, by Paulo Freire was a central guiding aspect of Mexican-American Studies, that his philosophies and his -- those readings were all a part of the framework by which Mexican-American Studies was, you know, brought forth.

1
2 And, I mean, they were very straightforward about talking
3 about Paulo Freire's stuff. So when I read through Paulo
4 Freire's book, that's when my concerns really started to set
5 in because Paulo Freire is quite straightforward about it,
6 that he was operating from a Marxist framework, that all -- he
7 was talking continuously about class struggle, and he was
8 talking about operating from a concept of the Mexican-
9 Americans being an oppressed group. And when I was in class
10 that day, the students around me talked about that concept of
11 oppression, and we've seen references to students saying, I
12 didn't know I was oppressed until I attended a Mexican-
13 American Studies class.

14
15 So our -- you know, that -- and that mismatch, again, between
16 the fact that all of the references to Paulo Freire were gone
17 out of that week when the auditors came in was at odds with
18 what we see. We see widespread, you know -- a lot of evidence
19 that Paulo Freire's texts were, in a lot of different ways,
20 are the guiding point for Mexican-American Studies.

21
22 BILL BUCKMASTER: Speaking --

23
24 JOHN HUPPENTHAL: And he talks in there about Che Guevara
25 being -- in heroic terms, in his book, and there was a poster

1 of Che Guevara up on the wall when I went and visited the
2 class. And, in fact, Che Guevara helped direct the Communist
3 death camps in Cuba, where they put together what would be the
4 equivalent of three million people in the United States being
5 marched to the firing squads.

6

7 BILL BUCKMASTER: Superintendent --

8

9 JOHN HUPPENTHAL: So we just had a lot of concerns and we
10 didn't -- and we had materials that we observed.

11

12 BILL BUCKMASTER: Let's take a call, if you don't mind. This
13 caller is David, and we're speaking of books. Go ahead,
14 David.

15

16 DAVID: I'm wondering, which book would you, John Huppenthal,
17 like to see banned in high schools and what will you do to
18 ensure that they're forbidden in the classrooms? I'll take
19 the answer off the air.

20

21 BILL BUCKMASTER: Thank you, David. Go ahead, Superintendent.

22

23 JOHN HUPPENTHAL: You know, could you repeat the question for
24 me?

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1 BILL BUCKMASTER: It was about which books you would like to
2 see banned in high schools.

3

4 JOHN HUPPENTHAL: Well, I don't know that I would like to see
5 the book, even Paulo Freire's book, banned, but the -- the
6 problem I had with the book and how it was being used, you
7 know, I've sat down and read the *Pedagogy of the Oppressed*
8 myself. But I would never take it on in a spiritual sense and
9 say, gee, I believe in this Marxist concept of class struggle,
10 and having kids identify with being oppressed, and having this
11 sense of equality, but only equality in the concept that you
12 are a member of an oppressed class, and so you're equal if
13 other people are oppressed, but you have this sense of
14 alienation with other people. So that's the concern that we
15 had, over how it was being used in the class and --

16

17 BILL BUCKMASTER: Super --

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19 JOHN HUPPENTHAL: -- that whole concept of that. But it
20 wasn't just that book. It was other books that we, as we
21 looked at it, we go, wow, this isn't -- we don't see any kind
22 of sense of balanced history. We don't see anything -- this
23 book -- this class is being used to meet state standards for
24 American History. We don't see the aspects of this that would
25 enable it to meet state standards for history class. Just a

1 lot of things that were of a concern.

2

3 BILL BUCKMASTER: Okay, we've got about a minute left. So the
4 TUSD will appeal this. They have 60 days to come into
5 compliance; is that your understanding?

6

7 JOHN HUPPENTHAL: Yes, uh-huh.

8

9 BILL BUCKMASTER: And then what happens if they don't come
10 into compliance?

11

12 JOHN HUPPENTHAL: Well, then, I mean, we're going to go to
13 court. We will show them the evidence by which we made our
14 filing and then the court will either set aside and -- set
15 aside the fines or we will levy the fines at that date. The
16 fines are such that they, at that point, they will have to
17 come into compliance.

18

19 Now, the overwhelmingly obvious thing for them to do is to
20 immediately start the hearings and to get their Mexican-
21 American Study staff -- they have a large staff, very large
22 staff supporting these classes. Their curriculum should be
23 mapped out, almost, at this point, after this much controversy
24 should almost be mapped out day-by-day. What are the students
25 learning, and what are they required to know, and how does

1 that correlate with state standards? Then get on into the
2 hearing process where they can come to peace with their
3 citizens. Way past due for doing these kind of things, to
4 comply with their own Board policies, comply with state law
5 and put this issue behind them.

6

7 BILL BUCKMASTER: All right. Superintendent Huppenthal, thank
8 you very much for being with us on the Buckmaster Show.

9

10 JOHN HUPPENTHAL: Thank you.

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12 BILL BUCKMASTER: Thanks a lot.

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14 JOHN HUPPENTHAL: Thank you, Bill.

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16 BILL BUCKMASTER: Thanks a lot.

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18 [End of Audio Excerpt.]

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