

Eugene Campbell - Acting Superintendent of Newark Schools

May 13, 1985

Assistant Editor - Vanessa Whitehead - 14

Reporter - Nicole Morris - 13

C.E.: Can you state your name?

E.C.: "Eugene Campbell."

C.E.: Can you tell us where you were born and also about your childhood?

E.C.: "I was born in Newark, approximately forty seven years ago. I was born on the corner of Broom^a and Spruce Street. Unfortunately, I ^{e/} was born in the house because the hospital at that time, for whatever reason, did not think my mother was having the necessary labor pains to be admitted into the hospital, they would not admit her and I went to Charlton Street school. When we moved from Broom^c Street ^{e/} to live on Avon Place, that's where most of my childhood life, teenage life on Avon Place, I went to Charlton Street school, from Charlton Street school I went Cleveland Junior High School for a year because " I wanted to go to Central High school, so I did eventually go to Central High School."

C.E.: Which college did you go to?

E.C.: "Newark State College, which is now Kean College. I did my undergraduate work there, I did graduate work at Kean ^{College} and I also did

Eugene Campbell

page 2

graduate work at Rutgers University and Montclair State College."

C.E.: What honors did you receive?

E.C.: "Honors? I don't if it was honors, I think I was an average student. I was recently inducted into the Hall of Fame for playing basketball. I - if it was honors - I got honors as an athlete at Kean College."

C.E.: What steps did you take to become an Acting Superintendent?

E.C.: "I think I became an Acting Superintendent because of my previous background as Administrative Assistant to ^{ANOTHER} other Superintendent, going back - middle seventies, then I was a Deputy Superintendent for a Superintendent, and I think with that type of background, it permitted me to acquire this present position as Acting Superintendent."

C.E.: What are your responsibilities?

E.C.: "As the Superintendent of Schools in Newark, it's somewhat different. You'll note that on my title is Executive Superintendent, we have what is called Unit Control and most school districts have a Superintendent, have a Secretary to the Board and you may have a Business Manager, but in the city of Newark, because a law that was passed in the 70's, all of that became - all that came under one individual, the Executive Superintendent so I am responsible for the

Eugene Campbell

page 3

entire district. I am responsible for 8000 employees. I am responsible 56,000 students in the school system."

C.E.: What new initiatives are you taking in education...? (Unclear) 39

E.C.: "Some of the new initiatives that we are attempting to have is - for the next school year, we are very much concerned about having an early program for children, having an all day kindergarten program." We want to "increase our afterschool program," we want to "increase the amount of art and music that are in the school." Those are some of the things that "we are fighting desperately to have," to "make changes" in the school system."

C.E.: Does an Elective Board help or hurt education?

E.C.: "I think an Elective Board can help because it gives the people, the citizens an opportunity to participate in the selection of Board Members." Unfortunately - the most unfortunate part about it is that the citizens do not participate that much in a Board election, that's the unfortunate part. It also gives the citizens an opportunity to participate in the selection of the budget. I think that's very, very important, very _____ that's one opportunity 53 a citizen can have to determine what shall be placed on education in the city. "They vote on the budget." They can either vote yes for it or they can vote no for it. This last election on April 2nd, 1985 was the first time since we have had an Elective School Board that the budget was passed by the citizens in the city of Newark, so to some

Eugene Campbell

page 4

extent I feel very proud of that, preparing a program based on some of the programs that I outlined to you moments ago about some of my new initiatives and we went out speaking on that to the citizens, informing them of it. I should also tell you that the Superintendent can not tell someone to vote yes or no for the budget, we can only bring forth the programs of what's going to be out there and then the people have to make up their own minds, make a decision as to which way they would like to go, as to what their vote is going to be."

C.E.: What is PUBS?

E.C.: "PUBS is an organization, People United for Better Schools. It's a group, to my knowledge, that's made up of individuals in the city, many are members of some of the bargain units union groups at the Board of Education."

C.E.: Are you included?

E.C.: "No, I am not a member of the program."

C.E.: Can you tell us something about your background...

E.C.: "I started out 1960 as a teacher. I taught at Cleveland School, it was interesting, the school that I once attended, I went back as a teacher. I taught for approximately eight or nine years. I became a principal of a summer school. Interesting I was principal of First Avenue School in the summer. Former Board president Mr. Harold

Eugene Campbell

page 5

Ashley was very much concerned about having more African Americans serving as principals. He called and asked me if I had my certification as a principal and I told him yet. So he asked me to apply for a position, which I did and I became principal of a Summer School then after that I became principal of a private school in Newark called Newark Prep School. I stayed there for a very short time because I was involved in some community organization and one of these groups had become very active in a school called Robert Treet School which is now Marcus Garvey and they were having some problems there, with the administration and a vacancy occurred there, they needed a principal and a vice principal and I became principal of Robert Treet school which is now Marcus Garvey School and from that I began to move on to other positions in Central offices. Although, I have been in the Central office on more than one occasion, every now and then I go back to a school. So I was principal of Whitman Street School, and before coming into this position I was principal of Camden Street School."

C.E.: Can you tell us some of the programs that took place in Marcus Garvey School?

E.C.: "Some of the programs that took place in Marcus Garvey School?

I guess one of the most dynamic programs that you get at Marcus

Garvey school is the African Free School which was a program that

encumbers the _____ Newark community effort and having students 103 following the particular curriculum that was based on an African _____

Eugene Campbell

page 6

or an African thought process of having a greater degree of discipline and following a curriculum that gave a great of information and 106 knowledge about African history and a better understanding, in my opinion, of African and American _____ 108

C.E.: What are some of the advantages of having a Superintendent _____ 109

E.C.: "I don't know. I guess that someone from outside of Newark would probably tell you different _____. Having someone 110 within the city, I think they have a greater understanding or let me back up- they have a greater knowledge of the different problems. They should have a greater understanding of the problem too. It is one thing to be able there is a problem, there is another thing to understand the problem."

C.E.: What does the term "A New Day" mean?

E.C.: "A New Day", I guess "A New Day" for me would be for the children at risk to be able to feel comfortable that they are going to receive the same education that most children who are not at risk. Let me clarify something. Children at risk are those poor minority students African Americans - Blacks, Hispanics, who do not have the same opportunity to achieve as those children who may live in White American suburbs."

C.E.: Is this "A New Day" of education in Newark in terms of solving

Eugene Campbell

page 7

the problems in Newark schools?

E.C.: "I think it's "A New Day" in understanding the problems, and yes, in trying to bring some resolution to them, because I think what this administration and this Board is trying to do is to bring the people together, so they can have better understanding, so they could see greater resolution to a problem. At one time, there was a group, including your Director, we worked very closely in trying to make some changes in this city. One of the changes that took place, in '69 - '70 was to change the political places in the city of Newark and that particular time, the number one priority was education and the Mayor, Gibson at that particular time, for the next few years after that was saying education was the number one priority. Somewhere along the line education did not remain as the number one priority. I think it was pushed aside. The New Day for us is to make education the number one priority. You go into any city and if the city is doing very well, you'll see that their education system is doing very well because it would take a strong educational system, one that was that is very positive to that which is necessary, to really uplift the city, so there are products coming out of that particular school system which is well versed and would be able to take over the necessary positions, jobs, that are out there in the city, and also to be able to develop the minds of the youth, to have the vision to be able to make the necessary changes in a system to make it a new day, a better day."

C.E.: How is the Board of Education _____

E.C. "I think this Board of Education has shown that they are very much concerned with having the students _____ because they have 150
some _____ resolution _____ 151
this particular school year that appointed students to serve on the committees and also a student served on the Board. They is a student representative right on the Board of Education, _____ 153
is a student over at University High School has been appointed to the Board of Education, selected by the leaders of the students, who selected her as the person to serve on the Board, that's one example. I think another example is this Board of Education indicating through this administration those particular programs that are student oriented - advocates for the students to see that we could make things better than what they have been."

C.E.: What role does politics play at the Board?

E.C.: "Politics plays a significant role, not only at this Board of Education but in everything thing else that we do most of our lives. The medicine that you take was a political decision, the air that you are presently breathing is a political decision and the education that you are receiving is a political decision. It's a part of us, it's a part of life in America. Politics is very, very, ^{very} important. Now that does demean politics, that it is something bad, it can be, but it also can be something positive too, as to how we treat it, how we do not let someone just take advantage of us because their political _____. We also need to politicize ourselves, and be able to 169
know what we should be voting for, and what we shouldn't be voting for.

Eugene Campbell

page 9

I think we should always vote and may you choose to vote yeah or nay, but we should cast our ballots to show how we feel about a particular item and through that politics becomes positive."

C.E.: How you respond to the comment that the Board of Education has failed Newark students?

174

E.C.: "Well, I think to a certain extent the Board has failed, the Church has failed, the city government has failed. I think if there is any particular failure, it has not been any one particular institution. Failure has been a result of different institutions, their inability to communicate with each other, to understand - to have education as a number one priority. I don't think we have failed, I think that we have not done our best and I think we need to find the ways that we need to come together as as I indicated before to make an improvement in the education system; but not only do we need to make an improvement in the education system, we need a general improvement in our city. I am somewhat taken back when I leave out of my house, I live in the South Ward, if I want to walk down Bergen Street, it is sometimes frightening to walk down Bergen Street. I see children your age sort of walking about like zombies, drugs seem to have taken over many of our young lives. This whole macho image that some of us try to have has caused, I think significant problems with our youths. I think the communication system in the media has caused some significant problems. The type of individual that we want to try to emulate at this particular moment, you know really causes some problems with me personally. As a parent

Eugene Campbell

page 10

I am very upset with _____."

195

C.E.: Is the Board going to review the bussing situation?

E.C.: "Yes, we will review if we - I don't know if we have a problem with "bussing situation". In some of our areas like the Vailsburg area is somewhat overcrowded at the moment, and some of the students have to be bussed from the Vailsburg area into an area that's less populated where the school is not used as much and that has happened in the Vailsburg area. We have looked at that area and we are still looking. We even hired consultant to go up there to look at the area of the Vailsburg because there is a possibility that a new high school might be built there. It has not been an easy task, Yes, we are looking at the bussing situation, but I do not believe personally that after we have reviewed some of the data, there are students there who perhaps do not belong, there may be a few, but I think the bussing will probably continue."

C.E.: Is the Board considering an issuing an Annual State of the 211
People?

E.C.: "Yes. I am working on a report now that we will have out, citizens of the - to the Board and then out to the citizens of Newark."

C.E.: What is the Curreton Program?

E.C.: "The Curreton Program - you are asking me now about - that's a

Eugene Campbell

page 11

commercial program per se, I don't particularly like to deal with any commercial program because I don't want any one person or company to think that I am in favor of any one program over another. I happen to know George Curreton, he's from Newark, he has a phonetic program that is used for decoding words."

C.E.: Do you think it should be _____

219

E.C.: "The Curreton Program has been _____

221

C.E.: What should Newark students have to look forward to in _____

222

E.C.: "An administration that's very much concerned about working together with the students, the parents, the community at large. An administration that wants to sit down and talk with the students to find out their particular interest and be able to share their commonalties and be able to share problems and to share and resolve some of the problems that we have, and also to be looking out for good things that we could possibly do together."

C.E.: How come the city _____

229

E.C.: "I can not answer that question."

C.E.: What are some of the problems Newark students _____

230

Eugene Campbell

page 12

E.C.: "I think some of our problems that we have faced is how are going to have a system that will basically guarantee that our students come out with a basic education and do not come out failing minimum tests. That's one of the problems. I think another problems is just dealing with the whole area of self respect which again is beyond the school system itself, but it involves the entire community and to think about some positive attitudes with goals and values in mind as to where we are going. I think that's important for our students and community."

C.E.: _____

242

E.C.: "I think they are all - for awhile have - they have not been in the best light. I would hope that we are now moving towards arresting those particular problems that we have had. Now we have some programs and some students who have done very well. We are very proud of the fact that we have Arts High School - Vanessa is in Arts High- they came out number one in a recent drama competition and Science High school did extremely well in their debating teams in operation. We are very proud of some of

252

Eugene Campbell

page 13

E.C.: "... some people who have decided to go on to post secondary schools, to secretarial schools, trade type, into college. We are happy with that. It's not a total dismal picture. We just feel -- we just think and know not only it's a feeling but we think and know, there's more that can be done and that's what we are trying to do, that little bit more."

C.E.: _____

6

E.C.: "Well, I indicated to you for the 1985 -86, I want to start off dealing first with those little kindergarten children and have me some all day kindergarten program. Also, I am going to look for an after school type program to have for those students who are latch-key students, you know the latch-key students, those students whose parents are working and no where to go after school, we find that that's a very important area. We want to have those tutorial programs for students to say, "Hey, I know where I can go for help, and it's right in my school because I happen to know there are people there who can help me." Also, I want the students to feel comfortable, saying "Well they have to study, after doing our work, there's a place in school where we could do some other things too, maybe we could learn some arts and crafts, we could learn some particular games that we always wanted to learn." Maybe our parents could come back into the school and maybe they could use part of the school to do certain things." Our schools should never close and we are very much interested

Eugene Campbell

page 14

Good copy

in having the schools open after the regular school day and carry right over into the evening and some positive programs that the community can utilize."

C.E.: What is your over all personal opinion of the Newark schools?

E.C.: "I think the students are fantastic, most children are. I have never met children who are bad, they are all good including us in the city of Newark." I think the unfortunate part is that some of us adults have gotten in the way and have not given them the proper understanding and proper guidance that maybe necessary for them to lead positive adult lives and this is the way I - I look forward to the students to. I think you have a very important task. "You have to become a little more challenging. We have a homework policy and I am amazed at some of the students who I see coming out of the schools and they don't have any homework. Well, you can not let a teacher send you out without having any homework, because you need a little extra, you need that homework. "The research has shown that most students who do homework and do it on a consistent basis, they are more apt to succeed than those who do not and I respect research, I think it has proven to us that when someone sits down and goes through the process of studying something, they usually become - they usually hit it given some pretty good advice. Research has shown- I think - that that's important."

C.E.: Can you tell us something about your sports background?

Eugene Campbell

page 15

PROUD
Supt.

E.C.: "My sports background. Well, interestingly when I was - I played basketball in high school, Central High School, but when I played basketball, I played with, I consider super giants, not necessarily physically giants because I was tall but fellows who were very good. I played against Cleef Hill, who's from Newark, we are about the same age, he's an old man like me now, but he's perhaps one of the best basketball players, I have ever seen in my life. Now, when I was at Central, I could maybe get a game or two and play, but when I went to college I played with the fellows who - I was a super giant to them because they didn't have the type of background that I had coming from the city of Newark." See, in the city of Newark, you are going to find real tough competition and permitted me to have the necessary background when I did go to college, that I was somewhat ahead of the fellows who I played with - against - with because of the type of background we had in the city of Newark."

C.E.: When did you decide you were going to teach?

E.C.: "I had made up my mind when I was in Central that I had two or three ambitions really. First, I wanted to be a dentist and I saw that that wasn't going the way I thought because of trying to get into college, or trying to go to college. Then at Central, I took up engineering in - I wanted to go into architectural design and a friend - I hooked up with a friend in high school and we decided to either go into the army for 20 years or let's teach, so we argued back and forth about going into the army because at that time we had promotion twice

funny
story

Eugene Campbell

page 16

a year in January and June and I was part of that January group, so that meant that I couldn't go to college right away, college would not start until September, so we said, look I was seventeen years of age, Joe was eighteen and someone had convinced us if we go into the army, you will retire at a very early age. They said 37 you are young, you could retire twenty years in the army, so I said that's not bad, and they said really, said yeah, you go in it's 20 years, so we went down to join the army, so I said you join first and I'll join after you, we played a silly game with each other, so we stood outside the army recruiting station talking "you go", "No, you go", so I think we ended up going to the movies that day. I went and got a job instead. We both went and got a job. We started saving our money and we *quote!* decided to go to school. I went to Newark State College and he went to Upsala College. He's now principal and I am now principal and now Superintendant."

C.E.: Thanks for the interview.

May 13, 1985

Debriefing

Mr. Eugene Campbell, Acting Superintendent of Newark Schools

Vanessa Whitehead - Assistant Editor

Nicole Morris - Reporter

C.E.: Who did we interview today?

N.M.: "Eugene Campbell."

C.E.: Where did we interview him?

N.M.: "We interviewed him at the Board of Education office, in his office."

C.E.: What was the atmosphere like? What was the room that we were in like?

N.M.: "It was like comfortable, a lot of chairs, and couches."

C.E.: Can you describe Dr. Eugene Campbell?

N.M.: "He's very down-to-earth, very intelligent."

C.E.: What is the main idea of the story?

N.M.: "Basically, he was just telling us half about himself and half about the problems - really I guess about the Board of Education, he was telling us things the Board of Education does and goes through."

Mr. Eugene Campbell

Debriefing

page 2

C.E.: Where did Dr. Eugene Campbell grow up?

N.M.: "He grew up in Newark."

C.E.: Do you remember the streets that he said he was born on?

N.M.: "Spruce."

C.E.: What schools did he go to?

N.M.: "He attended Charlton Street School, Cleveland, Central and for college, I think Kean."

C.E.: How old - approximately did he say he was?

N.M.: "He's about forty seven."

C.E.: How did Mr. Campbell get involved or rather get the job of Acting Superintendent?

N.M.: "He got it through, I think the CUN he said, the organization CUN."

C.E.: What were some of the occupations - what are some of the previous occupations that Mr. Campbell has had?

Mr. Eugene Campbell

Debriefing

page 3

N.M.: "He's been a principal and a basketball player."

C.E.: What schools were he principal of?

N.M.: "Marcus Garvey, Newark Prep, and I think that's about it."

C.E.: What are some of the things that the Board of Education is doing for the children of Newark?

N.M.: "They are starting a kindergarten program and they hope to start an after school program for latch-key kids."

C.E.: What are latch-key kids?

N.M.: "That's kids whose parents work, after school they have like nowhere to go."

C.E.: How do you feel about the Board of Education? What do you feel they are doing for the children of Newark?

N.M.: "I think in the past they might - I don't think they have really done that much but they seem to be doing stuff now."

C.E.: How did Mr. Campbell approach the topic about the problem in Newark's schools?

Mr. Eugene Campell

Debriefing

page 4

N.M.: "I think he approached it diplomatically. I think he - being - growing up in Newark, he had a lot of experience, so he really knew what he was talking about, especially since he worked in the schools as principals and also he worked in a prep school."

C.E.: What do you think of his opinion of what should be done to help Newark's schools?

N.M.: "I think he's going out and doing that pretty well."

C.E.: What advantage does Mr. Campbell have over other previous superintendents?

N.M.: "He lives in Newark, he grew up in Newark, he knows their problems - Newark's problems."

C.E.: Could you paraphrase a statement that Mr. Campbell said in the interview about ... ?

N.M.: "He said there's a difference between knowing a problem and understanding it."

C.E.: How do you feel about that?

N.M.: "I agree with him. When you know a problem exist, you know it exists, but I mean in order to solve it, you should understand it."

Mr. Eugene Campbell

Debriefing

page 5

C.E.: What is the Cureton Program?

N.M.: "It was a method of breaking down words."

C.E.: Where has it been used?

N.M.: "Marcus Garvey School and it's still being used in different parts of Newark."

C.E.: Can you tell me a little about Dr. Campbell athletic background?

N.M.: "He played basketball early in his life before he became interested in the education field and also he's going to be inducted in the Hall of Fame. He played at Central High."

C.E.: What are some of the schools where Dr. Campbell was principal?

N.M.: "He was principal at Marcus Garvey and Newark Prep and Clinton and Camden Middle School."

C.E.: In what year did he teach at Cleveland High School?

N.M.: He taught in 1968."

C.E.: Are you sure?

N.M.: "1960."

Mr. Eugene Campbell

Debriefing

page 6

C.E.: For how many years?

N.M.: "He taught for eight years."

C.E.: As a whole, what is your opinion of Dr. Campbell?

N.M.: "As I stated before, I think he's a down-to-earth and very talented person?"

C.E.: Can you give us a more broader opinion?

N.M.: "He seemed to be a - what do you mean by what kind of person? He was honest and diplomatic, if you can be both things at the same time. "

C.E.: He mentioned that he had several positions before he became Acting Superintendent. Could you name some?

N.M.: "He was principal for other schools. He was a Deputy Superintendent and Administrator of Schools."

C.E.: How do you feel about Dr. Campbell being Acting Superintendent of Newark schools?

N.M.: "I think he's doing a pretty good job, I think he's doing okay."

Mr. Eugene Campbell

Debriefing

page 7

C.E.: Why do you say that?

N.M.: "Because of the programs he's introducing."

C.E.: Could you give me a summary, like a introduction?

N.M.: "First I would - the very first thing I would say is about the atmosphere and how he impressed me and then I would say something about him and his work with the Board of Education and mention that he had athletic background."

C.E.: How did he impress you when you first met him?

N.M.: "Physically? I noticed that he is tall and he looks very - younger than he is actually, and I noticed his moustache and beard, he's over all very handsome. He had very intense eyes."

C.E.: Okay, how did he impress you emotionally? How did he appeal to you.

N.M.: "He gave me the impression that he's a man of the people. He really cared about the people's lives, the community's needs, he cares about that too."

C.E.: What did he say to give you that impression?

N.M.: "The programs he is trying to introduce, opening up schools to

Mr. Eugene Campbell

Debriefing

page 8

children and the things that - kindergarten - just the over all things he said."

C.E.: Did he impress you as somebody who knows anything about kids?

N.M.: "Yes, he did, just from what he said. He's a parent, that helps and also he was born in Newark, so he understands our problems."

C.E.: How would you contrast someone who grew up in Newark and someone who grew up in another town?

N.M.: "If you grow up in Newark, you know the problems. If you don't you're just a bystander. You might know our problems but you don't understand them."

C.E.: Have you ever met anybody who wasn't from Newark that understood what's happening in the ^{Newark} education system?

N.M.: "Not really. They tried to understand but they just couldn't get the full - I think."

C.E.: Why do you think it's good for someone who grew up in Newark to be the Superintendent of Newark's Schools more than someone didn't?

N.M.: "Because like I said, they understand the - because most likely they haven't faced these kinds of problems. In Newark, we face a lot of problems and we have a lot of get over."

Mr. Eugene Campbell

Debriefing

page 9

C.E.: Like what kind of problems? Is there one that's vivid in your mind, you think that's different?

N.M.: "The problem with youth. They have nothing to do and the problem with the teachers, not understanding the students and not caring about them. The curriculums they have, the type of education they offer us. People from outside Newark can't understand that. Most likely, if we talk about other superintendents they probably came from prep schools and were well-off."

C.E.: What if they were just from another city?

N.M.: "Because every city has its own problems. Montclair is not as deprived as Newark, it's a big difference so they probably think it's just the Newark kids, when it's not."

C.E.: Do you think he was proud of Newark's students, being a product of Newark himself?

N.M.: "Yes, I think he was. I think he was pretty proud of them maybe he had to say that."

C.E.: What are some of the problems in Newark's schools?

N.M.: "Problems with the teachers not caring about the students and not the right relationship, they don't understand each other and

Mr. Eugene Campbell

Debriefing

page 10

sometimes in Newark's schools, we have a lot of teachers who are not in Newark, they don't come from Newark, so that's a big problem right there, they don't understand the problems, they think it's just a bunch of poor illiterate kids, so they don't try to really teach them anything."

C.E.: So would you say that's the same as having a superintendent that's not from Newark?

N.M.: "I guess it depends on how understanding you are, how much you want to help."

C.E.: Do you know a lot of teachers that are not from Newark, that are teaching in Newark?

N.M.: "Yes, I do."

C.E.: How do you feel about them?

N.M.: "I think it's okay, because I am fortunate to have teachers who really care and try to make the students progress."

C.E.: If you had something good to say about the Newark schools, what would you say?

N.M.: "I would say they are trying hard. They are trying to push success more now, they are starting to understand that they have to

Mr. Eugene Campbell

Debriefing

page 11

offer a better curriculum for Newark students to ever succeed. I think maybe some bad choices were made in terms of teachers and Board of Education directors and they didn't try soon enough, they should have stopped this problem a long time ago."

C.E.: Do you think they will be able to overcome that in the next two to four years?

N.M.: "It's possible; part of the thing is offering more things for youths, that's part of the problem."

C.E.: If you had access to column that was going to speak to teachers, the people that were going to earn a lot of money through Newark's school systems, and they were wondering whether the students in Newark really cared, that they were putting their money in, what would you say to them?

N.M.: "That if given the chance Newark's students can succeed and - then I would show them students who do and show them that not all Newark students are stupid."

(BLANK SECTION OF TAPE).....

C.E.: What is Dr. Campbell's responsibility as Superintendent?

N.M.: "He's in charge of the curriculum and things like that and the

Mr. Eugene Campbell

Debriefing

page 12

students."

C.E.: Would you say there is something different about the way the Board was organized and the Executive Superintendent?
What are some of the things that you could think about the atmosphere we interviewed him in?

N.M.: "I noticed there were a lot of pictures on - of children on the wall in his office and in hall he had pictures of Science High Debating Team, the awards they have achieved."

C.E.: What are some of the achievements he mentioned that some of the Newark schools have achieved?

N.M.: "Well, Arts High came first place in the the Drama Competition, City Wide Competition and Science High won a lot of championships in the Debating Team, they are like one of the best in the country and University High recently- I mean the Board recently had a - installed a student from University High to be a member of the Board of Education."

C.E.: Anything else you would like to add? What did you want to get out this interview before you met Dr Campbell? Did you want to find out what kind of man he was?

N.M.: "I thought he might be phony."

Mr. Eugene Campbell

Debriefing

page 13

C.E.: Why did you think that?

N.M.: "Because of the problems I have heard about other Boards, I just didn't trust ..."

C.E.: What did he say that changed your mind?

N.M.: "I think it's the programs he trying to - answers to the questions he gave us."

C.E.: Was there any dramatic turning point in the interview?

N.M.: "When he began to tell me about the different programs, and he gave me his overall opinion of Newark's students and how they really did achieve a lot."

C.E.: So you walked away with what kind of impression?

N.M.: "I guess I was impressed. I was relieved to see that he really cares about Newark's students."

C.E.: You think the kids are in good hands now?

N.M.: "Yes, well I haven't seen the rest of the administration so I couldn't exactly say that. I think I would like to meet a few more of the Board members to make a final decision."

Mr. Eugene Campbell

Debriefing

page 14

C.E.: Do you think more kids should get to meet the Acting Superintendent?

N.M.: "Yes, I do."

C.E.: Did you know Dr. Columbus Sally?

N.M.: "No, I didn't."

C.E.: How would you contrast the two?

N.M.: "I couldn't really exactly say. I had no personal experience with Dr. Columbus Sally so I couldn't really base that decision; I can't go by what I have read because that's like mixed too."

C.E.: What do you believe?

N.M.: "I don't really think he did that much personally from everything I read..."

C.E.: This guy's not doing anything?

N.M.: "He might, yes he might, I think so."

C.E.: Why?

N.M.: "Because of the way he spoke, but then again power does a lot

Mr. Eugene Campbell

Debriefing

page 15

to you, so you never know. I mean you start off being a good person but then you see all the money and how further you can get, like he might see that he could be a senator, so he might decide to play into somebody else's hand and forget what he believes in, but I don't think he will do that."

C.E.: In your personal experience how would you rate some of these programs in Newark that are some of the top program? Are they built to strengthen the students or what do you think about that whole competitive programs?

N.M.: "Some of these programs they only accept a certain number of students so your chance of getting in is limited and the way they choose is like - they choose you by mainly what you do academically and that's not always right because you don't know a student personally, maybe someone who has a C or D average, once you cultivate them and work with the student, they might have a potential A average."

C.E.: Do you think they really care?

N.M.: "Some people do and some people don't."

C.E.: I am talking about the people running these programs?

N.M.: "No, probably not. They have to do this systematically."

Mr. Eugene Campbell

Debriefing

page 16

C.E.: Well, if you were the Superintendent what would you do?

N.M.: "I would make up a variety of programs - some for the Gifted and Talented, some of everyone and some for the students who are not so good academically."

C.E.: And what would you aim at with that student that didn't seem _____ in the beginning?

N.M.: "I would find ways to teach, I would work with them on what's giving them problems and I wouldn't work with them on the level of other students, I would take them personally on their own level. I would work with them individually. That's part of the problem in Newark they make students work on one level and that's not right, the kid who is not that smart, will be baffled and the kid that's smart will never get anywhere."

C.E.: Do you think think they miss any of the smart kids with these tests too?

N.M.: "Sometimes. The way a student is taught like in many of these advanced schools, they might not work with some of the things on the test, they might work with different things. You have some students who are better at advanced math than at simple math and that could create a problem."

Mr. Eugene Campbell

Debriefing

page 17

C.E.: Do you think all these teachers are advanced?

N.M.: "No, some of these teachers probably don't even deserve to be teachers. I would like to balance out what I just said. The teachers aren't all bad, sometimes you get students who don't want to learn. For example students who don't want to go anywhere."

C.E.: Do you have a vivid example?

N.M.: "If you have a caring teacher and a student doesn't want to learn that creates a problem, the teacher tries to push the student but if the student doesn't want to learn, then they won't learn."

C.E.: How do you think teachers feel when they prepare a lesson and stuff like that and the kids really don't care?

N.M.: "They get annoyed and they stop trying harder which is bad because you might have a student who wants to learn out of a big group who doesn't and that student won't learn."

C.E.: How does that student feel, you think?

N.M.: "She stops caring also."

C.E.: Do you know of any students like that?

Mr. Eugene Campbell

Debriefing

page 18

N.M.: "Yes, I have seen students like that, but I am in an atmosphere where a lot of students do want to learn."

C.E.: Can you give us an example of one person without mentioning any names?

N.M.: That wants to learn?

C.E.: That does not want to learn?

N.M.: "I know someone with the initials R.H."

C.E.: How does this person act in class?

N.M.: They seek attention, part of it is some students just to come to school to be popular to be with it, they don't care about anything else but being with it. They want to be "in" and they don't want to learn."

C.E.: Would you say it's the students fault for his or her attitude?

N.M.: "No, I mean there home atmosphere must have something to do with it, their parents, you know."

C.E.: How did Mr. Campbell feel about what you just said?

Mr. Campbell

Debriefing

page 19

C.E.: What were some of the things he said about the parents responsibility for the students?

N.M.: "Parents should try to get involved too, really work with their kids in order to achieve anything."

C.E.: Anything else?

N.M.: "No."