

Center for Cultural Competence,
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Luz Social Services, Inc.

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Luz de Cultura

El Segundo de Febrero: the Mexican/Chicana Legacy of Tucson

A five foot disk painted with bright colors read along rim, "WE DIDN'T CROSS THE BORDER, THE BORDER CROSSED US." More artwork by Martín Quintanilla flanked the dining room of the Tucson Marriott University Park, the setting of the Segundo de Febrero annual luncheon. Ricardo Jasso, Executive Director of Luz Social Services, Inc. and master of ceremonies acknowledged Segundo de Febrero and paid tribute to the Chicano community. Luz Social Services, Inc. gave a leadership award to Isabel Garcia for her dedication to the Chicano community with her legal work and activism for immigrant rights. During lunch, Christine Marin, historical archivist from Arizona State University, delivered the keynote speech highlighting the work of Chicanas in Tucson.

(Excerpts from talk given by Christine Marin, January 31st, 2003)

The greatness of Hispanic Tucson is a page of history relatively unappreciated by English-speaking Americans, and often unrecognized by Spanish-speaking Americans. Arizona was part of a great Spanish enterprise in the New World. February 2, 1848, the date of the signing of the Treaty of Guadalupe, and the end of the war between the United States and Mexico, marks the beginning of cultural challenges for the Spanish and Mexican *mestizo* immigrant of this region. Per the Treaty, those who remained in the Sonoran territory after one year became Americans. These Sonorenses, Mexicanos, *mestizos*, Mexican Americans, Chicanos, and Tucsonenses, are our cultural antecedents, and a strong Mexicano-*mestizo*-Chicano and Chicana presence remains here.

The census prepared by Father Llorens of San Xavier in 1801 includes a list of surnames such as Pacheco, Duran, and Ramirez establishing Tucson as a home of *mestizo* and *mulato* families in the area. Spanish-*mestizo* marriages illustrate commonalities beneath the racial and cultural mix of the families at San Xavier Mission. San Xavier welcomed families of questionable backgrounds, women of different racial backgrounds, and their children of mixed heritages.

Tucson enjoyed a measure of prosperity in the early 1800's. Families harvested hundreds of bushels of corn, thousands of bushels of wheat, and in 1802 the presidio cattle herd consisted of over 1,000 head and over 5,000 sheep. The sheep flock in Tucson contributed to a thriving weaving industry, with women weaving over 600 blankets and selling them in surrounding villages: women were productive, earning a wage, making monetary decisions, becoming independent, and were valued.

Born in the historic *barrio libre* near downtown Tucson on December 9, 1908, Maria Luisa Legarra Urquides' greatest pride was her Mexican American

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heritage and its Spanish language. Her family's roots dated back to 1854, when her father, Hilario, was born. He began work at the tender age of 14 in Tucson's first flour mill at the foot of "A" mountain. Her mother, Mariana Legarra de Urquides, born in 1871, survived the small pox epidemic that raged through Tucson in 1877. As a young girl of nine, Mariana dropped out of the third grade in order to help her widowed mother, Maria Luisa's grandmother, make corn tortillas to sell to the soldiers stationed at the Fort Lowell military camp. Maria Luisa Urquides was a third generation Mexican American. Her friends and neighbors included Chinese, Mexicans, Indians, and Euro-Americans, and she realized early the importance of language communication within cultures. Bilingualism became the hallmark of Maria's life and educational career. As an educator in her adult life, she became a leader in spearheading a bilingual-bicultural approach to teaching language among her students. In time, Maria Luisa Urquides became known as "the mother of bilingual education" for her work in a new and emerging field of study. Her work with families and children demonstrated her contributions as an educator and as a humanitarian.

As educators, Raquel Rubio-Goldsmith and Lupe Castillo's role worked in the south Tucson Chicano/Chicana community as advocates for the working class and the poor. Their work remains as important today as it was during the Chicano Movement. Guadalupe Castillo's work with labor unions and working class families endeared her to the *raza* of Tucson. Lupe Castillo mentored relationships with young Chicanas, the leaders of their communities, and the women of the future. These two women, Raquel Rubio Goldsmith and Lupe Castillo explored the dynamics of gender, class and ethnicity in their work here.

Anna Ochoa O'Leary worked with labor union families during the infamous Phelps Dodge Strike in Morenci in 1983-85. Her leadership as the President of the Morenci Miners Women's Auxiliary, United Steelworkers of America, Local 616, disclosed Arizona's mistreatment of union and Mexican American families by state leaders, especially then governor Bruce Babbitt. The women of the auxiliary kept the working class families together despite the unsuccessful outcome of the strike. Today she is a university professor in Tucson and works among the *maquiladoras* along the border.

For the women I honor today and to all Chicana women, my wish is they continue to make positive changes and contributions to the community and profession. Establish policies; make decisions; earn your wage; work, work, work.

Conference Information

Association for Childhood Education International

Arizona: ACEI International Conference & Exhibition

Where: Hyatt Regency, Phoenix, AZ

When: April 13—16, 2003, 8:00 am—9:30 pm

Theme: Bridging the Gap: Educating the Hearts & Minds of Our Future

Conference Symposia Topics:

- Standards & Standardized Testing
- Teaching the Whole Child
- Family & Community Involvement in Education

Network with educators from around the world at more than 200 unique, peer reviewed presentations.

Who: Teacher, teacher educators, administrators, future educators, and others concerned with the education and well-being of children are invited to attend.

Contact Name: Patricia Monkres, Director of Conference, 1-301-570-2111

Contact email: aceimc@aol.com

Web Site: www.acei.org



Arizona Prevention Resource Center

3rd Annual El Puente, Conference & Community Banquet

Where: Chaparral Suites Hotel, Scottsdale, AZ

When: April 29—30, 2003

Theme: Bridging The Gap. Strengthening Arizona.

Who: Policy makers, administrators, and professionals in the fields of behavioral health, justice, social services, education, and physical health who want to increase their understanding and effectiveness in serving the growing Hispanic Community.

Web Site: www.azprevention.org

Contact Name: Isabelle Goveia, 1-800-432-2772, or 1-480-727-2772.



Recommendations From Canadian Public Charter School Report

A report released on February 28th, 2003 finds that, when one examines the results on the Provincial Achievement Tests, the majority of charter schools in Alberta are serving their students very well. The two-year study was conducted by University of Alberta professors, Frank Peters and José da Costa, with assistance from Claudio Violato, University of Calgary.

There are ten public charter schools in Alberta. The study examined their achievement data (1997 to 2001) in the context of results obtained by students in the local jurisdictions and the province as whole. The relative progress of students over three years was analyzed to provide insight on charter school effects on the achievement of their students over time. Other forms of achievement relative to the specific charter goals for each school in the study were also examined by the authors.

Based on their findings, the authors made a number of recommendations for policy and practice, including:

1) The collection and communication of data on important non-standardized measures of student growth and achievement.

Alternative schools such as charter schools may find that their unique learning goals and special student populations require systematic assessment, separate from the provincial achievement tests. These schools will best be able to demonstrate their effectiveness if they gather and store these data in a manner that can be easily reported and shared.

2) The widespread sharing of successful practices.

Structures must be put in place whereby information regarding the practices and innovations being used in the charter schools are shared systematically with the public and separate school systems and with the general community.

3) Value-added analysis based on individual student progress over time.

Data management systems should allow for the tracking of individual student progress over time, with appropriate confidentiality safeguards. Development of this capacity will enable charter schools to provide a more comprehensive and longitudinal picture of student achievement. It will also make it possible to identify sectors within other schools that offer programs similar to a charter school focus and permit comparisons of outcomes. It will be essential to factor in socioeconomic data for the students to develop well-matched samples for comparison purposes.

Copies of the 168 page report may be ordered from SAEE.

Executive Summary: www.sae.ca/AltaCharterSummary.pdf

Full Report: www.sae.ca/AltaCharterFullReport.pdf

The Center for Cultural Competence has this report in their library and will send copies to anyone interested, please contact the CCC at (520) 882-6216.

Charter School Teacher and Administrator Workshop

In an effort to educate charter school teachers and administrators on being culturally competent with their Chicano/Latino students, the Center for Cultural Competence at Luz Academy of Tucson will be holding a Cultural Competence Workshop. The Luz Network of Consultants and Tucson Unified School District's Mexican American/Raza Studies Department will be facilitating the training. The workshop is scheduled for Saturday, April 26, 2003 at the Luz Social Services, Inc. Conference Center. Attendees will be receiving a stipend for attending the all day workshop. Space is limited so for more information please contact Anna Burke at 882-6216.

www.luzsocialservices.org/cc/index.html

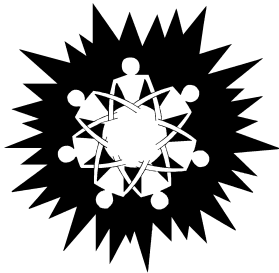
Visit our web site for more information or to research any of the subjects you see in this newsletter. Topics covered by the web site include policy, research, news, funding and more information dedicated to charter schools.

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We're on the Web!
[www.luzsocialservices.org/
ccc/index.html](http://www.luzsocialservices.org/ccc/index.html)



Grant Resources

- ◆ **Grant Title:** Improving Literacy Through School Libraries
- ◆ **Organization:** U.S. Department of Education
- ◆ **Deadline:** May 1, 2003
- ◆ Schools and districts in which 20 percent of the families have incomes below the poverty line can apply for their share of \$12.5 million offered through the U.S. Department of Education to improve literacy through school libraries.
- ◆ Schools can use these funds to purchase and use technology that increases information literacy, information retrieval, and critical thinking skills. The money also can be used to facilitate the sharing of internet links and resources among schools and school libraries, as well as for professional development activities. The department expects to hand out 75 new awards ranging between \$20,000 and \$250,000.
- ◆ **Contact:** Margaret McNeely (202) 260-1335
- ◆ **Email:** Margaret.Mcneely@ed.gov
- ◆ **Web Site:** www.ed.gov/offices/OESE/LSL

Study Reveals Shift Toward For-Profit Management of Charter Schools

Arizona State University's Education Policy Studies Laboratory released the 2002-2003 Profiles of For-Profit Education Management Companies and found that large education management organizations (EMOs) dominate the industry.

The report, released on February 6, 2003, also documents a strong shift toward the for-profit management of charter schools.

Education Policy Studies Laboratory director Alex Molnar summarized the controversy of EMO management, "The consensus view of investors, researchers, and others is that the evidence thus far is insufficient to demonstrate that the quality of education is improved or that private management companies can profitably manage schools."

For more information visit the EPSL web site at <http://edpolicylab.org>

Disclaimer: The opinions expressed in this publication are those of the authors and do not reflect those of the Luz Academy of Tucson, the Center for Cultural Competence or Luz Social Services, Inc.