

Georgia State University

ScholarWorks @ Georgia State University

Educational Policy Studies Dissertations

Department of Educational Policy Studies

Summer 8-11-2011

A Phenomenological Case Study of a Principal Leadership: The Influence of Mr. Clark's Leadership on Students, Teachers and Administrators at Eastside High School

Olandha Pinky Miller
Georgia State University

Follow this and additional works at: https://scholarworks.gsu.edu/eps_diss

Recommended Citation

Miller, Olandha Pinky, "A Phenomenological Case Study of a Principal Leadership: The Influence of Mr. Clark's Leadership on Students, Teachers and Administrators at Eastside High School." Dissertation, Georgia State University, 2011.
doi: <https://doi.org/10.57709/2119267>

This Dissertation is brought to you for free and open access by the Department of Educational Policy Studies at ScholarWorks @ Georgia State University. It has been accepted for inclusion in Educational Policy Studies Dissertations by an authorized administrator of ScholarWorks @ Georgia State University. For more information, please contact scholarworks@gsu.edu.

ACCEPTANCE

This dissertation, A PHENOMENOLOGICAL CASE STUDY OF A PRINCIPAL LEADERSHIP: THE INFLUENCE OF MR. CLARK'S LEADERSHIP ON STUDENTS, TEACHERS, AND ADMINISTRATORS AT EASTSIDE HIGH SCHOOL, by OLANDHA PINKY MILLER, was prepared under the direction of the candidate's Dissertation Advisory Committee. It is accepted by the committee members in partial fulfillment of the requirements for the degree Doctor of Philosophy in the College of Education, Georgia State University.

The Dissertation Advisory Committee and the student's Department Chair, as representatives of the faculty, certify that this dissertation has met all standards of excellence and scholarship as determined by the faculty. The Dean of the College of Education concurs.

Hayward Richardson, Ed.D.
Co-Committee Chair

Joyce Elaine King, Ph.D.
Co-Committee Chair

Karen Card, Ph.D.
Committee Member

Gwen Benson, Ph.D.
Committee Member

Lisa Martin-Hansen, Ph.D.
Committee Member

Date

Sheryl A. Gowen, Ph.D.
Chair, Department of Educational Policy Studies

R. W. Kamphaus, Ph.D.
Dean and Distinguished Research Professor
College of Education

AUTHOR'S STATEMENT

By presenting this dissertation as a partial fulfillment of the requirements for the advanced degree from Georgia State University, I agree that the library of Georgia State University shall make it available for inspection and circulation in accordance with its regulations governing materials of this type. I agree that permission to quote, to copy from, or to publish this dissertation may be granted by the professor under whose direction it was written, by the College of Education's director of graduate studies and research, or by me. Such quoting, copying, or publishing must be solely for scholarly purposes and will not involve potential financial gain. It is understood that any copying from or publication of this dissertation which involves potential financial gain will not be allowed without my written permission.

Olandha Pinky Miller

NOTICE TO BORROWERS

All dissertations deposited in the Georgia State University library must be used in accordance with the stipulations prescribed by the author in the preceding statement. The author of this dissertation is:

Olandha Pinky Miller
7853 Mohansic Park Lane
Lithonia, GA 30058

The director of this dissertation is:

Dr. Hayward Richardson
Department of Educational Policy Studies
College of Education
Georgia State University
Atlanta, GA 30303-3083

VITAE

Olandha Pinky Miller

ADDRESS: 7853 Mohansic Park Lane
Lithonia, Georgia 30058

EDUCATION:

Ph.D. 2011 Georgia State University
Educational Policy Studies
M.A. 1995 Montclair State University
Counseling
B.A. 1992 Montclair State University
Communication Studies

PROFESSIONAL EXPERIENCE:

2010-2010 Assistant Dean of Students, The University of South
Dakota Vermillion, South Dakota
2003-2009 Graduate Research Assistant, College of Education
Georgia State University, Atlanta, Georgia
2001-2002 Director of Residence Life & Housing, Clark Atlanta
University Atlanta, Georgia
2000-2001 Acting Director of Residence Life, Saint Peter's College
Jersey City, New Jersey
1999-2001 Assistant Director of Residence Life, Saint Peter's College
Jersey City, New Jersey
1997-1999 Area Coordinator of Residence Life, The College of
William & Mary Williamsburg, Virginia
1995-1997 First-Year Advisor/Academic Advisor, Miami University
Oxford, Ohio

PROFESSIONAL SOCIETIES AND ORGANIZATIONS:

2000-Present National Association of Student Personnel Administrators
2000-Present American College Personnel Association
2000-Present Association College University Housing Officers
2003-Present American Educational Research Association

ABSTRACT

A PHENOMENOLOGICAL CASE STUDY OF A PRINCIPAL LEADERSHIP: THE INFLUENCE OF MR. CLARK'S LEADERSHIP ON STUDENTS, TEACHERS, AND ADMINISTRATORS AT EASTSIDE HIGH SCHOOL

by
Olandha P. Miller

Joe Louis Clark was the principal of Eastside High School (EHS) located in Paterson, New Jersey from 1982 to 1989. The purpose of this phenomenological case study was to explore Mr. Clark's leadership style as principal of EHS, and to investigate from the point of view of Mr. Clark's former students, teachers, and administrators what, if any effect, his leadership style had at EHS, as well as on his students, teachers, and administrators' lives during and subsequent to their time at EHS. I conducted this investigation by giving voice to my EHS classmates, teachers, administrators, and myself, as I graduated from EHS during Mr. Clark's tenure and I was also a member of Mr. Clark's first graduating class in 1986.

When Mr. Clark arrived as principal, EHS was characterized by large numbers of students living at or below the poverty line, overcrowded classrooms, and outdated resources. Additionally, there were issues such as: high dropout rates, drugs, prostitution, teenage pregnancy, violence towards students and teachers, and racial uproars. In an attempt to raise the students' Minimum Basic Skills Test scores as well as eliminate the violence that at EHS, Mr. Clark was hired as the new principal.

Through face-to-face and telephone semi-structured, open ended in-depth interviews with twenty-one participants, I uncovered personal views of Mr. Clark's leadership style. Mr. Clark used an approach and leadership style that was characterized by the informants as autocratic, dogmatic, immoral, directive, intimidating, charismatic and caring. The voices of his students, teachers, and administrators speak volumes about the strategies he developed that made an impact on their lives in addition to reforming EHS.

Much has been written on the topic of effective strategies and leadership styles in America's schools. Mr. Clark had a leadership style that, while controversial, some would argue was successful.

A PHENOMENOLOGICAL CASE STUDY OF A PRINCIPAL LEADERSHIP:
THE INFLUENCE OF MR. CLARK'S LEADERSHIP ON
STUDENTS, TEACHERS, AND ADMINISTRATORS
AT EASTSIDE HIGH SCHOOL

by
Olandha P. Miller

A Dissertation

Presented in Partial Fulfillment of Requirements for the
Degree of
Doctor of Philosophy
in
Educational Policy Studies
in
the Department of Educational Policy Studies
in
the College of Education
Georgia State University

Atlanta, GA
2011

Copyright by
Olandha P. Miller
2011

DEDICATIONS

To my supportive, caring and hardworking husband Daryl L. Miller, I love you with all my heart and soul. Thank you for your faith beyond measure and your strength to take care of our family during these past eight years. To my children Dominique Miller, Janay Bazemore, Evonne Bazemore, Darylynn Miller, Olandha Miller, & Kaiya Castillo, (My angel in heaven), you all are the source of my unconditional love, determination and joy. This dissertation is dedicated to you because you were there with me, supported me and told me... "Mommy get your work done!"

To my mother Evonne Seldon-Burroughs, you are my rock, and my inspiration. You are my example of a mother who will take care of her family regardless of what challenges may come her way. You are my Shero! To my mother-in-law Shelby Miller, Thank you for all of your prayers from your lips to God's heart and ears. Thank you for always having a supportive word for me.

To my sisters and brothers Renee Debnam, Demeshia Seldon, Pam Seldon, Lonnie Seldon and Brent Keys, and brother-in-law Linnie Debnam, because of your prayers, guidance, support, love, challenges, experiences, and fun, I am able to accomplish this goal. I am forever grateful to you. To my nieces and nephews, Nareab Debnam, Davon Debnam, Charlotte Seldon, Lucaya Featherson, Quevil Austin, Latrece Seldon, Kwame Featherson, Nia Jackson, and Kelonnie Keys. I pray that I have been a good example of not allowing your circumstances dictate where you can go in life. Don't ever give up! Trust God! Get your EDUCATION! It's your path toward SUCCESS!

To my cousin James "Pop" Gaines, Yes, this is your Ph.D. too! Thank you for the encouraging words from God that you shared with me. Thank you for supporting me! I love you. Inell Hobbs, thank you for cheering me on and encouraging me to keep pressing forward, no matter what. Yolanda "Yannie" Robinson, this dissertation is dedicated to your daughter Tiffany Robinson; our angel who's wrapped in Gods loving arms. Aunt Nina Gray, thank you for your prayers and introducing me to Christ when I was eight years old. I know you are smiling down from heaven. I love you.

To my Sorority moms Soror Charlotte B. Cade and Soror Genevieve Hardy, I thank you so much for always being in my corner! You consistently shared a kind word and prayed for me. Mohansic Park Lane Family: Chris & Tracy Dodson, Linnie & Donna Lowe, Lamar & Lechita Evans, Tony & Debbie Mathews, Rhonda Hicks, Jasmine Hicks, and Ben Reynolds, you all encouraged me to keep on keepin' on. I love you all!

To my Sisters in Christ for life, Prophetess Tapika M. Howard, Jennifer McDowell Selena Robinson, Glenda Crunk, and Dr. Tiffiany Aholou, You all helped God keep me on the journey that He established for my life. Thanks for your infinite wisdom. Ms. Joanne Volpe my kindergarten and first-grade teacher, you were there at the origin of my formal learning, and you are here as I obtain the highest degree in education.

To my Principal Mr. Joe Louis Clark, I need to thank you from the bottom of my heart! Without your strict discipline, guidance, love and concern for my well-being and my education, I am not sure where I would be today. Please know that whenever I encountered a challenge that appeared too tough for me to handle, I heard your voice in my ear telling me "Pinky! You can do it!" and I believed in you just as you believed in me! I trust that I can safely speak for the majority of my classmates – YOU SAVED US!

ACKNOWLEDGMENTS

To my dissertation committee chairperson, Dr. Hayward Richardson, I want to thank you for encouraging and supporting me when I needed it most. Thank you for helping me to understand circumstances from another point of view. Thanks for asking me...And what does that have to do with Clark? I will always cherish and honor the support you have provided to me.

Dr. Karen Card, you are a lifesaver! Thank you for all that you have done professionally and personally for me in my time of need. Dr. Benson, thank you for supporting me throughout all of my years as a graduate student; your advice, encouragement and support allowed me to complete this part of my journey. You are a fine example of an educated Alpha Kappa Sorority Inc. woman. Dr. King, thank you for listening and encouraging me to do my best. Dr. Lisa Martin-Hansen, thank you for your excitement and support.

To my Georgia State Family, Ms. Laurie Gregory, Dr. Susan McClendon, Dr. Wonderful Dzimiri, Ms. Carla Woods, Dr. Philo Hutcheson, Dr. Ben Baez, Dr. Sheryl Gowen, Dr. Jennifer Esposito, Dr. Susan Olgetree, Mr. William Boozer, Mr. Harley Granville, Ms. Cherise Peters, Dr. Tiffany Russell, Dr. Ayanna Swain, Bill Boozer, Shelly K. Caldwell, Jeff Stockwell, and Dr. Tiffany Russell, thanks for helping me make sense of it all. I appreciate your candor and helpful suggestions.

To my South Dakota Family, Jan Grage, Nancy Ward, Kirsten Compary, Jeff Mueller, David Midyette, Daniel Rohmiller, Deborah Dodge, Joni Eden, Dr. James Parker, Tammy Dohn, Tiffany Kashas, Pastor Greg & Melinda Robinson, you supported me when I was far away from my family. Thanks for being my family in South Dakota.

To Troy Gillespie, Shawana Ruth-Bridges, Andrew Cameron, Roger Cameron, Cleve Josephs, Angela Cusack, Sonji Barbour, Keith Williams, Daryl Miller, Aprilynn Harris, Annette Depass, Nadine Depass, Leslie Gist, Cassandra Davis, Kawan Moore, Gregg Scott, Vaughn McKoy, Trene Cornish, Ms. Chanie (Thomas) Peterson, Ms. Theresa Golz, Mr. Mike Osofsky, Ms. Karen Johnson, Mr. Zatiti Moody, Ms. Marylyn DiMartino, Mr. William Zisa, Mr. Barry Rosser, Ms. Vivian Gaines, Mr. George Featherson, and Mr. Julian Jenkins. May God's grace forever fall upon you! I will always appreciate all that you have given to support this enlightening endeavor. I truly appreciate how you rose to the occasion when no-one else would. Thank you for your diligence and believing in me.

To everyone listed above, you all have played significant roles during my journey to accomplish this awesome aspiration. You prayed for me, and God heard your prayers! I truly appreciate the lessons I've learned from you and God bless you!

To my Lord and Savior Jesus Christ, I thank you for all the blessings, lessons, trials, tribulations and triumphs throughout this journey. I know that none of this would be possible without your mercy, grace, and most of all your love. Amen!

TABLE OF CONTENTS

	Page
List of Tables	v
 Chapter	
1 THE PROBLEM.....	1
Purpose of the Study	3
Introduction.....	4
Paterson, New Jersey	5
Eastside High School	6
Joe Louis Clark	12
George McKenna III.....	21
Comparison of Mr. Joe Clark and George McKenna	26
Research Questions	28
Significance of the Study	28
Limitations of Study	29
 2 REVIEW OF LITERATURE	 30
Leadership Defined.....	31
Leadership Theories.....	34
Paternalistic Leadership	39
Leadership and Power.....	41
Leadership and Management	44
Educational Leadership.....	44
Impact of African American Principals	50
Rationale of The Study	57
 3 RESEARCH DESIGN	 59
Methodology: Phenomenological Case Study	59
Researcher Role and Biases	62
Participants.....	64
Data Collection	66
Data Management Plan	68
Data Analysis	69
Verification	72
Summary	73
 4 FINDINGS	 74
Statement of Purpose and Research Questions	74
Demographic Information of Teachers and Administrators	76
Demographic and Interview Information for Students	112
Mr. Clark's Leadership in His Own Words	143
Strategies Mr. Clark Used to Transform EHS	154
Emerging Themes from Teacher and Administrator Participant Interviews	180
Mr. Clark's Administrator and Teacher Interactions	199
Impact and Contribution to Student's Lives	200
Expressions of Gratitude and Appreciation	203

5	DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS	206
	Discussion	208
	Concluding Comments.....	219
	Recommendations for Education Boards.....	222
	Recommendations for Principals	222
	Recommendations for Further Study	223
	Where is Mr. Clark Now?	224
	References	225
	Appendixes	238

LIST OF TABLES

Table	Page
1 Leadership Theory Overview	56
2 Overview of Study	73
3 Teacher and Administrator Profiles	75
4 Student Profiles	112
5 Significant Statements: Support and Availability	195
6 Significant Statements: A Man of Principles	196
7 Significant Statements: Leadership Style and Strategies	198
8 Significant Statements: Mr. Clark's Administrator and Teacher Interactions.....	200
9 Significant Statements: Impact and Contribution to Students' Lives	202
10 Significant Statements: Expressions of Gratitude and Appreciation	205

CHAPTER 1 THE PROBLEM

Studies show that urban schools, primarily attended by low-income African American and Latino students, continue to lag behind middle and high income predominantly white schools in student attainment (Dittman, 2004). According to Mickelson (1990) and Smith-Maddox (1999) African American and Latino students are not advancing in the educational system in America, and their academic performance is lower than that of their White counterparts when it comes to standardized tests (Jencks & Phillips, 1998; Miller, 1995). Brown and Evans (2002) argued that academic achievement is imperative because students devote an inordinate amount of time in school and, thus, school and school-related activities provide crucial, significant attributes in the socialization of students and serve as the main social venue for them. Numerous researchers have argued that academic results are fundamentally influenced by the school environment (Brooks- Gunn, Klebanov, and Duncan, 1996).

The underlying problems contributing to the urban-suburban achievement gap “are typically manifestations of larger societal problems related to: (1) social inequality, (2) racism and (3) the deterioration of urban areas” (Noguera, 1999, p.1). It is essential that the complexity of this triple threat facing urban schools is addressed. According to Bronfenbrenner (1979) there are several justifications for students' academic achievement and failure which includes the environment and cultural variances that students bring with them. Crane (1991) and Wilson (1987) stated that research studies have shown a

connection between individual and social variables as well as the positive and negative impact on student achievement. Declining urban neighborhoods have negatively impacted students living in these environments. According to Johnson, Crosnoe, and Elder (2001) research has revealed that school attachment, which symbolizes students' feelings about their school, is positively correlated to academic achievement.

There are competing explanations and accounts regarding why these problems exist and deeper manifestations include but are not limited to: poverty, low-student achievement, teacher ineffectiveness, deficiency of discipline and safety measures, shortage of support services for children and families, drugs, poor race relations, overcrowding, gang activity, violence, insufficiency of adequate education, and lack of confidence that is seen in many poor minority urban schools (Noguera 1999). Upon Joe Clark's arrival to Eastside High School it was plagued with all of the issues mentioned above.

During Mr. Clark's tenure as principal at Eastside High School (EHS) 1982-1989, school safety was and continues to be intensely scrutinized in the wake of amplified gang activity in schools. According to Frymier, Barber and Phi Delta Kappa (1992) more than 3 million criminal acts occur in public schools each year. These crimes are not limited to urban schools, as is commonly believed to be the case, but occur in suburban and rural schools as well (Landen, 1992; Rossman & Morley, 1996). Additionally, one in four students was concerned with being a potential target of criminal activity or threatening behavior at school as a result of the disturbances caused by hard crimes (Stephens, 1998). As reported by Huff and Trump (1996) the number of cities in the United States acknowledging the existence of gangs had risen from 58 in 1962 to nearly 800 in 1992.

Gang members commit nearly 600,000 crimes a year in public schools across the U.S. In 1995, organized gang activity in the United States impacted an estimated 2,000 law enforcement jurisdictions; there were 23,000 recognized gangs, and authorities estimated that there are a total of 650,000 juveniles participating in gang activities (National Youth Gang Center, 1997). More than half of gang members surveyed specified that members of their gang have a history of assaulting teachers.

Nearly 70% described attacking fellow students, and more than 80% confessed to bringing weapons to school (Huff & Trump, 1996). Specifically, there have been incidences of children and adolescents being robbed, beaten, or killed because of the clothing they wore (Alvez, 1994; Pushkar, 1995). Some of these children were victimized because others sought after the status symbols that went along with their clothing, and some because of their gang affiliated colors. As mentioned earlier, upon Joe Clark's arrival to Eastside High School, it was plagued with all of the issues mentioned above. Additionally, some of the reasons Mr. Clark was placed at EHS was to deal with problem behaviors and lack of achievement.

The Purpose of this Study

Mr. Joe Clark was the principal of EHS in Paterson, New Jersey, from 1982 to 1989. The purpose of this phenomenological case was to: a) describe Mr. Clark's leadership style as principal of EHS from the point of view of a select group of Mr. Clark's former students, teachers, and administrators; and b) determine what, if any, effect his leadership style had on the conditions at EHS, as well as on the lives of his students teachers, and administrators during and subsequent to their time at EHS. I

conducted this investigation by giving voice to my high school classmates, teachers, administrators and myself; I attended Eastside High School from 1982-1986.

Introduction

The system abandons them and, far worse, they abandoned their dreams, their real opportunities. I cannot, I thought, change the economy or age old prejudice or the system at large. But what I can, must, and will stop is the way these young people destroy themselves. I will return them their hope. I pledged myself to showing them how to fulfill their better dreams. (Clark & Picard, 1989, p. 18)

According to McGuire and Ikpa (2008), “urban school districts serve large numbers of children living at or below the poverty level” (p.3); these schools are overburdened and severely underfunded. “Many individuals in these distressed districts characterized by overcrowded classrooms, outdated resources, and limited funding, face day-to-day challenges that force them to develop and implement creative survival techniques” (McGuire & Ikpa, 2008, p.3). Moreover, students in these schools “continue to be misidentified, misassessed, miscategorized, misplaced, and misinstructed by ill-prepared, and unprepared educators and service providers” (Obiakor & Beachum, 2005, p. xi).

According to Obiakor and Beachum (2005):

These students are identified as having behavior disorders; they are assessed with instruments that lack validity and reliability; they are prejudicially categorized and labeled; they are disproportionately placed in special and gifted programs; and that they are mis-instructed with no respect for their learning styles and cultural backgrounds (p. xi).

Obiakor and Beachum (2005) purported that in “such environments, maintaining a sense of order has become the major job of the principal. And “it is readily conceded that the learning environment must be safe, sensible, and secure (p. 87).

In 1982, EHS was one of two large high schools located in a poverty-stricken area of Paterson, New Jersey. Conditions such as: high dropout rates, drugs, gangs, drug dealers, prostitution, teenage pregnancy, violence towards students and teachers, racial uproars and fighting, political wars, and complicated educative battles with the board of education existed at that time. In 1982, an attempt to raise the students' minimum basic skills test scores, and eliminate the violence and other negative conditions at EHS, Joe Louis Clark was hired as the new principal (Clark, 2009). Mr. Clark had a leadership style that while controversial, some would argue was successful. Much has been written on the topic of effective strategies and leadership styles in America's schools. By taking a look at EHS from 1982 to 1989, this phenomenological case study will add to the literature on the effects of leadership style from the point of view of a select group of students, teachers and administrators who attended, and worked at EHS during that time.

Paterson, New Jersey

In an effort to further provide the context for the emergence of Joe Clark, I will provide brief historical information about Paterson, New Jersey. Paterson was established as a vivacious industrial city that supplied the United States with several manufactured goods. Paterson is located twenty-five miles west of New York City and situated within Passaic County. According to American Memory, (2009) Paterson was founded as a corporation in 1792 by Alexander Hamilton and The Society for the Promotion of Useful Manufacturers. Alexander Hamilton was an American politician and the first U.S. Secretary of the Treasury from 1789-1795 (Jost, 1997). Paterson, New Jersey was named after William Paterson, an Associate Justice of the United States Supreme Court, a signer

of the Constitution, and the Governor of New Jersey (New Jersey, 2009). The city holds the “distinction of being the nation’s first planned industrial area” (American Memory, 2009, p. 1). The power for the industries in Paterson came from the 77-foot high, Great Falls of the Passaic River. These industries included textiles, firearms (Colt Revolver), silk and railroad locomotive manufacturing (American Memory, 2009, p. 1).

According to the web site City of Paterson Silk City (2009), Paterson was known as the “Silk City” during its earlier history for producing silk in the 19th century. By 1870, Paterson was the primary producer of silk in the United States (American Memory, 2009). According to Bookrags Staff (2006), “Paterson was also the site of historic labor unrest that focused on anti-child labor legislation. It was also the ‘mecca’ for immigrant laborers who worked in the factories” (p. 1). The city has changed drastically since those early years. In the 1970s, there was major deterioration in urban areas and Paterson was afflicted with homelessness, drug use, gang violence, racial riots, high unemployment rates and low high school graduation rates. By 1980, Paterson was one of the most distressed cities in the United States (Bookrags Staff, 2006).

Eastside High School

Eastside High School (EHS) first opened its doors in 1926 as a four-year public high school that served ninth through twelfth grade students. EHS is located at 150 Park Avenue, which became a poverty-stricken area of Paterson, New Jersey. The site, believed to be an old cemetery, gave rise to its mascot, the Ghost. The school colors are orange and blue. The most prominent feature of the school in the 80’s and 90’s was the

population of the students which from 1982-1990 was 98% African American and Hispanic and two percent White (Clark, 2009).

EHS is located in what can best be described like the ghetto. From my lived experience, prior to the arrival of Mr. Clark, the interior and exterior of the school were dilapidated and filthy. The inside of the school was graffiti covered and garbage strewn. There seemed to be chaos everywhere, even inside of the classrooms. The student body ran the gamut, from those who were violent, disruptive drug dealers and gang members, to those who were non-disruptive and eager to learn. Some teachers were scared and not able to teach due to fear of the disruptive students. Outside the school, drug addicts, alcoholics, gang members, drug dealers, and prostitutes circled around the building walls of the school. This forced students to wade through many potential hazards every day as they traveled to and from school. It was not a safe campus.

According to Clark & Picard (1989), “EHS was an open-air, cash and carry drug market,” and his [Clark’s] aim was to shut down the “drug business permanently” (p.51). Mr. Clark argued that “the best way to get drugs out of a school is to keep them from getting in” (Clark & Picard, 1989, p. 51). Mr. Clark also stated that “ghetto youths have been murdered because of the hats they were wearing...murdered because the hat identified the youth as a member of a particular gang” (1989, p. 43). As he began to implement policies and procedures such as increasing security, locking and chaining the doors, and monitoring incoming and outgoing traffic, Mr. Clark stated that he received “death threats” from the “doped-up hoods” that he began to keep out of the school (Clark & Picard, 1989, p. 45).

From my personal experience, several students were robbed, beaten, and had their popular expensive clothing, sneakers and jewelry stolen from them both inside and outside the school. During that period of time, there was a mixture of street cliques, gangs, as well as religious-oriented cliques/gangs. Some of the student gangs were defined by race, African American, Hispanic, Dominican, and Jamaican decent. There was also a group of students who were known as the Five-Percenters. Five-Percenters sometimes have been considered an offshoot of the Nation of Islam. According to Allah, (2007)

The Five Percent nation believed that 10% of the people of the world know the truth of existence and those elites opt to keep 85% of the world ignorant and under their controlling thumb. The remaining five percent are those who know the truth and are determined to enlighten the rest of the world thus they are called the Five Percent nation.

The Five-Percenters have also been perceived as posing a threat or as a gang because of some criminal and other anti-social acts committed by a few members (Allah, 2007).

In 1984, there were race riots in Paterson, New Jersey, which began at EHS involving the Five-Percenters, Hispanics, Dominicans, African Americans, and Jamaicans. According to Clark & Picard (1989), a fight erupted outside the schoolyard gate between a Black male and a Hispanic male. Racial epithets were shouted and a “near mêlée began” and “several students who were fighting received scrapes and bruises” (Clark & Picard, 1989, p. 110). There were race riots throughout the night and the next day in all sections of the city between the Five-Percenters, Hispanics, Dominicans, African Americans, and Jamaican youths. Some students were hurt and some were arrested by the police. The following day, Eastside High School student attendance was

less than half of the 90% that normally attended. Students and parents were frightened and stayed home as a result of the race riots (Clark & Picard, 1989).

For years, due to the increasing viciousness and gang presence in schools, administrators have looked for ways to safeguard the protection of students and teachers. Efforts have included installing security equipment such as metal detectors, alarms, cameras, and limiting entry to school grounds, increasing police and security presence, and conducting gang awareness and education programs (Huff & Trump, 1996). According to (Clark & Picard, 1989) many of these security measures were costly and were not considered by the Paterson Board of Education because of budget cuts and increased operating costs (Clark & Picard, 1989).

From my lived experience, Mr. Clark had to focus on order and structure. He implemented a plan for keeping the drugs and drug dealers out of EHS which “involved making the school a fortress that the drug pushers could not penetrate” (Clark & Picard, 1989, p. 51). Specifically, Mr. Clark replaced door locks, and old fences and removed security guards, he deemed ineffective, from the school. He also kept an eye on the kids he perceived as most likely to open the door and let the drug pushers in the school. Mr. Clark stationed security guards outside the school near the entrance fences, even though some teachers were fearful because they felt the school would be “guard-less” inside. However, Mr. Clark instituted a plan for teachers and administrators to serve as in-school security. Teachers stood in the corridors before and between class periods. In addition, the administrators roved along the corridors until students were settled in their classrooms.

Mr. Clark initiated an Identification Card System that was rigorously enforced. All students, teachers, and staff members had to wear a color coded, picture ID badge that was checked by security guards upon entering the building. The ID badge had to be worn and visible at all times. Those who did not have their ID were not allowed to enter the school or had to pay a fine to receive another badge. All visitors had to stop at the principal's office to obtain an ID for the day. This ID system was a key step in keeping people who were not affiliated with EHS out of the school (Clark & Picard, 1989).

My experience with fellow students indicated that the majority of the students who attended EHS were recipients of free or reduced-price lunch, welfare, food stamps, and Medicaid, and lived well below the poverty level. In 1982, the poverty level was defined, for a family of four, as households living on \$9,300 per year or less and was increased to \$12,100 in 1989 (U.S. Department of Health and Human Services, 2011).

According to Clark & Picard (1989) the national average for single-parent households living in poverty in the inner-cities was between 50-60% and "it's the same for Eastside High School. More than half the kids come from single-parent homes and we all know that this parent is almost always the woman. The men are gone and the children have no fathers" (Clark & Picard, 1989 p. 73).

There were many students who wanted to learn, who were not violent, and who were not gang members, or addicted to drugs. Many of those students, including me, were afraid to attend EHS and prayed for a change. Mr. Clark was an answer to those prayers when he was assigned to Eastside, and the transformations began.

When asked to describe the outside environment of Eastside High School before, during and after Mr. Joe Clark's tenure, some of the informants in the study shared their

experiences at EHS. Mr. 13 (who was a teacher prior to, during, and after Clark's tenure), stated that "it was challenging at times but there are challenges in all school environments." Mr. Will (who was a guidance counselor prior to, during, and after Clark's tenure), indicated that Eastside "was totally out of control and dangerous." Ms. Florence Jones (who was a teacher prior to, during, and after Clark's tenure), said that EHS was "filled with gangs, drugs, and poverty." Coach "O" (who was a teacher prior to, during, and after Clark's tenure), proclaimed that prior to Mr. Clark; "it had more negative qualities than positive. It was pretty safe during the day; it was a different culture at night...crime was prevalent. Drugs and gangs were in existence all the time." Additionally, Ms. Smiley (who was a teacher prior to, during, and after Clark's tenure), asserted that

The building was normal and hasn't changed, except they took down the 6 foot high wrought iron decorative fencing around the entire school. They had taken that down and recently put up the same type of fence except this time it's made of aluminum because wrought iron is cost prohibitive during this day. People don't hang out nearly as much as they used to. Especially, because the entire building is wired with cameras; the doors hopefully are locked now. However, they don't hang out as nearly as much as they did back then.

Furthermore, Ms. De-Mo (who was a teacher prior to, during, and after Clark's tenure), stressed that Eastside High School was

Overcrowded, lots of fights, smelled of marijuana in some stairwells and bathrooms, open defiance and disrespect toward teachers, but the majority of students were good kids in overcrowded classes and unfortunately, taught by teachers who "passed the time" by handing out word puzzles, worksheets and truly not teaching. Some teachers would leave the building and have colleagues take their kids into their classes. The heat never worked in the "old" building and there were false alarms and bomb scares on almost a weekly basis, sometimes several in one day. Outsiders would enter the building to walk with friends or start fights and students cut classes – a lot!

Mr. Moody (who was a student during Clark's tenure and currently is one of four principals at Eastside High School), discussed the current changes in regard to the restructuring of Eastside High School. "This is a major difference. Mr. Clark had about 3000+ students back then [1982-1989]. We only have 1600 students, and we have four principals" that help maintain and manage the students. Eastside is currently fragmented into three separate academies, (a) the School of Government and Public Administration, (b) Information Technology, and (c) Culinary Arts, Hospitality and Tourism. Each academy has its own staff that is comprised of one principal, two vice principals, secretaries, guidance counselors, and teachers. Moreover, Eastside has an additional principal position, titled the Principal of Operations, who is responsible for the overall operations of the building; facilities and maintenance ; athletics; and student management which includes discipline, suspensions, and different protocols of how students should enter and be dismissed from the school. Eastside has implemented a mandatory uniform policy. The students of each of the three academies wear separate colored uniforms so that the administration is aware of which academy a student belongs.

Joe Louis Clark

The following quote is what governed Mr. Clark's philosophies, actions, methodologies, strategies, and leadership styles during his seven-year tenure at Eastside High School.

'God Dammit, Wake UP!' We are not dealing solely with Paterson, we are working within a complex economic, social, political, and cultural entanglement called the inner-city, a deep entanglement that pervades the urban areas of this nation. And despite what some people would like to think, what goes on in the inner-city has a direct effect on what happens in

the rest of the country. Dope, crime, taxes, to give you some examples... In the inner-city, youths get killed because of the hats they might be wearing. Black and Hispanic youths cut down by their own kind before getting a chance at life. Maybe one was the next Washington Carver or the next Neruda. And kids have been killed in Paterson too for reasons as horribly absurd as a hat. (Clark & Picard, 1989, p. 43)

My investigation is about Joe Louis Clark, who believed in focusing on order, structure and firm discipline. Mr. Clark is best known as the bullhorn and baseball bat carrying principal of EHS in Paterson, New Jersey, from 1982 to 1989. Mr. Clark and the EHS story gained notoriety from the movie *Lean on Me*, starring Morgan Freeman, who portrayed Mr. Clark as the high school principal. One interpretation of Mr. Clark and EHS follows:

An extraordinary situation calls for an extraordinary leader. At strife-torn Eastside High School, that leader was Mr. Clark. *Lean on Me* is the rousing, fact-based story of high school principal Mr. Clark, who armed himself with a bullhorn and a Louisville slugger and slammed the door on losers at Eastside High School in Paterson, New Jersey. Brought in as a last hope to save the school, he chained the doors shut to keep the trouble-makers out and the strivers in. Parents fought him. Teachers fought him. Lots of kids loved him. Mr. Clark turned Eastside High School around, becoming a national symbol of tough-love education and appeared on the cover of Time. "If you students don't succeed in life, says Mr. Clark, "I want you to blame yourselves." His message is simple: Don't lean on excuses. Don't lean on drugs, crime or anger. *Lean on me...* and learn. (Blockbuster.com Web. (2007) [Avildsen, DVD cover, 1989]

Mr. Clark was born May 7, 1938, in Rochelle, Georgia. He received a Bachelor's of Arts degree from William Paterson College and a Master's of Arts degree in administration and supervision from Seton Hall University located in New Jersey (Clark & Picard, 1989). "Mr. Clark is the father of Olympic track athletes Joetta Clark-Diggs and Hazel Clark, and the father-in-law of Olympic track athlete Jearl Miles" ("Clark Speaks Website," p.1). According to Clark Speaks website (1989), in addition to being the main subject of the movie *Lean on Me*, Mr. Clark was spotlighted in a Time

Magazine cover story and profiled on the CBS show “60 Minutes.” He was featured in many newspapers and journal articles. Mr. Clark appeared on a considerable number of television news and talk shows. After only two years of his hard-nosed leadership at Eastside, New Jersey’s governor acknowledged the former disorderly high-school as a model school and Mr. Clark was titled one of the nation’s 10 “Principals of Leadership” in 1986 (“Clark Speaks Website,” p.1). Mr. Clark gained national applause for his accomplishments which resulted in President Ronald Reagan naming him a model educator. Mr. Clark was offered a White House position as a policy adviser by Reagan, which Mr. Clark declined (Clark & Picard, 1989).

Throughout his book, *Laying Down the Law*, Clark & Picard (1989), Joe Louis Clark shared his beliefs, strategies, leadership, and success stories about his experiences at Eastside High School. His primary message was: “Every day, pride in self and school must be reinforced. Every day, the value of academics must be demonstrated” (Clark Speaks Website, p.1). Mr. Clark was a former army drill instructor who saw education as a mission and was an elementary school teacher for over ten years in New Jersey (Clark & Picard, 1989). Mr. Clark held enormous expectations for his teachers, administrators, and students to inspire most of them to develop lifestyles for success, and he challenged them when they did not improve (Clark & Picard, 1989). From my lived experience, Mr. Clark was not only a caring, father-like, unwavering supporter for students who wanted to learn, but also a charismatic role model and steadfast ally for parents, teachers, administrators and community leaders who believed in his efforts to save EHS from the negative influences of drugs, violence, and most importantly a lack of education.

Despite his popularity in some circles, Mr. Clark's tactics were not always praised. For example, he came under attack during his first couple of weeks at EHS because he expelled 300 students for fighting, vandalism, drug possession, abusing teachers, or for being fifth year seniors who were not showing what Clark considered sufficient academic promise. In response, Clark explained that "kids desire discipline, because order is necessary for learning to take place" (Clark & Picard, 1989, p. 193). When there is a lack of discipline, there is disorder. Good citizenship demands attention to responsibilities as well as rights (Clark & Picard, 1989). During an interview with Rafael Pi Roman, (Courtesy of Thirteen, 1994, Video). Mr. Clark provided the following answer to a question from Mr. Pi Roman,

Mr. Pi Roman - But, isn't throwing 300 students out and periodically you threw more out. Isn't that more like treating them like animals? But, not inside the school, but outside of the school, more like garbage that you can discard?

Mr. Clark - No, just the opposite. What I was saying is that the school should be a citadel of learning and that you cannot permit a handful of individuals to cause chaos and pandemonium. The ambience and the environment must be conducive for learning, a safe place for students and for teachers. Not all young people can function in a traditional setting. Thus, it should be the responsibility of the bureaucracy to make sure that alternative methods of education exist for those individuals who cannot function... No, I am convinced that you cannot force 16, 17 and 18 year old young people to go to school. If they don't want to go to school, then I think that it is incumbent upon us to make sure that they go and get a job somewhere, and learn how important an education is. And thus whenever they make up their minds that they need an education, make sure that the doors of opportunity are open for them. I guess in short, what I am saying is that we cannot permit the majority to be imbrued, and stained by a minority of individuals who are not concerned about education.

Information about Mr. Clark was published in numerous national and local newspapers and magazines including but not limited to the *New York Times*, *The Philadelphia Inquirer*, *The Washington Post*, *The Record*, *The Press of Atlantic City*, and

Ebony Magazine. Additionally, Mr. Clark appeared on various television talk shows and local news in the tri-state area (New Jersey, New York and Philadelphia).

Some of the most notable headlines were recorded as *Lean, Mean Principal Gets Call From Reagan*; this article talked about how Mr. Clark received a phone call from United States President Ronald Reagan, who applauded Mr. Clark for his tough approach to discipline (“Lean, Mean' Principal Gets Call,” 1983). An article entitled *2 Schools With 2 Remedies For Drugs And Violence: Discipline Stressed In Paterson School*, explained how some of the older faculty members remember the scary violent days of the past that included chaos in the hallways of 3,200 students, assaults on teachers and administrators, gang violence in the cafeteria with knives, and blatant drug sales during the school day. However, it was a new day at EHS because students “walked to the right” circumventing fights in the corridors, teachers were boasting about student performance and the clean appearance of the potted plants, couches and paintings unscathed by vandalism (“*Schools (2) With 2 Remedies for Drugs*,” 1986).

Although in the eyes of many, Mr. Clark had much success yet, his success came with many controversies. An article entitled *Clark's Get-Tough View Airs Nationwide* (1986), described how Mr. Clark was profiled on NBC news. The television show opened by introducing “Crazy Joe,” a man admonishing students, yet berating administrators with a bullhorn in hand and referring to suspended students as “deviants,” A newspaper article entitled *Principal Clark Drops Dukes, Gets Big Gift for School* (1988), described Mr. Clark’s resolution to cease and desist struggling with the Paterson Board of Education to accept a \$1 million generous contribution to EHS (“Principal Clark drops dukes,” 1988). The newspaper article, *Principal in Paterson is Directed to Reinstate 50*

Expelled Students (1987), described how Mr. Clark was ordered to reinstate 50 students that he expelled out of school for being disciplinary problems and not being productive students (“Principal in Paterson is directed,” 1987). The newspaper article, *Principal Says He’ll Relock School Doors If Necessary* (1986), described how Mr. Clark unwillingly removed padlocks from the doors of EHS and stated that he would “take the consequences” because he felt the students were in danger from criminals outside of the school and that he would rather be safe than sorry. The newspaper article, *400 Students Walk Out, Back Clark* (1987), provided information about the 400 EHS students who left school and marched downtown to the Paterson Board of Education office in demonstration of support for Mr. Clark who was suspended. Students acquired control of the meeting in the Paterson Board of Education building. The Paterson Police escorted the students back to school later on that day as requested by Mayor Frank Graves (Students (400) walk out, back Clark, 1989).

According to Clark Speaks (Clark Speaks Website, 2010, p.1), after seven years as principal at EHS, Mr. Clark resigned and became a noted speaker on the country's lecture circuit. He was eventually nominated in 1996 for the National Association of Campus Activities, Speaker of the Year Award. Mr. Clark “began his latest crusade on behalf of America's youth in August 1995 when he was appointed Director of the Essex County Youth House, a juvenile detention center in Newark, New Jersey” (Clark Speaks Website, 2010, p.1). Through his book *Laying Down the Law*, his work as an educational consultant, his speeches, and his activities as Director of the Essex County Youth House, Mr. Clark shared “his strategies and success stories with teachers, school boards, parents, business owners, and students” (“Clark Speaks Website, 2010, p.1). Based on my

observation as a student at EHS High, Mr. Clark seemed to be dogmatic, demanding, arduous, unbending and very flamboyant in his approach in the public view; yet showed love and compassion to the students while holding them accountable for their actions.

In the final chapter of his book, *Laying Down the Law*, Mr. Clark speaks about leadership and management. He stated that “current management theory, as taught in colleges of business administration, denotes five key, interrelated facets, or functions, of proper management. These facets include preparation, organizing, staffing, guiding, and controlling; every quality manager should perform each of these functions well” (Clark & Picard, 1989, p. 185). Moreover, Mr. Clark (1989) stated that,

I feel that I have performed all five of those functions well at Eastside High School High. The old Eastside High School produced drug addicts and criminals, unwed mothers and welfare cases. Thousands of underdeveloped youths lacking direction and skills were poured out upon the bleak streets of Paterson and upon the nation. The new EHS turns out responsible, drug-free young citizens ready to work to achieve their goals and make worthy contributions to society. My management accomplished this. (p. 185)

Clark & Picard (1989) also offered that “current theory lists two prerequisites for the successful manager: clear-headedness and the ability to work through people” (p. 185). Mr. Clark added the requirement of *instinct* and placed it at the top of the list. He argued that without this attribute, the other two cannot carry the day. Mr. Clark described the instinct for leadership, as “the desire and the drive to be a leader” (p. 186). Unlike theorists who imply that this quality is necessary, Mr. Clark indicated that it should be the most emphasized. Mr. Clark stated that leadership is a quality that must rank high amongst the superintendent’s and the board of education’s employment search committee standards or they will be in jeopardy of ending up with a principal who executes the managerial functions, “but only within the crippling parameters of the status quo” (p.

186). Mr. Clark was apprehensive that new principals may manage the staff despite the necessity of accurately knowing how to lead the administrators and teachers. Mr. Clark was concerned because he believed that the consequences are more detrimental if the school is in dire need of substantial restructuring because it is in a distressed state of being (Clark & Picard, 1989).

I have become a great champion of and for teachers. Because I realized that by in large teachers are dedicated and committed. They are just manipulated by a bureaucracy that has them fettered. I don't blame the woes and the vexations of this educational system on teachers... No, I took back a school that was out of control. I took it back from a multiplicity of individuals, a large number of individuals. And concentrated it at the doorsteps of the individual who is ultimately responsible and that was and is the principal. If there is anything wrong with education today it's due to pusillanimous, cowardly principals who are afraid to assume the responsibility of their job and make schools orderly and safe for students and for dedicated and committed teachers. ("Courtesy of Thirteen," 1994, Video)

Mr. Clark stated that he received firm support from two levels of American political structure, the grass roots support of parents, students, and, residents, and the support of the White House. Clark & Picard (1989) stated that

Minority students, poor youths - I gave them a needed role model, a Black man born in poverty, who rose in a good cause and through his own efforts to national prominence. I showed them, and I told them, that the media would surely have exposed me for a knave had I been one. I was not an imitation or fanciful commercial image of a real man. I was and am! - Through rightful purpose and years of hard work, through building on a strong foundation - a real man. I pointed the way for them, as an educator should. (1989, p. 206)

According to Mr. Clark, the problems in education, in this country are excessive. "We all must confront them, or live with the dire consequences" (Clark & Picard, 1989, p. 206). Many people looked to where they might find solutions and Mr. Clark gave himself as the example.

I have shown you what one man, a Black man born into abject poverty, can accomplish against the odds. Now it is your turn to act and effect change. Help save our schools, our children, in the future over our civilization. Yes, there is that much at stake. But together we can make the crucial difference. I have seen how righteous actions transcend ethnicity and economic class. Such actions evoke a deep, rushing river of support, which is nothing less than the flow and the spirit of humanity. We are the solution to the present crisis in education. We can, we must, and together we will triumph. (1989, p. 207)

In Clark & Picard (1989), Mr. Clark related the students' lives to a baseball game and explained to the students that they had strikes held against them in life. The first strike was that they were Black and member of a minority group, and the second strike was that they were poor. Mr. Clark explained they had one more chance at bat and their education was the way to hit a homerun. Mr. Clark argued that dropping out of school would count as strike three, "you're out of the batter's box, out of the ballgame, and off the team, you're finished" (1989, p. 92).

Mr. Clark believed in communicating real-life examples of what his students had to deal with as a minority in these United States. Delpit (2006) expounded that there is a *culture of power*, which includes linguistic forms, presentation of self and communicative stratagems. If people are not already participants in the culture of power, then being told unequivocally the rules of the culture make acquiring power easier. Mr. Clark demonstrated culture of power as one of several strategies to connect with his students. Sharing his personal experiences and life stories about his childhood, growing up poor and not allowing his circumstances to dictate his future was a way to bond with his students. Mr. Clark used his proficiencies as an illustration to be a role model for his students. Mr. Clark allowed his students to see an African American man who progressed, acquired higher education, and used power to help his students succeed in life.

Delpit (2006) maintains that teachers should make minority students aware of the “culture of power” so that they can succeed, while at the same time respecting their individual cultural backgrounds. Delpit described five aspects of this power:

(1) Issues of power are enacted in classrooms; (2) There are codes or rules for participating in power; that is, there is a “culture of power”; (3) The rules of the culture of power are a reflection of the rules of the culture of those who have power; (4) If you are not already a participant in the culture of power, being told explicitly the rules of that culture makes acquiring power easier; and (5) Those with power are frequently least aware of or least willing to acknowledge its existence. Those with less power are often most aware of its existence. (Delpit 2006, p. 282)

Delpit (2006) suggested that in order to change the status quo, students must be educated about the culture of power and taught the codes and discourses necessary in order for them to acquire power themselves.

Dr. George McKenna III

As mentioned earlier, Mr. Clark’s strategies were not without controversy. By way of contrast, I researched another African American principal, Dr. George McKenna III, who was classified by many as being successful. His leadership style and strategies were quite different from Mr. Clark’s. Dr. McKenna was born in New Orleans, Louisiana, receiving a Bachelor of Arts, a Master of Arts from Loyola University, and a Ph.D. from Xavier University (History Makers, 2011). Dr. McKenna was principal at George Washington Preparatory High School (GWPHS) in Los Angeles California and was credited with making a serious transformation in a school that had been categorized by crime, drugs and gang violence (HistoryMakers, 2011).

In 1979, when Dr. McKenna became principal at the age of thirty seven, the student “population was 90% African American and 10% Hispanic; several of the

students were in gangs. The Crips and the Bloods were the most noticeable gangs in the school” (Kirp, 2001, p.1). When Dr. McKenna was assigned as principal, the death of a student further cemented this environment as a combat zone (History Makers, 2011). The school was inundated with gang violence, graffiti, drugs, student truancy, and an ill-mannered student body, that would bully and physically assault teachers. In fact, many of the conditions that existed at GWPHS were very similar to the conditions at EHS upon Clark’s arrival.

Dr. McKenna’s personality and demeanor stood in direct contrast to George Washington Preparatory High School. He was characterized as an idealist who assumed that all young people are essentially decent and have a desire to acquire knowledge. In this regard, he requested that his faculty make an effort to connect with students who were disengaged and at risk of failing or who had already displayed destructive behaviors. However, many of the teachers resisted this mandate and quit their jobs or requested to be transferred to another school. Even though Dr. McKenna’s approach was different from Mr. Clark’s, he received some of the same types of criticism. According to Dr. McKenna,

But I had to aggravate the system a bit, I had to even aggravate some of the teachers and some of them took not kindly to that, so many of them left and I hired new teachers. ‘Cause I demanded that they give homework, I demanded that we do lesson plans, I started getting the wrong publicity first. I started getting attacked by the teacher unions because I was demanding and they were leaving and calling me names.’ He’s a dictator, he’s... but the community loved it. So it became the struggle.... I was having a love affair with the community and this love-hate affair with some of these other folks. ... They started leaving on their own. I never drove anybody out of the school [George Washington Preparatory High School, Los Angeles, California]. I never fired anybody, but they voluntarily left. They said, well, you know if he’s going to be here, the community supports him, and I got to hire new teachers and the

school started growing, and growing and people started getting off the buses and coming back. (History Makers, 2011, Video)

According to HistoryMakers (2011, Video) Dr. McKenna worked long hours combating nonattendance, violent behavior and defacement of school property. Those students who were in violation of school rules had to assist in campus clean up and later came to know that if they did something wrong, they would be held accountable by picking up trash around the school and painting the defaced walls. Dr. McKenna's approach engaged students and taught them that their actions had consequences. Parents supported Dr. McKenna's strategies, as they would rather see their children doing work and atoning for their wrong-doing than being kicked out of school altogether.

According to the History Makers, Video (2011), Dr. McKenna worked with students who had their share of adversities, particularly those who were gang members, where society and even some parents had given up on them. Dr. McKenna stated that he held all-male and all-female assemblies to connect with the students. These assemblies would last at least an hour and a half, and Dr. McKenna would listen and discuss student concerns especially when there was a death in the neighborhood (HistoryMakers, 2011, Video). He spoke about manhood with the males and for the females; he offered fatherly advice, encouraging them to respect themselves. According to Dr. McKenna, these passionate conversations would be difficult at times. He did not focus on violence, but his focus was on love and strength, not violence, and creating a family of students who supported each other. (HistoryMakers, 2011, Video)

So whenever things would break out--now all kinds of things would break out. I mean kids who were killed in the neighborhood, you know, and I didn't let that go. I mean I didn't just say "Well, somebody died over the weekend. Let's go straight to class." We'd talk about them. I wanted them

to value life so that they didn't become indifferent to death and become accustomed to it and just say, "Oh, Mookie's dead" well, he had a name and you need to celebrate his real name, you know. So those kinds of things kind of humanized the environment, is what I call it, and I used what I call the love agenda. (HistoryMakers, 2011, Video)

Dr. McKenna is credited with making a positive difference in this troubled school. He salvaged a wrecked high school and preached love for students. Rather than lashing out against them, Dr. McKenna believed, “We want to fix education, but you don’t do that by seeing kids as the enemy.” News reporter Ted Koppel asked “When do you give up on students who are not performing?” Dr. McKenna answered, “Never” (Kirp, 2001, p.1) and in this way, Dr. McKenna’s approach was very different from Mr. Clark’s, as Mr. Clark believed that debauched students needed to be dismissed in order for a school to succeed.

Dr. McKenna’s agenda was “change.” He believed in empowering young people so that they could see a future of possibilities. He changed the school’s name from George Washington High School by adding the word “preparatory,” to be more college oriented. Dr. McKenna also added college prep courses, extended library hours, and provided parent education workshops to empower parents to become involved in their children’s educational and social lives (History Makers, 2011).

Additionally, he had promoted his philosophy of nonviolence and love because he wanted the school to be recognized as a family, not a gang. He created “We are Family” buttons in Crips and Bloods colors as a way of redirecting the youth’s previous notions of family and providing them with love and a caring atmosphere (History Makers, 2011). According to Kirp (2001), “People who Care” was the name of a 700 member volunteer program that Dr. McKenna created to provide academic enrichment and career guidance.

Dr. McKenna shared with the volunteers that they were doing “God’s work.” His agenda for his teachers was to “do more!” and “rescue these kids”, thus requiring his teachers to have lesson plans prepared every week (p.1). He wanted his teachers to extend the learning environment beyond the classrooms to volunteer and tutor students after school and on Saturdays. Teachers were also required to call absent students to ensure the parents knew of their child’s whereabouts. In this regard, Dr. McKenna believed in holding his teachers accountable for their students’ successes and/or failures, telling his staff: “You can’t be great if your kids fail. Teachers were dissatisfied and voiced their concerns to the teachers’ union and as a result, during his first 3 years of being principal 100 of 117 teachers quit” (Kirp, 2001, p.1).

Kirp (2001) stated that some of Dr. McKenna’s accomplishments were achieved by requiring homework every night. Dr. McKenna also added eighteen sections of chemistry and Advanced Placement classes. As reported by Kirp (2001), “Unexcused absences dropped below 10%, which were the lowest in the Los Angeles area during Dr. McKenna’s tenure and the dropout rate was down 14%” (p.1). Dr. McKenna’s reform “strategies transformed the school with approximately 80 percent of its graduates attending college instead of continuing in a downward spiral” (History Makers, 2011, p1).

In September 1988, Dr. McKenna left the high school to become the Assistant Superintendent Officer in the Los Angeles School District. His former assistant principal became principal of the high school and unfortunately, without Dr. McKenna, his vision could not be sustained in his absence (Kirp, 2001, p.1). Dr. McKenna appeared in several Los Angeles newspapers and articles, *Ebony Magazine*, and *People Magazine*, and

received a gleaming report from President Ronald Reagan for his achievements at George Washington Preparatory High School (History Makers, 2011, p1).

Comparison of Mr. Joe Clark and Dr. George McKenna

Both Mr. Clark and Dr. McKenna have been thought of as heroes in their own right. They both were faced with the challenge of working with a large high school demographic of primarily minority students who were from poverty-stricken, drug, and gang infested areas. Despite Mr. Clark being on the east coast and Dr. McKenna on the west, they experienced very similar situations and occurrences within their respective schools including violence, drugs, and lack of education, defiant students, criticism and praise from parents, teachers, and community leaders. They both worked extremely hard to increase educational attainment for their students, and wanted the best for their students. They had a great desire for their students to obtain a high-quality education, prosper, and go to college. One could argue that Dr. McKenna wanted the best for all students, while Mr. Clark focused on those who demonstrated the willingness to learn and stay out of trouble. Both viewed higher education as a way out of the ghetto and believed in order, discipline, sacrifice, and working hard to fulfill their dreams of changing the futures of the students who attended their particular high schools. They both were admired by much of the media and they both were featured in newspapers, magazines, and appeared on television, news, and talk shows.

President Ronald Reagan praised both for their awe-inspiring efforts to defy the odds at these poor, dysfunctional, rundown high schools. Celebrating their successes, both were featured in movies: Mr. Clark's *Lean on Me* was released nationwide in major

theaters while Dr. McKenna's *Hard Lessons: The George McKenna Story* was made for television.

Dr. McKenna began working at George Washington Preparatory High School in 1979 while Mr. Clark began his tenure in 1982 at EHS. As I observed both movies, I noticed a significant difference in the leadership style of the two principals, who appeared to have similar challenges, but was very different in their approaches on how to handle the issues they were facing.

I know from my lived experience that Mr. Clark was very dogmatic and autocratic in his approach and leadership style, while Dr. McKenna, from my viewing of the movie, appeared to be transformational in his style of leadership and not as boisterous as Mr. Clark. Mr. Clark seemed to be vilified in the media for his tirades and throwing at least 300 students out of school, (although a large number of the students were allowed to return based on a mandate from the school board), locking the doors, and not backing down from critics (teachers, students, staff, fire marshal, board of education or administrators who did not agree with his methods and strategies). Dr. McKenna, on the other hand, appeared to get along with most of the critics/supporters, students, teachers, and administrators, and did not appear to have as many controversies as Mr. Clark, even though many of his teachers quit or transferred to other schools. However, watching the video of Dr. McKenna sharing his views of his legacy, there were several teacher and administrative controversies during his tenure as principal. Dr. McKenna progressed to be the superintendent of schools in Los Angeles California, whereas Mr. Clark, after open-heart surgery in May of 1989, resigned from his position as principal two months later and proceeded on to the lecture circuit to speak about education reform, school

management, leadership, drug control measures for inner cities, and his experiences at EHS.

Research Questions

1. How do Mr. Clark's former students, teachers and administrators perceive his leadership style as principal at EHS?
2. What impact, if any, did former students, teachers and administrators perceive that Mr. Clark's leadership style as principal of EHS have on their lives?

Significance of the Study

The goal of this study is to provide insight for educational leaders and policy makers in urban areas related to the way educational leaders and principals who work in poverty-stricken areas might take steps to diminish high school violence, drugs, and gang activity and increase academic achievement in an effort to assist low-income students. It is my aim that the information gained from this study will help educational leaders move students toward a better and more successful life. In addition, through an analysis of the results, I will present recommendations for education boards, and principals working in urban high schools, higher education, and the public sector.

This investigation will allow educators at all levels, the opportunity to view and understand Mr. Clark's leadership style and strategies, and to see what, if any, impact Mr. Clark had on his former students, teachers and administrators at EHS. This information could be useful to school principals and assistant principals as they work with students in situations similar to those at EHS. It could also be useful to school superintendents and

school board members as they assess the leadership styles, values and beliefs of principal candidates.

Limitations of the study

The limitations of my study consist of a) not including the views of those students who were expelled from East High School and were not allowed to return. b) The information collected is retrospective data of past events, and is therefore subject to the problems inherent to memory.

CHAPTER 2 REVIEW OF LITERATURE

Mr. Joe Clark was the principal of Eastside High School in Paterson, New Jersey, from 1982 to 1989. The purpose of this phenomenological case study was to: a) describe Mr. Clark's leadership style as principal of EHS from the point of view of a select group of Mr. Clark's former students, teachers, and administrators; and b) determine what, if any, affect his leadership style had on the conditions at EHS; as well as on the lives of his students, teachers, and administrators, during and subsequent to their time at EHS. I conducted this investigation by giving voice to my high school, classmates, teachers, administrators, and myself; I attended Eastside High School from 1982-1986.

From my experience, Mr. Clark was a no-nonsense, dogmatic, controlling, uncompromising, and demanding principal to anyone including students, parents, teachers, administrators, board of education leaders, community leaders, political incumbents, fire marshals, or anyone who did not follow along with his strategy to reconstruct EHS into what he envisioned as a model institution for learning. I am investigating issues regarding his strategies, philosophies, leadership style, successes, controversies, and challenges, as well his approach and the tactics he used at EHS. There is a need to engage this phenomenon in a review of the literature that places this investigation of Mr. Clark into the context of what has been learned about leadership. In Chapter 1, I attempted to set the stage for the dissertation by providing a snapshot of Paterson, New Jersey, at its inception and at the time Joe Clark was principal at EHS. I

also presented information about EHS, Mr. Joe Clark, and Dr. George McKenna who was a high school principal during the same era as Mr. Clark. In Chapter 2, I present information regarding management, power, as well as leadership theories and styles.

Leadership Defined

According to Bennis and Nanus (1985),

Leadership is a word on everyone's lips. The young attack it, and the old grow wistful for it. Parents have lost it and the police seek it. Experts claim it and artists spurn it, while scholars want it. Philosophers reconcile it (as authority) with liberty and theologians demonstrate its compatibility with conscience. If bureaucrats pretend they have it, politicians wish they did. Everybody agrees there is less of it than there used to be. It now stands that leadership hath been broken to pieces. (p.1)

Leadership has countless definitions, theories, and theorists who for decades have researched the various facets involved in being a leader. Stogdill (1974) stated that “there are almost as many definitions of leadership as there are persons who have attempted to define the concept” (p. 259). Fleishman, Mumford, Zaccaro, Levin, Korotkin, and Hein (1991), purported that 65 different leadership classifications have been established in the past 60 years. Rosenbach and Taylor (1993) stated that “leadership is an elusive attribute: hard to define, difficult to practice and teach, and endlessly fascinating to observe and study” (p. x). Stogdill and Coons (1957) argued that “leadership is the behavior of an individual when he is directing the activities of the group toward a shared goal” (p.7). Katz and Kahn (1978) purported that “leadership is the influential increment over and above mechanical compliance with the routine directives of the organization” (p. 528). Cunningham and Cordeiro (2005) argued that leadership literature has evolved from concepts of directing, controlling, and maintaining, into empowering, building

relationships, and shared decision-making. Hunt, Hosking, Schriesheim, and Stewart (1984) defined leadership as “the process of influencing the activities of an organized group toward goal achievement” (p. 46).

Northouse (2007) argued that leadership is a practice where an individual influences a collection of people to achieve a common objective. Stogdill (1974) stated that “leadership is the initiation and maintenance of structure and expectation and interaction” (p. 411). Leadership is a process that includes a transactional occurrence that happens amongst the leader and his or her followers, whereas *process* suggests that a leader affects and is affected by supporters (Northouse, 2007). Tanenbaum, Weschler, and Massarik (1961), stated that “leadership is interpersonal influence, exercised in a situation, and directed, through the communication process, toward the attainment of a specified goal or goals” (p. 24). According to Northouse (2007), leadership encompasses influence; transpires in groups; and consists of paying attention to goals and specifics. Janda (1960) described leadership as “a particular type of power relationship characterized by a group member’s perception that another group member has the right to prescribe behavior patterns for the former regarding his activity as a group member” (p. 358).

Some scholars incorporate leadership with power and argue that power is related to leadership because it is part of the influence progression and has the potential to influence people and affect other’s attitudes, beliefs, values and courses of action that can effect change (Northouse, 2007; Antonakis, Cianciolo, & Sternberg, 2004; Stogdill, 1974). Jacobs (1972) defined “leadership as an interaction between persons in which one presents information of a sort and in such a manner that the other becomes convinced that

his outcomes... will be improved if he behaves in the manner suggested or desired” (p. 232).

Rosenbach and Taylor (1993) argued that “leadership is all about making things happen that otherwise might not happen and preventing things from happening that ordinarily would happen” (p. xiii). They further argued that “it is the process of getting people to work together to achieve common goals” (p. xiii). Yukl (1989) argued that “most definitions of leadership reflect the assumption that it involves an influence process whereby intentional influence is exerted by the leader over followers” (p.3). A “common argument is that leadership transcends the bureaucracy of management and is about ‘doing the right things’ rather than just ‘doing things right’” (Bennis & Nanus, 1985, p. 21).

Fullan (1991) makes the dissimilarity between leadership and management, describing leadership as connecting to such things as mission, direction and inspiration, and management as comprising of designing and implementing plans, working efficiently with people and getting things accomplished. Kotter (1990) described “management as coping with complexity and leadership as coping with change” (p. 104). Lassey and Sashkin, (1983) purported that “effective leadership requires an understanding, at the very least, of two basic characteristics of human nature: irrational tendency and the emotional need” (p. 1). The leadership definitions listed above have many different characteristics, including the purpose of and who utilizes influence as well as the method in which it is exerted. Yukl (1989) contends that differences between researchers and their conception of leadership lead to modifications in the choice of phenomena to

examine and variances in interpretation of the results. Furthermore, Yukl (1989) suggests that

Some theorists believed that leadership is no different from the social influence processes' occurring among all members of a group, and leadership is viewed as a collective process shared among the members. The opposing view is that all groups have role specialization that includes a specialized leadership role. According to these theorists, it is only meaningful to view "leadership" as distinct from "followership." The person who had the most influence in the group and who carries out most of the leadership functions is designated as the leader. Other members are followers, even though some may be leaders of subgroups, or may assist the primary leader in carrying out leadership functions. (p. 3)

Leadership Theories

In this section, I will provide information on the following leadership theories:

Theory X and Y; Charismatic Leadership; Transformational Leadership; Servant Leadership; The "Great Man" Theory; Directive Leadership; Trait Approach; Contingency Theories; Situational Theories; Participative Theory and Paternalistic Leadership.

According to Copeland (2003) the theoretical early stages of distributed leadership trace back at least to organizational theory established in the 1960s. McGregor's (1960) Theory X and Y expectations about human motivation were essential to the scholarship on educational administration (Campbell, Corbally, Nystrand, & Ramseyer, 1971).

According to McGregor (1960) Theory X leaders perceive people as work avoidant, indolent, deceitfully opportunistic, and distrustful of employees. This leads to tight controls, heavy supervision, and centralized authority with minor opportunities for involvement in decision-making for the organization. McGregor

(1960) Theory Y incorporates a contrasting theory that perceives people as hardworking, honest, motivated, and willing to share responsibility in the decision making for the organization. Copeland (2003) argued that some theorists disapprove of McGregor's Theory X style of leadership, and stated that it is anti-democratic, and the leader is acting elitist and acting autonomously of the followers, and putting their needs above the followers.

According to McGregor, (1985) charismatic leadership is a theory that strives to create progressive changes in their supporters and enhance their moral values and motivation. According to House (1976) charismatic leaders perform in such distinctive ways that have captivating effects on their admirers which can include having a strong desire to inspire others, having a resilient sense of one's own moral values, being self-confident and dominant. House (1976) stated that charismatic leaders exhibit specific types of behaviors, such as being a strong role model, appearing competent, articulating philosophical goals that have moral overtones, communicating high expectations, exhibiting confidence, and arousing righteous significant motives in followers that may include power, relationship, or respect. These characteristics would appear to be evidence that Mr. Clark has expressed about himself as well as by the effect he had on many persons while he was at EHS.

Shamir, House, and Arthur (1993) produced prevalent modifications to the charismatic leadership theory that House (1976) created earlier. This modified theory clarified why charismatic leaders are capable of inspiring their followers to exceed their own self-interest for the betterment of the organization. Furthermore, they postulate

Our assumptions about the self-concept and its motivational implications allow us to propose a theory to explain the transformational effects of

charismatic leadership. The theory has four main parts: (a) leader behaviors; (b) effects on followers' self-concepts; (c) further effects on followers; and (d) the motivational processes by which the leader behaviors produce the charismatic effects. These processes link the leader behaviors to their effects on followers' self-concepts, and the effects on followers' self-concepts to further effects on followers. (p.581)

Shamir, House, and Arthur (1993) “argued that such leaders increase the intrinsic value of efforts and goals by linking them to valued aspects of the follower's self-concept, thus harnessing the motivational forces of self-expression, self-consistency, self-esteem and self-worth” (584). Additionally, Shamir, et al

Further argued that charismatic leaders change the salience hierarchy of values and identities within the follower's self-concept, thus, increasing the probability that these values and identities will be implicated in action. Since values and identities are socially based, their control of behavior is likely to represent a shift from the instrumental to the moral and from concern with individual gains to concern with contributions to a collective. Finally, we have argued that charismatic leaders increase self-efficacy and collective efficacy through expressing positive evaluations, communicating higher performance expectations of followers, showing confidence in followers' ability to meet such expectations, and emphasizing the individual's ties to the collective. (p.584)

Another leadership theory that aims to create positive changes in followers that enhances motivation, moral and performance is Transformational leadership. According to Bass (1999), “Transformational leadership is related to and includes a charismatic leadership style in the sense that its leaders encompass three factors that include (1) Idealized influence and inspirational leadership, (2) Intellectual stimulation and (3) Individualized considerations” (p. 20). Bass (1999) argued that transformational leaders motivate followers to do more than expected by getting followers to surpass their own self-interest for the sake of the group, thus moving followers to address higher-level needs, and raising the followers' level of consciousness about the significance of the goals. Bass further explains:

Transformational leadership refers to the leader moving the follower beyond immediate self-interests through idealized influence (charisma), inspiration, intellectual stimulation, or individualized consideration. It elevates the follower's level of maturity and ideals as well as concerns for achievement, self-actualization, and the well-being of others, the organization, and society. Idealized influence and inspirational leadership are displayed when the leader envisions a desirable future, articulates how it can be reached, sets an example to be followed, sets high standards of performance, and shows determination and confidence. Followers want to identify with such leadership. Intellectual stimulation is displayed when the leader helps followers to become more innovative and creative. Individualized consideration is displayed when leaders pay attention to the developmental needs of followers and support and coach the development of their followers. The leaders delegate assignments as opportunities for growth. (p.11)

Greenleaf (1991) invented the expression servant leadership in 1970 and stated that the servant leader is a servant first and then aspires to lead. As indicated by one of the participants in this current study Florence Jones, stated that

You cannot lead your sheep without being a formidable shepherd; a servant leader. Servant leaders place their own needs second. A servant leader rolls up their sleeves and serves the flock. When Mr. Clark placed his ego above the school, he was doomed to fail. Toward the end of his tenure, he spent more time on the lecture circuit. (Florence Jones)

Greenleaf (1991) purported that Servant leadership is unselfish and is profoundly engrained in the precedence of serving others' needs before one's own. A servant leader strives to develop the skills of others, assisting them to become more independent, focusing on service rather than focusing on the results.

According to Northouse, (2007) The Great Man theory was very popular in the early 20th century's, and stated that during that time, "leadership traits were studied by leadership theorists to determine what made certain people 'great' leaders" (Northouse, 2007, p. 15). Additionally, "great man" theories focused on identifying the characteristics and qualities such as intelligence, alertness, initiative, and self-confidence possessed by

renowned military, political, and social leaders, such as “Gandhi” and “Abraham Lincoln” (Northouse, 2007, p. 15).

The Trait approach, which is similar in many ways to the “great man” theory, particularly in the belief that leaders are made and not born, was challenged by several theorists including Stogdill (1948) who examined 124 trait studies conducted between 1948 and 1974. His study “cast uncertainty on the credible evidence that was collected from the ever growing number of unrelated traits that were positioned like contributing to leadership effectiveness” (Stogdill, 1948, p.16). Stogdill (1974) later concluded that there were qualities that appeared to be correlated with leadership and some more than others. Additional leadership theories that evolved as an attempt to advance the understanding of effective behavioral and situational leadership are contingency and situational leadership theories (Northouse, 2007).

Northouse (2007) stated that contingency theories propose that a leader’s effectiveness will be determined by how well the leader’s style fits the context, and the right setting and the correct situation. Northouse (2007) purported that Contingency theory has broadened the understanding of leadership by focusing on the impact of situations on leaders. Northouse (2007) stated that Fiedler’s Contingency theory from 1964 is most renowned because it involves a leader-match theory that strives to match leaders to applicable situations. Based on what has been written about Mr. Clark and Dr. McKenna, it would appear that although each used different leadership styles, they did so based on their interpretation that the situation required the leadership style that each used. A similar theory is that of Situational Leadership.

Northouse (2007) stated that Situational theories focus on leadership in individual situations, and are based on the evidence that dissimilar situations require different types of leadership. Northouse (2007) argues that leaders would need to be able to adapt their leadership style to the demands of diverse situations. Furthermore, Northouse (2007) argued that this theory emphasizes that leadership is composed of two points: supportive and directed and that each can be applied to any given situation. Leaders who use this type of leadership must consider how committed their employees are to undertake given tasks. In school situations, Northouse (2007) suggested that leaders adjust how supportive they are when trying to meet the transient necessities of their staff. Effective leadership appears to emerge when the leader can precisely analyze the growth level of staff members and exhibit the correct leadership style that matches the respective situation.

Participative theory consists of leaders who consult with and invite staff members to share in the decision-making processes. This type of leader obtains ideas and incorporates their recommendations into the decision processes on how the organization will advance (Northouse, 2007). This style of leadership was not characteristic of Mr. Clark during his early years at EHS. Based on reports from some of the informants in the study, he did begin to use more of a participative style later during his tenure at EHS.

Paternalistic leadership

Paternalistic leadership is drawn from the deep cultural roots significant to organizations in modern-day Chinese societies. This leadership style “which combines strong discipline and authority with fatherly benevolence and moral integrity couched in a ‘personalistic’ atmosphere, has been found to be prevalent overseas [in] Chinese family businesses” (Westwood & Chen, 1992, p.84). Paternalistic leadership is a father like

leadership style in which clear and strong authority is combined with concern and elements of moral leadership (Westwood & Chen, 1992). Redding (1990) described paternalistic leadership as having fatherly concern for subordinates' and 'sensitivity to subordinate views. This style of leadership is practiced in the context of authoritarianism, and is expressed in a patronizing manner and may not be extended to all subordinates uniformly. With Mr. Clark, the fatherly concern was shown to students who remained in the school. That concern was not shown to students who were expelled or to those teachers with whom he had differences.

Farh and Cheng (2000) argued that

Paternalistic leadership... consists of three important elements: authoritarianism, benevolence, and moral leadership. Authoritarianism refers to a leader's behavior that asserts absolute authority and control over subordinates and demands unquestionable obedience from subordinates. Benevolence means that the leader's behavior demonstrates individualized, holistic concern for subordinates' personal or familial well-being. Moral leadership can be broadly depicted as a leader's behavior that demonstrates superior personal virtues, self-discipline, and unselfishness. (p.91)

Mr. Clark's paternalistic relationship with his students is demonstrated throughout a conversation he had with a Hispanic student, who was in a fight, with an African American student. This is one of the fights that began the race riots in 1984. Mr. Clark shared his displeasure with the students' behavior.

That is why the police car is parked outside, as though this was some sort of prison, because the citizens of Paterson think Eastside has become a haven for hoodlums! You have dishonored your school. Furthermore, Francisco, it is you who have dishonored your family and your people. His face flared. "But, Mr. Clark...!" Shut up and listen! You have given many people cause to think lowly of Hispanics, to think of them as brawlers and delinquents, as uneducable people. That is a disgrace and dishonor to your family and your people. You ought to be ashamed! He was ashamed, as

well as angry and confused. He could not respond. I continued.
 “Francisco, this is our school. This is our opportunity, yours and mine and the opportunity of everyone else that comes here, to prove to the world that just because people are poor or from a different culture; it does not mean that they cannot become decent, productive citizens. That's what Eastside is all about. But if we damage the school through dishonoring it, we'll eventually destroy it, and then we really will have nothing. Bring honor to your family and your people by honoring your school. It is the difference between civilization and barbarity. In the future, if you have trouble, any sort of trouble, come first to me. We'll get to the bottom of it together. We'll follow the law of civilization, not the law of the jungle. Do you understand me? (Clark & Picard, 1989, pp. 117-118)

Leadership and Power

Northouse (2007) argued that there are two main types of power, personal power and position power. Personal power is the influence capacity a leader develops “from being seen by followers as likable and knowledgeable” (p. 7). The person may act in such a way that seems important to the follower, such as being a role model, highly competent or considerate, and can also include expert and referent power. Position power is centered on the authority and influence that is given to people because of their position (Bass, 1990; Bennis & Nanus, 1985). Northouse (2007) identifies five bases of power, which include referent, expert, legitimate, reward, and coercive power.

Referent Power is based on the followers' identification and liking for the leader. Expert Power is described as being based on the followers' perception of the leader's competence. Legitimate Power is associated with having status of formal job authority. Reward Power is derived from having the capacity to provide rewards to others, and Coercive Power is derived from having the capacity to penalize or punish others. (p.8)

Referent Power includes the desires of others to please a person whom they feel a strong attachment toward. Yukl, (1989) stated that:

People, who feel a deep friendship or loyalty toward someone, are usually willing to do special favors for the person. Moreover, people tend to imitate the behavior of someone who they greatly admire and tend to develop attitudes similar to those expressed by a person with whom they identify. (p. 23)

Yukl (1989) stated that referent power depends upon the feelings of friendship and loyalty established over a period of time, and is amplified by the leaders acting friendly and considerate, showing concern for the feelings and needs of others, establishing respect and trust and treating people equitably. Yukl (1989) purported that actions speak louder than words and the leader who attempts to appear friendly but is controlling and authoritarian would lose referent power.

Expert Power is a strategic source of personal power whereas the expertise is in solving problems and performing important tasks. According to Yukl (1989)

Expertise is a source of power for a person only if others are dependent upon the person for the advice or assistance they need. The more important a problem or task is to that target person, the greater is the power derived from possessing the necessary expertise. (p. 22)

Yukl (1989) purports that Legitimate Power involves power pending from an official authority that can include control over resources, punishments, information, and environmental control. “For example, a manager may have a legitimate right to establish work rules, give work assignments, and direct the task behavior of subordinates” (Yukl, 1989, p. 15). Yukl (1989) purported that the impetus for compliance with legitimate rules and requests may be an internalized value such as loyalty to the organization, obedience to authority figures, reverence for tradition, respect for the law, or recognition that submission to authority is a required condition for participation in the organization.

Reward Power involves impending influence placed on control over rewards (Erchul, Raven & Ray, 2001). Yukl (1989) stated that Reward Power is derived from control over tangible benefits such as promotions, a better job, a larger operating budget, a better work schedule, a larger expense account or office, more responsibility, recognition and authority.

Coercive Power includes using force to effect change, influence others to do something by controlling the consequences, rewards, punishments, and negative reward schedules in their work environment (Burns, 1978; Erchul, Raven & Ray, 1962). Hogg (2001) argued that “leaders who use coercion are interested in their own goals and seldom are interested in the wants and needs of subordinates” (p. 9). They further stated that “using coercion runs counter to working with followers to achieve a common goal” (Hogg, 2001, p. 9).

It was evident that Mr. Clark utilized each of Northouse (2007) five bases of power: that included referent, expert, legitimate, reward, and coercive power. Regarding referent power, several of Mr. Clark’s teachers and administrators did not identify with what he was attempting to do at first. However, many others saw his willingness to create an environment that was conducive to learning followed his lead and appreciated his methods once they understood what he was striving to do. Regarding expert power, most teachers and administrators did not doubt his competence although many questioned his methods. It was obvious that Mr. Clark had formal job authority even though he had periodic disagreements with the board of education and city officials. His power to reward and coerce was demonstrated repeatedly as he exacted his favor and disfavor upon students and staff.

Leadership and Management

In this phenomenological case study of Mr. Clark, it is reasonable to address the issues of leadership and management because many would characterize his actions as being more consistent with the definition of management than that of leadership. Northouse (2007) stated that leadership and management are similar in various ways. They both encompass influence, goal accomplishment, and working with people. However, leadership is different from management because management was created as a way to diminish disorder in organizations and to make them run more successfully and proficiently.

Northouse (2007) stated that “leadership is about seeking adaptive and constructive change,” whereas management is about pursuing order and constancy” (p.10). Northouse (2007) argued that there are “clear differences between the two” and purported that when leaders are “involved in organizing, planning, controlling, and staffing they are involved in management,” and “when managers are involved in leadership, they are involved in influencing a group to meet its goals” (p. 11).

Educational Leadership

I want to inspire youths to work for and truly achieve their goals. I know they can do it if they try. I did. The best way a principal can help is to create for them an atmosphere conducive to learning. That is what my task is, and I diligently perform it. I have locked horns with the board because this task though it should be, is not high on their list of priorities, if it is there at all. (Clark & Picard, 1989, p. 143)

A great deal of current literature on educational leadership focuses on change, effectiveness, maintaining order, safety, and improvement (Harris, Day, Hopkins, Hadfield, Hargreaves, & Chapman, 2003; Obiakor & Beachum, 2005). Gronn (1999)

stated that principal leadership is significant, serves as a means for school improvement, and is a vital part of school effectiveness. Harris, et al. (2003) argued that the principal is viewed as a single source of leadership style, and the manner in which it is manifested lies within the principal. Harris, et al. (2003) further stated that leadership exists within each individual. Stoll and Fink (1996) purported that leaders are regarded as capable of managing several opposing pressures and dilemmas.

The urban school leader has to deal with issues of bureaucratic red tape, discipline, being overworked, cynicism, seclusion, poverty, racism, and negligence. The undertaking of leadership in urban schools is problematic. There is a strong consensus that the single most critical factor in creating and maintaining high-performance schools is the leadership of the principal. (Cistone & Stevenson, 2000, p. 435)

According to Alig-Mielcarek (2003), researchers defined principal leadership through the behaviors, traits, and processes a person needs in order to lead a school effectively. Alig-Mielcarek (2003) addressed the need for principal leadership that consisted of three components of her Effective Principal Leadership Model:

- (1) *Defines and communicates shared goals:* the leader works collaboratively with staff to define, communicate, and use data-driven shared goals of the school. Goals are used in making organizational decisions, aligning instructional practice, purchasing curricular materials, and providing targets for progress. These goals focus the staff around a common mission to achieve.
- (2) *Monitors and provides feedback on the teaching and learning process:* this dimension described the activities of an instructional leader around the academic curriculum. These activities include being visible throughout the school, talking with students and teachers, providing praise and feedback to teachers, students, and community on academic performances, and assuring that their instructional time of the school is not interrupted.
- (3) *Promotes school wide professional development:* encompassed in this dimension are behaviors that are consistent with lifelong learning. The instructional leader encourages teachers to learn more about student achievement data analysis, provides professional development opportunities that are aligned to school

goals, and provides professional literature and resources to teachers. (p. 39)

Of the behaviors mentioned by Alig-Mielcarek, from my observations, those that most exemplified by Mr. Clark were those of being visible, talking with students, and providing praise and feedback to students and teachers.

Additional models that share great similarity to Alig-Mielcarek (2003) addressed principal leadership were produced from Hallinger and Murphy (1985) and Weber (1996). Hallinger and Murphy's Model addressed the need for principal leadership that consisted of three components of their Framework of Instructional Management (Alig-Mielcarek, 2003, p. 43):

- (1) *Defines the mission*; framing and communicating school goals.
- (2) *Manages instructional program*; supervising and evaluating construction, coordinating curriculum, and monitoring student progress.
- (3) *Promotes school climate*; protecting instructional time, promoting professional development, maintaining high visibility, providing incentives for teachers, enforcing academic standards, and providing incentives. (p. 39)

Of the components included in Hallinger and Murphy's model, according to all the informants in this study, promoting school climate was a focus of Mr. Clark, particularly protecting instructional time and maintaining high visibility. Mr. Clark believed that maintaining order and protecting instructional time were the necessary foundations for student achievement.

In comparison, Weber's Model (1996) addressed the need for principal leadership that consisted of five components of his Instructional Leadership Framework (Alig-Mielcarek, 2003):

- (1) *Defining the school's mission*; the instructional leader collaboratively develops a common vision and goals for the school with stakeholders.
 - (2) *Managing curriculum and instruction*; the instructional leader monitors classroom practice alignment with the school's mission, provides resources and support in the use of instructional best practices, and models and provides support in the use of data to drive instruction.
 - (3) *Promoting a positive learning climate*; the instructional leader promotes a positive learning climate by communicating goals, establishing expectations, and establishing an orderly learning environment.
 - (4) *Observing and improving instruction*; the instructional leader observes and improves instruction through the use of classroom observation and professional development opportunities. And
 - (5) *Assessing the instructional program*; the instructional leader contributes to the planning, designing, administering, and analysis of assessments that evaluate the effectiveness of the curriculum.
- (p. 46)

As with Hallinger and Murphy's model, as evidenced by the informants of this study, the area most suggestive of Mr. Clark in Weber's model is that of promoting a positive learning climate.

Principal leadership and effective schools.

Significant evidence supports the notion that a strong principal is a crucial characteristic of an effective school (Edmonds, 1979a). Barth (1990) argued that the principal is the most significant factor in defining school climate and is the "key to a good school" and "the principal is the most important reason why teachers grow or are stifled on the job" (p. 64). Edmonds (1979b) argued that effective schools created climates "where all children could learn regardless of their socioeconomic status." In such schools teachers were held liable for all students in the classroom to achieve without exception and students were held accountable to learn. Schools that were effective had strong administrative leadership which was both "tangible and indispensable characteristics of an effective school" (Edmonds, 1979b, p. 32).

Edmonds (1979b) postulated that schools that had an atmosphere that was “orderly, quiet, serious, and conducive to academic achievement were effective through utilizing building practices that were organized around the technical core of teaching and learning while making decisions that were best for student learning” (p. 32).

According to Edmonds (1979a) and Wellisch, J. B., MacQueen, H., Carriere, R., and Duck, A., (1978) there is a direct and positive relationship between a principal’s high expectations of his students and their academic achievement. They also argued that principals who hold high expectations for the students invariably perform well. The opposite holds to be true as well, when educators have low expectations for student performance, the students perform poorly (Beady & Hansell, 1981; Rist, 1973). This will be discussed in the findings chapter of this study.

Young (1988) argued that having high expectations for students, staff and self are necessary for school reform and stated that research established “some teachers have differential expectations for students, and these expectations result in differential treatment and differential outcomes among students. A cyclical process often referred to as the self-fulfilling prophecy is set in motion” (p. 309). Mr. Clark was interested in reversing that cyclical process and made that quite evident through his words and actions. Young (1988) stated that “high expectations in effective schools permeate the entire school setting and are conveyed through particular behaviors of the principal and teachers” (p. 309). Not only did Mr. Clark have and discuss high expectations with students, he had and discussed high expectations with teachers and administrators. As with Edmonds (1979), Mr. Clark advocated for an environment that was orderly, quiet, serious, and conducive to academic achievement.

Young (1988) argued that having a positive school climate is necessary for school reform and stated that effective schools having a positive environment:

is characterized as being safe, orderly, and conducive to learning. At the same time that Young was making this argument, Mr. Clark was demonstrating these actions and activities at Eastside High School. The climate affects how students feel and learn. (p. 309)

Young believed that a positive school climate is typified by:

evidence of pride, sense of community, and sense of "spirit"; evidence of motivation (buttons, murals, photos, student work on display, slogans) for achievement and behavior (e.g., award days and shared responsibilities; a neat and clean school, vandalism is at a minimum, school appearance seems to be everybody's business, pride in the facilities is evident; low teacher/staff absenteeism; low pupil absenteeism/tardiness; teachers/staff volunteering in school functions; teachers and principal stress time on task; halls are clear, students moving quickly and with the minimum amount of confusion to classes, recess, and lunch; quiet and orderly classrooms; students being aware of the school rules and procedures for dealing with inappropriate behavior; teachers having identified specific procedures for conducting routine chores (passing papers, books, hanging up coats, and taking care of classroom maintenance); student involvement in learning's beyond the basic skills; the schools have school assemblies, olympic events in reading and math, game days and parades, student council, and patrol force; parents supporting the staff; they send children to school daily, on time, and respond appropriately to requests of the school; teachers cooperating and working as teams in order to maximize their impact on student learning outcomes; they mainstream students and use student tutors from other grades and classrooms. (1988, p. 310)

As will be discussed later, based on my lived experience and the experience of most of the informants, Mr. Clark cultivated a sense of pride and community among the students, he reduced vandalism, the appearance of the school improved dramatically, the halls were clear, everyone was aware of the rules and consequences for not following the rules, and he wanted the teachers to focus on instruction.

Impact of African American Principals

Kofi Lomotey (1989a) has been deeply concerned with the “persistent and pervasive underachievement of African American students in America’s public schools,” which include the lack of cultural relevance of curriculum, poor quality of school leadership, socioeconomic status of students, inadequacy of school resources, and quality of teachers (p. xi). He investigated the impact of African American principals’ leadership on the academic achievement of African American students. Although limited by utilizing three informants, in addition to instructional leadership, his research incorporated and focused on; (1) “how instruction is handled effectively through research techniques such as classroom observation and teacher evaluation; (2) how the curriculum is regularly reviewed and approved to maintain its appropriateness for students; and (3) how student achievement is closely monitored” (1989a, p. 2). Lomotey (1989a) stated that there are “three additional qualities that African American principals hold in common: confidence, compassion, and commitment” (p. xii). According to the informants in this current study, Mr. Clark certainly demonstrated confidence in his ability to make a difference in the lives of his students. He also demonstrated compassion and commitment for those students who, in his view, exhibited that they wanted to learn.

According to Venesky and Winfield, (1979) research has revealed that principal leadership appears to be a noteworthy factor in more effective schools and included aspects such as high expectations, respect, positive relationship with teachers and principals reflecting friendship as significant characteristic of principal leadership. (Brookover and Lezotte, (1979) argued that improved student academic performance

could be grounded upon agreeable relations amongst teachers and principals who could then cultivate positive relationships between teachers and students.

Lomotey (1989b) stated that the leadership impact of African American principals on the academic performance of African American students was significant because academic success continued to be an inclusive goal for the majority of African American students and because America has frequently failed to educate African American children effectively. According to Coleman, Campbell, Hobson, McFarland, Mood, Weinfeld, and York (1966) African American children in public schools have always trailed far behind their white counterparts in academic achievement. Lomotey (1989b) argued that prior to his research; there had been no research that has looked at the impact of the leadership of African American principals on the academic performance of African American students.

Although utilizing a limited number of informants in his study, Lomotey (1989b) argued that there is evidence to suggest that African American principals positively affect the academic achievement of African American students and those African American leaders and African American principals, in particular, lead differently than their Caucasian peers. He stated that African American principals are able to foster the types of relationships that would elude principals of other races because of the similarity of the values, goals, and attitudes of the larger African American community. In addition, he believed that the key ingredient to convey improved academic performance of African American students is to emphasize the larger community (Lomotey, 1989b). As a result, of their African American cultural like-mindedness, exchange of thoughts and messages shared beliefs, values, communication, and interaction, the relationships between Black

principals and Black students are more effective and advantageous to all parties, eventually affecting academic achievement (Lomotey, 1993).

According to Lomotey, (1989b) culture is indispensable when looking at the significance of African American principals' impact on African American students. (1989b). Lomotey (1987) purported that "the way a person relates to others and to circumstances that she or he encounters is shaped by the culture of that individual" (p. 173-174).

Karenga (1980) purports that there are seven components of culture that can govern the way people relate to the world that include economics, social and political organization, ethos, mythology, creative motif and history. Lomotey (1987) argued that homophily is the concept which acknowledges "that effective communication or interaction comes about when two people are similar" (p. 175), having homogeneous beliefs, attributes, educational backgrounds, values, and or social status. These commonalities lead them to interact and communicate more effectively with each other (Kotchmen, 1981). For example, when two African American people interact or communicate their shared beliefs and values, homophily occurs. This brings about a better attitude and behavioral changes. This also occurs between African American principals and African American students.

Lomotey (1989b) argued that African American leaders tend to view community involvement as fundamental to the overall achievement of the school, as well as to the individual success of a student. According to Lomotey (1987) "African American principals may be less threatened by a focus on community relations" (p. 178) because they tend to relate more closely with the larger community and are more motivated as a

group to involve parents and other community members in school activities and in the decision-making process. Lomotey (1989b) argued that White leaders appear to lead differently than African American leaders. He stated that African American principals are able to foster the types of relationships that would elude principals of other races because of the similarity of the values goals and attitudes of the larger African American community. In addition, he believed that the key ingredient to convey improved academic performance of African American students is to emphasize the larger community (Lomotey, 1989).

Although Mr. Clark did not involve the community in decision making about the school, he showed that he was interested in the well-being of the larger community. Mr. Clark was invited to several churches in Paterson, New Jersey and was given the opportunity to speak to a number of parents of the children who attended EHS. Mr. Clark stated that the first thing he did to reach out to the community was to formally introduce himself and his program at neighborhood churches. Each week Mr. Clark would attend a different church service with the help of concerned ministers and would be given an opportunity to address the congregation. In motivational messages he shared with the parents he stated,

If you persist, you will survive, if you work hard and do not give up, though the obstacles are many and the road is hard and long, you can advance. You can succeed. Your life will have meaning, even joy. A high regard for education is the surest and the most decent way to advance.
(Clark & Picard, 1989, p. 71)

This is the same message Mr. Clark gave to the students at EHS. As mentioned earlier, one of the ways he connected with the students was to talk about his childhood and the

importance of community. He also showed his relationship to the community by providing personal financial assistance to students and parents who were in need.

Sanchez, Thornton & Usinger (2008) argued that the contributions of minority school leaders are critical to the achievement of minority students. Furthermore they purport that minority leaders can offer themselves as strong role models who are significant to minority student identity and future development. Mr. Clark saw a part of his purpose as being a good role model for students as one of the most important aspects of his job as principal (Clark & Picard, 1989).

Tillman (2004) argued that African American principals managed on the basis of their same-race/cultural association and their need to positively affect the lives of African American students. In most cases, their explanations were linked closely to their characteristics. This insight leads further credibility to Mr. Clark's impact and legitimacy. Moreover, there is a correlation between Black principal leadership and Black student achievement:

An effective component of minority students' academic success is a minority principal who serves as a role model for the students. For example, literature on Black principals has maintained that they served as role models; they provided images that would inspire and motivate Black students. (Sanchez, Thornton, & Usinger, 2008, p. 134)

Serving as role models, many of these principals securely accomplish their responsibilities by incorporating a form of compassion that empowers students to ascertain alternative ways to confront specific situations, rather than struggling to authoritatively control student behaviors (Reitzug & Patterson, 1998). In a historical context, marginalized principals have been recognized to serve as culturally approachable

leaders who work as public intellectuals, curriculum innovators, and social activists who can petition the concerns of various groups (Johnson, 2006).

Lightfoot (1983) argued that leaders in more effective schools and leaders in general, do not use any one style of leadership. The qualities of a given leader in one effective school may be very different from a leader in another effective school. This premise appears to be true for African American principals in African American schools. Although they may have similar styles, they may exhibit leadership in very different ways (Lomotey, 1989).

In his study of three African American principals in effective schools, Lomotey (1989) argued that each principal demonstrated a commitment to the education of African American children; they shared a compassion for, and understanding of, the students and to the communities in which they worked and had confidence in the ability of all African American children to learn. In a discussion, concerning African American principals in African American schools, one of Lomotey's African American principals told him that:

Being Black is not enough. One needs to be sensitive to the needs of Black students and to the total Black community. I think they ought to be not only sensitive, but knowledgeable about the needs of Black children. I won't say that they're any different than the needs of White children, but I think there is a degree of being more sensitive, in that I feel that where we have more broken homes, more one-parent homes and, in many instances, more low-income families and more people on Aid to Families with Dependent Children (AFDC), I think it calls for a kind of person who would be knowledgeable and caring for those kinds of, not disabilities, but those kinds of things that are well... much of it is in our Black community. (p.134)

In his study of three African American principals, Lomotey (1989) concluded that there is more than one leadership style exhibited in African American principals. Two principals were assertive, forceful leaders who are called "strong leaders" in much of the

effective school literature, they were intimately involved in all areas of the school's operations and instructional programs and seldom did they delegate authority to others. They were directly involved in the day-to-day activities geared toward improving the level of academic success. The other principal's leadership style was centered on delegation of authority to carefully selected administrators whom he hired to support him as principal.

Table 1 provides an overview of the different theories/models of educational leadership.

Table 1
Leadership Theory Overview

Year	Leadership Theory
1841	Behavioral leadership
1947	Charismatic leadership
1960	Contingency leadership
1990	Directive leadership
1840	Great Man Theory of leadership
1940	Participative leadership
1977	Paternalistic leadership
1970	Servant leadership
1970	Situational leadership
1960	Theory X and Y
1948	Trait Approach
1978	Transformational leadership

The leadership theories listed above and utilized in this study have spanned from 1841 to 1999. An extension of one hundred forty-nine years of research that is currently relevant to educational leadership. These leadership theories can assist principals in governing their schools, students, teachers, administrators and other staff members.

According to Edmonds (1979a) and Wellisch, MacQueen, Carriere, and Duck (1978) there is a direct and positive relationship between a principal's high expectations of his students and their academic achievement. They also argued that principals who hold high expectations for the students invariably perform well. The opposite holds to be true as well, when educators have low expectations for student performance, the students perform poorly (Beady & Hansell, 1981; Rist, 1973). This will be discussed in the findings chapter of this study.

Rationale of the Study

The *raison d'être* of this study was to determine Mr. Clark's philosophies, strategies, and leadership style as principal of Eastside High School, and to investigate from the point of view of Mr. Clark's former students, teachers, and administrators what, if any, affect his strategies and leadership style had at EHS, as well as on the participants' lives during and subsequent to their time at EHS. I investigated the issues regarding Mr. Clark's philosophies, leadership style, controversies, successes, and challenges.

This study addresses gaps in the existing knowledge base that make this particular study necessary given what is already known about African American principals' leadership and the leadership needed in effective schools. This study will provide insight for educational leaders and policy makers who work in poverty stricken areas. In an effort to take steps to diminish high school violence, drugs, and gang activity and increase academic achievement for low-income students. This research could be useful to school principals as they work with students in situations similar to those at EHS. It could

also be useful to school superintendents and school board members as they assess the leadership styles, values and beliefs of principal candidates they wish to hire.

I interviewed my classmates, teachers and administrators about their opinions on leadership, and their experiences with Mr. Clark to determine what leadership style(s) Mr. Clark established during his tenure at EHS. This literature review on leadership and African American principals has given me additional insight into the various perspectives on leadership. In this regard, Lomotey (1987) suggests that African American principals have three things in common:

- (1) a strong commitment to the education of African American children;
- (2) a deep compassion for and an understanding of their students and of the communities in which they work and, (3) a sincere confidence in the ability of all African American children to learn. (p. 178)

CHAPTER 3 RESEARCH DESIGN

Methodology: Phenomenological Case Study

When the researcher desires to understand a complex social phenomenon, the case study permits the integration of as many methods as possible to explore a contemporary situation (Yin, 2003). Stake (1995) suggested that case studies can contribute both theoretically and pragmatically to education research because of their holistic approach to the educational environments as a complex social endeavor. Thus, I have chosen to utilize a descriptive phenomenological case study methodology, as it provided an opportunity to approach Joe Clark's leadership within Eastside High School with a lens that allowed me to view the social interactions between Clark, the students, teachers, and administrators. Merriam (1998) stated that data are collected through qualitative methods such as interviews and observations of participants from the study, and further stated that this method has become the fundamental way of doing educational research and evaluation.

The case study is a way to gather a wider array of data affecting a case under study, whereas a quantitative study tends to be narrow in focus (Bromely, 1986). Merriam (1998) purported that case study was deemed the most appropriate method to frame a study that allows for the examination of multiple qualitative sources. Case studies can be classified as descriptive, interpretive, or evaluative. According to Merriam (1998), the case study examines an object, program, person, organization, or

phenomenon, that is, anything that can be considered an entity. In this regard, I examined the phenomenon of Joe Clark's leadership as principal of Eastside High School as the case under study, utilizing the perceptions of individuals who were former students, teachers and administrators bounded by a seven-year tenure.

Phenomenology defined.

I gathered the perceptions of Eastside High School students, teachers, and administrators which allowed them to speak for themselves and to discover if Joe Clark's strategies, methodologies, and leadership style as principal of Eastside High School had any affect upon their lives. Phenomenology provides a lens through which to view all human phenomena as meaningful, because we, as humans, feel, experience, and then commit to conscience the phenomenon; the phenomenon becomes a part of us, and in many ways influences our actions and behaviors (Peterson, 1997). Phenomenology also describes how one adjusts to lived experiences; the essential model of this approach is textual reflection on the lived experiences and real-world actions of everyday life with everyday people. The intent is to uncover how people make sense of and interact with their social world (Van Manen 1990). Thus, the phenomenological approach, when applied to students who attended, and teachers and administrators who worked at Eastside High School while Joe Clark was principal, allowed the researcher to understand the "lived experiences" of the students high school setting, and the teachers and administrators work environment from their perspective (Moustakas, 1994).

According to Van Manen (1990), lived experience is the preliminary point and end of phenomenological research.

The aim of phenomenology is to transform lived experience into a textual expression of its essence – in such a way that the effect of the text is at once a reflexive re-living and reflective appropriation of something meaningful: a notion by which a reader is powerfully animated in his or her own lived experience. (p. 36)

Through such qualitative methods as participant observations, open-ended interviews, and personal documents, the phenomenologist is concerned with understanding human behavior from the actor's own frame of reference (Bogdan & Taylor, 1998). Dilthey (1985) suggested that the lived experience “is to the soul what breath is to the body: Just as our body needs to breathe, our soul requires the fulfillment and expansion of its existence in the after-effects of emotional life” (p. 59). Thus it is the “after-effects” of Joe Clark's leadership, that concerns the researcher, as phenomenology focuses on the person who is experiencing the phenomena, and in this case it is the students, who attended, and teachers and administrators who worked at Eastside High School during Mr. Clark's tenure.

Van Manen (1990) suggested that there are six steps in conducting a phenomenological study:

- (1) Turning to the nature of lived experience which seriously interests us and commits us to the world;
- (2) Investigating experience as we live it rather than as we conceptualize it;
- (3) Reflecting on the essential themes which characterize the phenomenon;
- (4) Describing the phenomenon through the art of writing and rewriting;
- (5) Maintaining a strong and oriented pedagogical relation to the phenomenon; and Balancing the research context by considering parts and whole. (p. 30)

It is important to note that the phenomenologist may not do all of the steps listed above. Classical phenomenologists practice the first three distinguishable methods: (1) describe a type of experience that interests the researcher and others; (2) investigate the experiences; and (3) reflect on the themes that emerge from the investigation. Thus, in the end, all the classical phenomenologists practice analysis of experience that factor out notable features for further elaboration (Van Manen, 1990). Using a phenomenological framework allowed me to explore the phenomena of Joe Clark's leadership, strategies, and methods thematically by classifying certain essences of my participants' experiences as they emerged. Spiegelberg (1982) defined *essences* as "the whatness of things" or the key elements of things. Van Manen (1990) further explained,

Using philosopher Edmund Husserl's interpretation of phenomenology; the essence is the genesis of a phenomenon. Every phenomenon can be fragmented down into pieces and those pieces can be explored. A deeper understanding of the pieces will yield a deeper understanding of the whole. The essences are stages by which phenomena inaugurate themselves in our consciousness and gradually develop before our inner eye and allow us to assign meanings to what we experience. (Van Manen, 1990, p.25)

Using additional data from others who have experienced the same phenomenon, namely the twenty two informants, produced different results as people perceive experiences differently. Van Manen (1990) argued that "phenomenology aims at attaining a profound understanding of the nature or meaning of our daily experiences. It asks, 'What is this or that kind of experience like?' (p. 25)

Researcher Role and Biases

As the primary investigator, my role was to gather data and make sure that the data was kept safe and secure, identify participants to investigate, provide a comfortable

interviewing environment, be consistent, be forthright, meet deadlines, be available, and work collaboratively with the participants of the study. Additionally, I was a student at Eastside High School during the time that Joe Clark became principal and a graduate of his first official graduating class in 1986. I have maintained a personal relationship with some of the participants who were selected for the study, and I am aware of my researcher biases. As a way for the reader to understand who I am. I am the person, who as a student, saved her pom-poms, cheerleading uniform, and jacket from my freshman year in 1982. That is just who I am. It was incumbent up on me to acknowledge my biases so that I could write this dissertation in a way that takes into account so many other perspectives than my own. I am Pinky, I have this personality that is very sentimental in nature, but when it comes to this dissertation I have taken myself seriously as a researcher. I understand the importance of separating myself as a former student and from myself as a researcher. Separating me to eliminate the bias was the goal and that is why I conducted the self-interview.

In this regard, I conducted an interview of myself to ensure that I bracketed my experiences from those of the participants. The act of bracketing was an important activity because, while I experienced the same phenomenon as the participants, my interview revealed how strongly I felt about my experience at Eastside High School. Bracketing does not remove my experiences from the study. Rather my interview assisted me in noting areas of bias. Because I was able to bracket my experiences and acknowledge my biases, I was able to conduct the interviews without influencing the responses of the participants. This included avoiding agreeing or disagreeing with the participants; a phenomenologist must just listen. I acknowledge that I believe that many

of my fellow students' lives were changed for the better because of Mr. Joe Clark and his leadership, disciplinary methods, communication strategies, and the genuine love and concern I believe he had for his students' well-being. He was a father-figure to me and I relied on him for stability and I relied on the stability of Eastside High School. I suggest that Mr. Clark motivated his students, believed in them, and desired for them to gain an education. The sacrifices that I believe he made to ensure his students were educated in a safe environment, further colored my role as researcher. The beauty of phenomenology is that my experiences are data driven and can be used to further explore the experience, rather than having to be removed completely. Further, the chair of my committee continuously challenged me to assure that I was interpreting the data as an objective researcher and his continual feedback served as a form of member-checking. Last, I maintained a reflective journal in the form of memos that captured my thoughts and this was a way for me to have a conversation with myself and with the interview transcripts without biasing the participants' responses.

Participants

The twenty two participants for this study were purposefully selected based on a set of criteria to select students, teachers, and administrators who could possibly provide an information-rich perception of Joe Clark's leadership (Merriam, 2009). Mr. Joe Clark, the main subject of this dissertation, students who attended Eastside High School from 1980 to 1992 and teachers and administrators who worked at Eastside prior to, during and after Joe Clark's tenure were invited and selected to participate in the study . I sent out an email to approximately 200 former Eastside High School students and everyone who responded was interviewed, twelve former students responded affirmatively and all

twelve were interviewed. They self-selected to be part of the study. I interviewed those twelve former students of Eastside High School including myself.

Snowball sampling was used; former student informants suggested that I interview certain staff members because of their connections with the EHS and with their connection with Mr. Clark. I requested an interview of the suggested teachers and administrators and they accepted. In addition, I looked through my 1986 yearbook to decipher and compare the names with the current online Paterson Public School system directory. I contacted (via phone calls and emails) fifteen teachers and administrators who I recognized who currently work for and worked at Eastside High School during the tenure of Mr. Joe Clark. From that initial outreach, ten people affirmatively responded and all ten were interviewed.

I interviewed twenty-two informants including Mr. Clark. Both male (12) and female (10) participated in the study. The participants were asked to self-identify their cultural background. The participants are African American (13), Biracial (1), German (1), Italian (3), Jamaican (3), and White American (1) decent. [I did not provide ethnic or racial categories for the participants to choose from; I asked them - What is your cultural background?]

Participants were asked to read, sign and return a consent form via fax, or provided verbal consent at the beginning of the audio-taped interview. Of twenty-two participants, twelve were students and ten were teachers and administrators. Creswell (1994, 2007) asserted that any range of participants can be used in phenomenological studies, but the standard number of participants is ten (Creswell, 1994).

The participants had the following characteristics:

- (1) They possessed experience with the phenomenon.
- (2) They were a student during the time that Joe Clark was a principal during 1980 and 1992
- (3) They were teachers or administrators who worked at Eastside prior to, during and after Joe Clark's tenure.
- (4) They had a variety of socioeconomic statuses.
- (5) They had a variety of experiences while attending Eastside High School, more specifically students who were successful (academically & behaviorally) as well as students who may have had challenges (academically & behaviorally) as a student at Eastside High School.
- (6) They had a variety of experiences while working at Eastside High School, more specifically teachers and administrators who worked well with Mr. Clark and in contrast, others who did not work well or agree with his leadership style.

My purpose in the study was not to generalize its findings to a larger population, but rather to deeply understand a phenomenon. In this regard I interviewed informants until the point of saturation was reached. The point of saturation was reached when the researcher ceased to learn additional data from participants.

Data Collection

Informants were contacted and asked to participate in this study via email through the Eastside High School social network website which has over 1000 former and current Eastside High students registered. I also contacted Eastside High School via email and phone to obtain contact information for the teachers and administrators. I contacted and interviewed Mr. Joe Clark via his home and cell phone. I contacted some of my former

classmates who were in continuous contact with Mr. Clark and was provided with the phone number to his horse ranch in Florida. Once I interviewed Mr. Clark, he provided me with additional contact information such as his cell phone and home number.

During the course of this research study, I conducted face-to-face and telephone semi-structured, open ended, in-depth interviews with each participant. Additionally, at their request, for the administrators whose time was limited, I emailed them the interview questions; they answered each question and emailed the electronically signed consent form and answers back to me. Each interview lasted approximately 1-2 hours. I used an audio tape recorder for the purpose of transcribing and accuracy. The interviews were used to collect data about each participant's personal views of Mr. Joe Clark's leadership style, their high school experience as a student, teacher, or administrator, their work experience, and their current career and living situation, and their views on what if any impact Mr. Clark had on their lives. The interview questions are located in Appendix B, C & D.

The procedures for a telephone interview were as follows: After the participants signed or provided verbal consent, I asked for a convenient time to schedule a one-on-one interview. A private speakerphone was used, and the interview took place in a private area of my home. The interview was audio-taped, but no identifiable private information was sought. The real names of the participants were not used in the recordings, transcriptions, or the final research study except for Mr. Clark and me. As stated in the Informed Consent Forms (Appendix B, C, D), the information that the participants shared was kept private and confidential. Each participant selected a pseudonym to ensure anonymity.

Data Management Plan

The interview data was stored on cassette audiotapes and was transcribed, which yielded more than 300 pages. The transcriptions were stored on a computer that is password, and firewall protected. Additionally, each interview was saved and a backup file was created and stored on an external drive. The audiotapes were kept in a locked drawer, and only I have access to the keys.

Before I read through interview transcripts, I created memos and recorded my reactions to the interview experience. Each of the transcripts was reviewed and the significant statements were color coded. One hundred thirty nine different codes were generated from the interviews. I then began collapsing the codes. I utilized different colored highlighters to segment each code that was collapsed by hand. This is significant because this was my coding process. I did not use data management software. I color coded my data with the different colored highlighters to indicate the different themes. I assigned a theme to a color, for example, I assigned the color pink to the theme “strategies” Mr. Clark used, and I assigned the color green to the leadership style theme.

All codes were entered into an excel sheet and then collapsed several times subsequently to create sub-codes of the original codes to allow for manageability. All transcribed interviews were kept in a binder that helped to organize and manage the data and keep it a systematized fashion. When each significant statement was used and placed in the excel sheet, I also provided the name of the informant and the page number from each transcribed interview so that I could easily locate the origin of the code or significant statement.

Data Analysis

After transcribing the interviews, the data were analyzed for “significant statements, sentences, or quotes that provided an understanding of how the participants experienced the phenomenon” (Creswell, 2007, p. 25). Moustakas (1994) stated that through repeated reflection the phenomenal experience becomes more clarified, and expanded in meaning. Moustakas (1994) defined this data analysis procedure as horizontalization. He advises the researcher to list each relevant expression of the phenomenon, also known as invariant constituents identifying themes that capture an element of the phenomenon that supports in understanding the involvement and the ability to label the expression (Moustakas, 1994). Expressions that were not clearly and plainly articulated or communicated were eliminated and not included in the coding structure. Noteworthy themes and statements were used to write a thick description of what the participants experienced, which Creswell (2007) described as textural and structural descriptions. The last step in the data analysis process was developed to establish the fundamentals of the phenomenon through a combined description that Creswell described as the essential invariant structure. This process focuses on the participants’ common experiences related to the phenomenon of their experiences. I provided each participant a transcribed copy of their interview and asked each informant to read over the transcription and make any necessary corrections and or updates. I verified any inconsistencies and asked for further information or clarification, as needed. I looked for discrepancies and asked for more detailed information, and explored how it strengthened my research to allow triangulation (Merriam, 1998; Yin, 2003). As described earlier, I conducted face-to-face /or telephone meetings with participants to

share analysis results with them as a means of member checking. At that time, I asked their opinions of my findings to allow for more possible investigations or knowledge. I was interested in discovering if my results were an accurate reflection of what they intended to convey. I looked for any other pertinent information that they would be willing to share.

Upon completion of the transcriptions, the data were analyzed by highlighting “significant statements, sentences, or quotes that provide an understanding of how the participants experienced the phenomenon” (Creswell, 2007, p. 25). This technique was originated by Moustakas (1994) and deemed the “horizontalization” step in data analysis. During the process, I listed every relevant expression of mattering, also known as *invariant constituents*. I asked two questions: (1) does the expression capture an element of mattering that is “necessary and sufficient” which will aid in the understanding of the phenomenon? (2) is it possible to label the expression? If the expression can be classified, it is considered “a horizon of the experience” (Moustakas, 1994, p. 121). If the expressions did not meet these two requirements, the data was eliminated (Moustakas, 1994).

Next, specific themes were identified by “clustering” the invariant constituents. Clustering is the process when germane theme meanings naturally cluster together. “In other words, whether there seems to be some common theme or essences that unites several discrete units of relevant meaning” (Hycner, 1985, p.287). As a form of validation in this process, the relevant expressions were checked by asking two additional questions:

- (1) Are the expressions completely and clearly articulated in the complete transcript?

- (2) Are the expressions “compatible” and clearly communicated? If the expressions are not compatible or clear, they were eliminated (Moustakas, 1994; Hycner, 1985).

Another reliability check for themes was used in the form of research checks with peer reviewers, two of whom were fellow doctoral candidates and two were colleagues who have received their Ph.D.’s, and performed similar qualitative phenomenological and case study research including my methodologist and editor. Hycner (1985) suggested that this verification is useful in establishing the rigor of the study.

The themes were used to develop descriptions of what the participants experienced (Moustakas, 1994; Creswell, 2007; Hycner, 1985). This step is referred to as a “textural description” that included specific examples from the participant interview verbatim transcripts (Creswell, 2007, p. 60). The themes were used to describe the circumstances and background of the phenomenon that the participants experienced, also known as the “structural description” (Creswell, 2007, p.62).

The final step in my data analysis was to establish the phenomenon’s “essence” through a description entitled the “essential, invariant structure” (Creswell, 2007, p. 62). This process was centered on the participants’ common experiences via thick description, which helped the researcher understand the core meaning of the phenomenon. Thick description as described by Merriam (1997) is a characteristic of case study that involves the researcher describing the event, situation, or setting in full, literal detail so that the reader can obtain cultural knowledge of the phenomenon under examination. According to Lincoln & Guba (1985) a thick description helps the reader determine transferability of the study to another context for possible replication. Everything must be included in the description in order that the reader can best interpret the findings of the study.

Verification

Verification is the process that transpires throughout the data collection, analysis and reporting of the study which aids in the trustworthiness and accuracy of the qualitative research (Creswell, 2007). This process is also known as triangulation. Yin (2008) stated that, “with data triangulation, the potential problems of construct validity also can be addressed because multiple sources of evidence essentially provide multiple measures of the same phenomenon” (p. 99).

The following validation strategies (Creswell, 2007) were included to contribute to the “credibility” and “dependability” of this phenomenological case study: a) rich, thick descriptions; b) clarification of the researcher role and potential bias; c) description of the participants; d) identification of methods for data collection and analysis; e) evidence of member checks by individuals involved in the study; and f) peer reviews.

Before the data collection process began, the researcher revealed her bias in the Researcher Role and Biases section included in this study. The researcher answered the same questions asked to the participants and the interview was transcribed. A personal journal was maintained throughout the interviewing process to prevent personal bias from entering into the data analysis.

Themes were developed from the participant’s data, and rich thick descriptions were created. Specific quotes from the participants were implemented into the narrative supporting each theme. Multiple examples of the essence of each theme were also included. The researcher engaged peers in reviewing the themes and narrative descriptions. In addition, the researcher requested each of the participants to review the

themes and narrative descriptions. The feedback provided by peers and participants provided additional validity to the findings of this phenomenological study.

Table 2
Overview of Study

Phase	Data Source	Data Collection	Data Analysis
I	Personal history interview	Interview Review documents	Search for emergent themes and “essences”
II	Interviews (first interview)	Review documents	Code data Search for emergent themes or “essences”
III	Interviews (second interview)	Review documents	Review codes Search for emergent themes Compare new and old data Member check

Summary

This chapter includes the methodology and procedures that were used to study the phenomenon of Mr. Joe Clark’s strategies and leadership style and the possible impact he may have had on his students, teachers and administrators. The participants, data collection procedure, data management plan, and the data analysis have been reviewed. The concluding portion of this chapter contained the verification process for this qualitative, phenomenological case study.

CHAPTER 4 FINDINGS

The detailed findings and support evidence that emerged through the data analysis conducted are included in this chapter. The chapter begins with the participants' demographic information including their personal profiles. Second, descriptions of the strategies Mr. Clark used to transform EHS, as well as quotes from the participants' in regard to each strategy generated are presented. Third, the majority of the chapter includes the six emerging themes that developed from the exploration of data from student participant interviews, which also includes significant statements from the student participant interviews. The chapter also includes the eleven emerging themes that were developed from the thorough analysis of the data from the teacher and administrator (including Joe Clark) interview transcriptions. The chapter culminates with a short summary.

Statement of the Purpose and Research Questions

The purpose of this phenomenological research study was to: a) describe Mr. Clark's leadership style as principal of EHS from the point of view of a select group of Mr. Clark's former students, teachers, and administrators; and b) determine what, if any, affect his leadership style had on the conditions at EHS, as well as on the lives of his students teachers, and administrators during and subsequent to their time at EHS.

This investigation will allow educators at all levels the opportunity to view and understand Mr. Clark's leadership style and strategies. This information could be useful

to school principals and assistant principals as they work with students in situations similar to those at EHS. It could also be useful to school superintendents and school board members as they assess the leadership styles, values and beliefs of future principal candidates. Table 3 provides a summary of teacher and administrator participants.

Table 3

Teacher and Administrator Profiles

Name	Sex	Race	EHS Alum	Years at EHS	Years in Education	Highest Degree Earned	Job Title
Coach "O"	M	Italian Polish American	No	10	32	Masters	Principal
Coach Rosser	M	Jamaican American	Yes Class 1969	23	30	Masters	Social Worker
Mr. 13	M	African American	No	22	38	Masters	Principal
Mr. "B"	M	African American	Yes Class 1969	35	38	Masters	Assistant to the Principal
Mr. Will	M	Italian American	No	28	39	Masters	Guidance Counselor Dept. Chair
Ms. Annette	F	African American	Yes Class 1980	23	29	Masters	Principal
Ms. De-Mo	F	Italian Scottish American	Yes Class 1963	38	38	Masters	Assistant Principal
Ms. Florence Jones	F	White American	No	34	34	Masters	Principal
Ms. Smiley	F	German American	No	27	30	Masters	Science Teacher
Joe Clark	M	African American	No	9	30	Masters	Retired

I will begin by providing demographic information on the teacher and administrator informants that will be followed by information regarding their views of Mr. Clark and EHS. Following that, I will take the same approach with the information that was gathered from former EHS students.

Demographic Information of Teachers and Administrators

The participants for this study were purposefully selected based on a set of criteria, as described in Chapter 3, to select teachers and administrators who can provide a thick information-rich perception of Mr. Clark's leadership. Ten individuals, both male (6), and female (4), participated in the study. Four of the ten participants are alumni who attended EHS as early as 1963, prior to Mr. Joe Clark's arrival. The ten participants were of African American (4), German (1), Italian (3), Jamaican (1), and White American (1) decent.

The ten teachers and administrator informants have their master's degrees in various majors, including education, science and social work. One informant is currently seeking her doctoral degree. Five of the ten are currently principals. One is an assistant principal. One is an assistant to the principal for discipline. Of the remainder, one is a Guidance Department chairperson, one is a social worker who is working for the Paterson Board of Education Central Office, and one is a science teacher, and Mr. Clark is retired. Together they worked at Eastside High School for over 249 years and jointly worked in education for over 339 years. Their current salaries range from \$93,678, to over \$150,000.

Teacher and Administrator Participant Profiles and Information Regarding Mr. Clark and EHS

Coach “O” – an Italian Polish American male, was born and raised in an urban setting in New Brunswick, New Jersey. He volunteered that he is a believer of the Catholic faith. He worked at Eastside for ten years from 1981-1991 (one year prior to and two years after Joe Clark's tenure). He has worked in education for thirty four years; as a teacher for fifteen years, a vice principal for nine years and principal for ten years. He also coached the male varsity basketball team at EHS. He was a coach at EHS prior to becoming a teacher. When interviewed, he talked about how he did not have a choice of whether or not to teach at Eastside High School because, “when Joe Clark became principal, he wanted all coaches to teach there in order to control their athletes and to help with overall discipline.” However, “Joe Clark told me that after one year if I didn't like it, he would transfer me... I stayed for ten years. I liked it!!!” He described Paterson in the 1980s and 90s, as having a diverse culture that was predominantly African American; a typical urban city with “good areas” and “bad areas.” Conversely, currently predominantly Hispanic/Bengali families have moved in during the last ten years and are the main residents in Paterson which is still characterized as an urban setting.

Coach “O” stated that he always got respect from most of the students... “If they believed that you were sincere about teaching them... they respected you.” Coach “O” described his fondest memories... “I loved the interactions of the students... teenagers who cared... most of them did care about their life and their future.” “They could tell if you were not sincere and honest with them.” He described his not so positive memories as having to deal with negative students, “although most were just eager teenagers willing

to learn... 90% of them were good, and 10% were bad but that 10% dominated the papers [news media] making Eastside High School a bad place. He also talked about how students were robbed and had items stolen from them by fellow students such as money, sneakers, boots, and Walkman radios. He described Eastside as having more negative qualities than positive prior to Joe Clark's arrival. He further stated that learning was not a priority with students before Mr. Clark arrived. It was just a "place to hang out" and be around friends. He described the academic and teaching environment as teachers having to deal with "discipline first and teaching second," and that the teachers' mentality was just "to survive and learning was not number one," and that drugs and gangs were in existence at all times on the outside environment of the high school. He also talked about the infamous controversy regarding Mr. Clark locking and chaining the doors of the school, he stated that "he [Clark] did what he had to do, however, it was a safety issue." Coach "O" shared some of his accomplishments that he is very proud of, such as being a principal for ten years, vice principal for nine years, teacher for thirteen years, a varsity basketball coach with a record with 101 win versus 37 losses, and two Passaic County championships in 1990 and 1991. He left Eastside High School in 1991 to become the vice principal at another public school in Paterson, New Jersey.

Coach "O" described Mr. Clark as being "very pro-student!" He stated that he was very excited when he heard Mr. Clark was the "new leader." He believed that Mr. Clark's leadership style had a direct, positive effect on developing his leadership style and stated that "I became an administrator as a result of my relationship with him." Coach "O" described that while he was teaching English and coaching girls' softball and boys' basketball, he was attending graduate school in order to get his Master's degree in Urban

Education/Administration. Mr. Clark knew this and provided him with additional opportunities to enhance his experiences in administration. Mr. Clark took over Coach “O’s” daily supervision periods and assigned him to other vice principals so he could see their daily routines and help where needed. Mr. Clark gave him summer school administrative positions where he supervised staff and students. Coach “O” believed that Mr. Clark really took an interest in him because he recalls Clark saying, “I see a lot of potential in you because of your commitment to the district and the children of Paterson.”

Coach “O” described Mr. Clark’s as always being pro student and while observing him during his tenure at Eastside, he stated that Mr. Clark “lived by the three F’s - he was FREINDLY, he was FAIR, and he was FIRM if need be.” Coach “O” stated that he made the students feel wanted, and “gave them the confidence that they can overcome most situations, and yet he gave them the “tough love approach if needed.” He said Mr. Clark made each student feel important in his or her own special way. Additionally, Mr. Clark provided buses for fans and students to away football and basketball games, and he developed a sense of *pride* within the school that was never evident before his time there. According to Coach “O”, Eastside was a better place because of Mr. Clark’s guidance and leadership. Coach “O” described two situations where Mr. Clark took money out of own wallet and gave it to students, one, where a student needed money for a prom bid and another where a basketball player did not have money to buy team sneakers. He stated that he was sure that there were many other situations too.

Coach “O” described Mr. Clark’s interactions with staff; he stated that Mr. Clark always treated you fairly, unless he realized that you were not going to be a positive

influence on the students. Mr. Clark wanted all staff to work extremely hard, not only in the academic areas but also in the social development of each child. Mr. Clark wanted you to make a direct impact on their lives. If you were a staff member who was “going through the motions” in the classroom, he would transfer you. According to Coach “O,” Mr. Clark would document informal and formal observations and collect enough information to validate his rationale for the transfer. Coach “O” stated that in time, Mr. Clark did create a positive working environment for the approximately 250 staff members at Eastside High School.

Coach “O” stated that overall; Mr. Clark did change the culture at Eastside High School. “His leadership skills made both the students and staff feel wanted and cared for.” And “Yes, I am sure that he wasn't always perfect, *but* he was right for the school and the need for his leadership, which made the school a better place.” Coach “O” described his thoughts about the *Lean on Me* movie as: “The movie was on target! Morgan Freeman played him perfectly. He followed Mr. Clark around the school for three weeks. I never saw him take notes, but he played him perfectly. He was the perfect actor to play Joe Clark.” He stated that he still has a copy of the movie and his children have watched it several times. If he could say something to Joe Clark right now he would tell him “A big *thank you.*”

Coach Rosser - Coach Rosser is an African American male whose grandparents are from Jamaica, West Indies. He worked at Eastside for twenty three years from 1981 to 2004 (one year prior and fifteen years after Joe Clark's tenure). He has worked in education for thirty years as a social worker. He also coached football and basketball. When interviewed, he told me he was a graduate of Eastside High School and requested

to work at Eastside because he “wanted to give back to the school that helped him so much.” He described Paterson in the 1980s and 90s and currently as “an urban setting with many social and economic problems.” He described his students as “motivated to learn and having to deal with so many social issues,” and that because “we live in an urban setting, and they are part of the community and whatever is happening in the community, they have to deal with in the school.” Coach Rosser described Eastside (prior to Joe Clark) as “calm and relaxed without the media coverage” and stated that the academic environment focused more on the needs of the students, and as a social worker he was well “aware of all the facets of the school, and tried to be a good listener and an adult who was fair.” He described his fondest memories as the years he attended Eastside High School as well as his graduation. He described his not so positive memories as “in 1969 during the student protests when the police officers removed students from their Eastside High School building. Coach Rosser indicated that there were drugs and drug dealers in the school and students had their popular items stolen, “it happened but not often.” He also stated that there were gangs at Eastside High School and the gangs were more affiliated with each neighborhood. He also agreed that there was violence at Eastside, “but it was not as much as the media portrayed” it to be.

Coach Rosser felt that Joe Clark was media oriented and described his relationship with Mr. Clark as “not good” and stated that “I respected him but I did not agree with him.” He described the controversies at Eastside as “too many to recall, but all were really blown up by the media.” And “many routine student issues were turned into media issues.” Coach Rosser stated that Mr. Clark did have an effect on his life and described it as, “how *not* to treat students and their families, and that” it was “difficult” to

work with Mr. Clark.” He believed that Joe Clark's leadership style was “driven by media coverage and personal gain” and that he believed his leadership was “weak.” Coach Rosser believed that Mr. Clark used “personal appeal” strategies to connect with the students, and does *not* think Mr. Clark was a good principal, although he thinks Mr. Clark was “a good leader with poor strategies and tactics.” He also stated that he thought Mr. Clark treated teachers and other administrators in “a disrespectful manner” and believed that the *Lean on Me* movie was “a Hollywood version of things that were supposed to have happened. It presented our community negatively.” If he could say something to Joe Clark right now, he would tell him “enjoy your retirement.” He left Eastside High School in 2004 to become the school social worker for the central office of the Paterson Public School system.

Mr. 13 - Mr. 13 is an African American male who worked at Eastside for twenty two years from 1973 to 1995 (nine years prior and six years after Joe Clark's tenure). He has worked in education for thirty eight years as a teacher, a department head, coach, vice principal and principal. When interviewed, he talked about how he wanted to start his teaching career at Eastside because that is where he did his student teaching, and he was assigned to teach there by the Paterson Board of Education. He described Paterson in the 1980s and 90s as a “city that was economically challenged. White flight had begun. Some of the city's major businesses had left the city.” And currently the “city is experiencing an economic and cultural revival.” Mr. 13 stated that prior to his employment at Eastside High School “some teachers said that the students did not care and staff had no expectations for the students.” He described some of his fondest memories as his “first day; opening of a new wing; his appointment as vice principal and working with Mr.

Clark was definitely a memorable experience.” He described his not so positive memories of dealing with some of the student violence and he called it “unsettling.” He described Eastside High School prior to Joe Clark as “never a dull moment” and that “expectations were not as high as they should have been in regard to the academic and teaching environment. He described himself as a teacher and administrator who was “concerned, willing, and able to exceed expectations.” And that he was an advisor, a coach, and mentor to many students. He described the students as “like students everywhere. They wanted the best life had to offer.” And, “a small percentage of what would be considered, honor students, did well. Teachers were not held accountable to the extent possible for the quality of instruction delivered to students.” He described the gangs at Eastside High School as “not in the sense of what we have today. Students gravitated to their ethnic groups.” Mr. 13 stated that “Mr. Clark was committed to making the school better. I supported his efforts as a classroom teacher and an administrator. I taught before Mr. Clark arrived. I did not need his presence to raise my expectations of students.” He described his relationship with Mr. Clark as “agreeable at most times.” When asked about the controversies at Eastside, he stated that “the denial of due process and the theatrics at times were trying.” And “I learned from them. Mr. Clark was placed in a unique situation, and he made the most of it.” Mr. 13 believed that Mr. Clark had an impact on his life and stated “Yes, his work ethic was admirable. He truly, in the beginning of his time at the school, placed the interests of the students before his personal ambitions.” In regard to the strategies Mr. Clark used, Mr. 13 stated that it was “hard to separate the theater from reality at times. He [Clark] used student-centered approaches when striving to connect with students and he held teachers and

administrators accountable for their actions.” In regard to Mr. Clark's leadership, he thought it was “puzzling when dealing with staff. If he respected you, he treated you with respect, if not “look out!” Mr. 13 stated that Mr. Clark's initial leadership style was appropriate for the challenges he faced and does not believe he would have had the same impact if he would have applied a different style of leadership. Mr. 13 believed that Mr. Clark was a good principal and also thought he was a good leader “at first.” Mr. 13 further described “Mr. Clark as an interesting study of human relationships. He lost sight of his dream when the school became secondary to personal fortune and recognition.” He described the memories he had with Joe Clark as “good, some not so good, but most of the memories were good and that Mr. Clark encouraged him to pursue a principal's position.” And that he is “grateful for the guidance and the opportunity that Mr. Clark afforded him.” Some of Mr. 13's accomplishments consist of being Teacher of the Year at Eastside High School and being a principal for seventeen years at two different schools. He believed that the *Lean on Me* movie was “Hollywood at its best; I did not like the portrayals of our students. There were and still are so many great students at Eastside.” And when asked, if you could say something to Mr. Clark right now he would say “Thank you, what a ride!”

Mr. “B” - is an African American male who worked at Eastside for thirty five years from 1974 to 2009 (eight years prior and 20 years after Joe Clark's tenure). He has worked in education for thirty eight years; thirteen years as a history teacher and twenty five years as an assistant to the principal. He was appointed by Mr. Clark as his first assistant to the principal and special assistant for discipline administrative position. Mr. “B” is a graduate of Eastside High School class of 1969. While in his first year at Boston

College his father passed away and due to the financial strain of his two brothers and his sister also attending college, he came home. Mr. “B” later transferred to William Paterson University where he graduated in 1974.

After college he began to play professional football. He played with the world football league first, then the Philadelphia Bells, and after that league went bankrupt, his football contract was picked up by the New York Jets. His contract ended in 1977 and was acquired by the New York Giants in 1978. He played in the professional league for a total of four years. During the football seasons Mr. “B” took a leave of absence from September to December and then he returned to work at Eastside in January every year.

Mr. “B” provided significant information regarding his experiences while working with Mr. Clark. When he first met Mr. Clark several years prior to Mr. Clark’s appointment at EHS, he felt a teaching connection between himself and Mr. Clark because they both were interested in teaching African Studies and history. He stated

So naturally he and I being friends, he asked me about what the situation was at Eastside High School? And being that I had went to that school, I graduated from the school, and came back and became a teacher there, I had a pretty good knowledge of what was going on there...I had seen quite a bit. And experienced it as well, at that point... I was asked by Dr. Napier [Superintendent of Paterson Public Schools] to make visits with Mr. Clark at school number six to set up an outline as to what I felt he needed to concern himself with if he wanted to come to Eastside High School as the new principal and make a difference. Well, we met for quite a few hours weekly at school 6 to dialogue and exchange ideas and that became the means of him becoming the principal. As a result of that he took the job.

Mr. “B” shared some vital information regarding Mr. Clark’s first meeting with teachers and administrators that provided some awareness of how Mr. Clark’s initial

interaction was when he was introduced as the brand new principal. He stated that when Mr. Clark came to EHS he “was armed with a whole lot of information about staff, about problems and situations with students. And he addressed them immediately.” Mr. “B” described the first meeting below

The information we had, he had gathered and shared, he presented it to the staff in the auditorium. He brought me to the stage and announced this is Mr. “B”. He is my assistant, he’s my partner and 99.9% of what he says comes from me, do as he says! And at that point, the assistant to the principal position was created. I was a teacher, from a teacher to his assistant. Naturally some of my colleagues felt betrayed, not betrayed but let down because there were some people there who thought that they had been there longer than I, and thought that they should have maybe had an opportunity to have that position. However Mr. Clark knew different and no one could persuade Mr. Clark once he made up his mind to do something.

Mr. “B” stated that Mr. Clark knew about the different little groups and cliques, and the “teacher games because I gave him the run down on those departments and individuals in those departments who were kind of like the leaders or the heads, or advisers of other teachers.” Mr. “B” revealed what some of the teachers said because they thought no one would find out. For example, teachers would say “I will cover for you, I’ll sign-in for you, I’ll cover your class until you get back,” or, “here are my lesson plans, you know nobody is going to check, nobody is going to know.” Mr. “B” believed that he was *not* the only one that Mr. Clark was soliciting to gain information about what was going at Eastside.

Mr. “B” stated that Mr. Clark addressed those things. He believed that Mr. Clark put him in an interesting spot because he was the “kind of leader who didn’t hold back.”

I mean he went on the stage and said names, called out names... Ms. So-and-so, I know about you taking your fifteen coffee breaks. Mr. So-and-so, I know about this, and you know people were saying wow! Man, how does he know about all of this? And of course they looked at me. So I think at that point, my true role in the Paterson Public School System was established. Hey, I don't care! If you're not doing what you are supposed to do, and then you should be exposed. So that was me. I guess I was known for... (Laughs) as a matter of fact, it was a funny situation, because the folks that had the nerve to say anything negative about me or Joe Clark would say it under cover. I got the title of "Big E Rat" by guys, and so they called me "Big E Rat. Me being the person that I am, I didn't give a hoot about what they said. Because no one said anything to my face, you know I was the big NFL brute and liked to beat up on people so nobody said anything. They wouldn't dare say it.

When asked about the 300 students who were kicked out of Eastside, Mr. "B" explained that during the first week of class Mr. Clark called a meeting with the guidance counselors and told them to bring all records of every student that was eighteen years old or older that you know cannot graduate. The list of students was trimmed down to about 300 students who were hanging out and had no intention of graduating. Mr. Clark called a special meeting with all the students on the list and during the assembly he shared with them the importance of being in school and what school was about and at the end of his conversation he told the students that they "were no longer members of the Eastside High School family! Now get up! And get out!" Mr. "B" and the other security guards created a trail of staff members from the auditorium to exit door and all of the students had to exit the building. "We marched them to the exit, as a matter of fact, we marched them from the auditorium out the door and to the curb."

Mr. "B" explained that "this was done through their actual records because we had kids that were eighteen and nineteen years old who only had enough credits to be sophomore student status. As a result, the expelled students and their parents called the

Paterson Board of Education and contacted the news media. When asked his opinion on how Mr. Clark treated the teachers, he stated that the teachers who Mr. Clark believed were productive teachers were treated well and like professionals. However, the ones that he thought were not good were “treated like they acted.” He further explained that those teachers were not good teachers and did not show real concern for and about the students; he [Clark] confronted them by asking “Why are you not doing this? Why are you not doing that? Do you know John's mother? Do you know his father? Have you ever called them to find out why he's not doing what he's supposed to do?” If the teacher could respond to these questions then they were in good standing with Mr. Clark. However, when they did not respond appropriately, the following day a policy was created to require teachers to be sure they knew each of their students and reached out to their parents using what were called parent log sheets. Mr. “B” also shared that when Mr. Clark came to a class he would ask teachers for their roll books and lesson plans while he sat in the class and observed what they were doing. He would read through notes for each student's attendance and assignment record and would ask questions about students who may have missed work assignments or were absent. He wanted to know if the parents were contacted and wanted to see the communication log sheets to verify that the teacher did indeed communicate with parents of the student. Mr. “B” stated that “he made them step up their game, so that was a good piece. He held everybody accountable for their job and for their position.”

There were occasions when Mr. Clark and Mr. “B” told teachers to “get their bags, get their stuff and get out!” when they did not comply with Mr. Clark's rules and regulations. Furthermore, Mr. “B” stated that Mr. Clark actually “kind of never ejected

anyone, unless he had his information or little notes to defend the actions.” Mr. “B” believed that this strategy “woke up teachers to get on the ball.” He went on to explain that some of the teachers who left, were caught by Mr. Clark when he walked by the classroom and noticed teachers reading newspapers, students staring out the window and chitchatting while they were supposed to be learning, and teachers arriving late from lunch. Mr. “B” also stated that at times students were left in the class by themselves without teacher supervision and some teachers did not show a true interest in the kids. According to Mr. “B”, Mr. Clark was disgusted with the unorthodox behavior displayed by male and female teachers who dated students. He remembered that Mr. Clark used to say,

“The hens messing with the roosters and the roosters messing with the hens.” That was the title of his assembly. He said “all you hens leave my roosters alone” or “leave my little chickens alone.” That was his message to the teachers he told them you are too old for those kids and for those old guys to leave these young girls alone.

When asked if he could share some controversial occurrences that happened with teachers, he shared two examples that were portrayed in the movie *Lean on Me* that were actual incidences that happened at Eastside High School.

Oh, I can talk about Ms. Green, [pseudonym] she was a music teacher. She was old-fashioned, you know she’d like to... she was more like a theater type music teacher, dramatized to music. She really expressed through music and maybe once or twice, Mr. Clark had made a remark, “you know Black people don't do that.” He wanted some life, some movement in her music and you know she kind of rejected him saying that and feeling like that. And I’m not a chauvinist or anything, but her being a woman challenged him. And I guess she got the fight she was looking for. He walked her to the door.

He further explained that if you did not see eye-to-eye with Mr. Clark, he would definitely challenge you and you always had the opportunity to respond back. Mr. “B” admitted that there were very few opportunities that a teacher’s response changed Joe Clark’s mind. Mr. “B” believed Mr. Clark’s tenure was a success he stated,

It was successful in the sense that he exposed a lot of the teacher’s and administrator’s shortfalls. He made sure that the things that the teachers weren’t doing. They were exposed. And I say that to say that there are a lot of people that are in education that feel and think that they are doing what they are supposed to do -- they are teaching, when indeed, they are not. They get stuck in their own mess. And also he defined what education should be in high school.

Additionally, he discussed Mr. Clark’s philosophy on how teachers and administrators should feel about the students that they work with. He stated,

You should have concern for these kids; you should not just be in the classroom, standing in front of them, making them think that you are better than them, because you went to college; show them why you are better; show them what you know, what they should know. He [Clark] made them come back on Saturdays to watch the kids participate in sports. He would say to me, I want the list of everybody, all the teachers who showed up to the games. I would give him a list. He would say I want a list of all the teachers who speed out of here at the end of the day, because nobody wants to stay and tutor these kids after school. And as a result of that, the bell would ring and the parking lot would be like school was just starting. Nobody would speed out of here anymore. You know, because Joe Clark would say, “you don’t care about these kids.” He exposed a lot, and he enlightened a lot of people on how they should feel about working in the inner-city with our kids. And some of that...I am still working in the system, and some of that is still around. And you often hear... “Oh, what are you a Joe Clark? Are you trying to be a Joe Clark?” I hear some of the staff members saying that to administrators.

Mr. “B” shared the story of why he left Eastside one year prior to Mr. Clark leaving.

I left actually before Joe Clark left because he and I at some point kind of... well, I will say we had different ideas after the book writing of the story of Joe Clark. You know. I never wanted... everybody knew that I

was his muscle, and it was said to him many, many, many, many times... You wouldn't do this... and you wouldn't be saying that shit, if Mr. "B." wasn't here with you. So I got that a lot. You know. And even with some of my friends... they would say man, why do you do that? Why do you back that joker? Man, he ain't right!

You know the situation that you saw in the movie with that teacher, Mr. "R." He and I were childhood friends. We grew up together, and we lived next door, around the block from each other, up until the 12th grade. And when he [Mr. Clark] went after Mr. "R" about not standing still in the auditorium... He [Joe Clark] wanted him out! I didn't agree with that. I mean Mr. "R" was my friend, and he was not being defiant. But he didn't hear Joe Clark's instructions and again Mr. Clark was on the stage, and he said, "Mr. "R" you are to be still or be quiet" or something like that and Mr. "R" was like... "Who are you talking to man? I am not one of these kids!" and Mr. Clark said "get out! And go to my office! And he told him to go to his office. And Mr. "R" being the strong Black man that he is... said, "I'm not going anywhere, make me"

And oh boy! Now, now Mr. "R" is my friend. We were colleagues, and we still are to this very day. But he got him out. Because he was the basketball coach and Mr. Clark said, you will never coach another game in this place, this and that... and he was the girls' basketball coach, and that he wanted him out and it got real crazy! Because Mr. "R" tried to get him! He went after him! And of course, I'm Joe Clark's savior. I stopped Mr. "R" and Mr. "R," said if it wasn't for Mr. "B," I would kill you. I'll do this; and I'll do that and as I am escorting Mr. "R" to the door and Joe Clark is following behind me and pointing at him and saying. You're done! You're finished here, and saying this and that. I was saying Mr. Clark, please man; come on... because now Mr. "R" is already provoked. He walked out, and he left. He got to the bottom of the door, and he invited Joe Clark out (to a fight); he said to Mr. Clark, come out here now! You so bad! Come out here now! Mr. "B": you stay in there! Let him, come by his self! (Laughing) Mr. Clark wouldn't go.

So now a few... a little bit after that Mr. Clark called me to the office, and he had one of his secretaries type up what Mr. "R" had said to him, and he put it in front of me and told me to sign it. And I would not sign it, because that was not the whole story. The man was provoked, and he was responding to... So Joe Clark said to me that, you're loyal to me, you're with me or against me, or something like that. You know I said, Mr. Clark, I have been faithful to you all of these years...but I can't sign that. And so there was the beginning of my end with Joe Clark. And as time went by, Mr. Clark... when the idea of the movie started, and after the Mr. "R" incident the kids started saying, "you ain't nothing without Mr. "B" and that kind of became a little thorn in his side. He called me in the office and

told me one time that “this place is not big enough for the both of us” and I guess, you got to go, and that was kind of it for me.

Later, I spoke with Dr. Napier... I said look man, I got to go now, because you know, I have done a lot of stuff for Joe Clark, and I'm still here now, without his blessing. I was still there with my colleagues so that they felt that I had... not betrayed them but changed. So as a result, I was transferred to school 4 and then the next year Joe Clark left. And then Mr. Lighty, his executive vice principal became the principal, and he called me back. He wanted me back at Eastside, and I remained there for 20 years.

Mr. Will - Mr. Will is an Italian American male who worked at Eastside for twenty eight years from 1972 to 2000 (ten years prior and eleven years after Joe Clark's tenure). He has worked in education for thirty nine years as a guidance counselor and currently holds the position as Guidance Department chairperson in the central office of the Paterson Public School System. When interviewed, he told me that when he applied to the Paterson Public School system, there was only one teacher of English position available, and it happened to be at Eastside High School. He described Eastside prior to Joe Clark as “it was totally out of control!” And that the outside environment was “dangerous.”

He described his students as “respectful, caring, cooperative and eager to learn.” He described his fondest memories as “the camaraderie among the staff, students and parents” and his not so positive memory was the “tragic death” of one of his students. Mr. Will stated that there was violence at Eastside prior to Clark, and that it was due to poor management. He also stated that he supported Joe Clark when he first stepped into the building, and that he believed he used successful strategies and thought about and discussed everything out before acting. He believed that Mr. Clark's leadership skills were excellent and described

them as “absolutely strong” and stated that “too bad he could not use them to run the district.” He further believed that if Mr. Clark's leadership was not as strong, he would not have had the same impact. He believed that Mr. Clark treated all students as individuals, and he always approached them with a positive attitude. Not only does he think Mr. Clark was a good leader and principal, he stated, “he was the *best!*” He believed that Mr. Clark treated the teachers and administrators “fairly, with honesty and respect.” He stated that it was a “pleasure and an honor” to work with Mr. Clark. When asked if he remembered the *Lean on Me* movie he stated

Of course! I watched the whole movie as it was being filmed. I met Morgan Freeman and Robert Guillaume. The movie was a little exaggerated --not much. I thought it gave a clear perspective of what EHS was like pre-Joe Clark and during his administration. No, I was not in the movie; however, my wife was.

When asked if he could say something to Mr. Clark right now, what would you say? He stated “You were the best administrator PPS’s [Paterson Public School’s] has ever had. Too bad you weren't assigned to the position of the superintendent. If you were, the district would probably be in better shape than it is today.”

Ms. Annette - Ms. Annette is an African American female who worked at Eastside for twenty three years from 1982 to 2005 (she began working at Eastside during the same year Joe Clark began and worked sixteen years after his tenure). She has worked in education for twenty nine years. She was an English teacher for twenty years, a vice principal for three years, and currently serves as a high school principal in Paterson, New Jersey. She also served as the advisor to the class of 1987. When interviewed, she told me that she was a graduate of Eastside, and she decided to work there because she knew

Eastside High School was not as bad as it was rumored to be, and she also felt that it “was in need of teachers who cared.” She described Paterson in the 1980s and 90s as economically deprived and that “it was safe to be out and about during the daylight but at night was another story.” She stated that Paterson is currently “dangerous in many areas.”

Ms. Annette discussed several negative things that happened prior to her employment as well as during the time that she worked at EHS. Some of those incidences consisted of, “adults dating students; fights among students, staff assaults and stealing were normal occurrences.” She described students at Eastside as diverse academically and economically and she described the outside environment as a neighborhood that is generally unkempt and drug infested. She described her fondest memories as being an advisor to the class of 1987 and described her not so positive memories as having to deal with the “negativity among a few staff members.”

Ms. Annette mentioned that Mr. Clark treated teachers and other administrators in such a way, that “he seemed to respect those who stood up for themselves and those who were committed to their jobs; for those he did not like, he tried to get them to quit or transfer.” She stated that she had a positive working relationship with Mr. Clark. She reported that she worked well with him, and he was supportive of her endeavors and was concerned about her professional growth. She further stated that he “made life fun, unpredictable, and exciting; I think he was a good school manager which was needed at that time.” She talked about one of the controversies that amused her which was the formation of the “virgin club” that was put together by Mr. Clark.

Ms. Annette believed that Mr. Clark had an impact on her life because she “learned a lot from him” in regard to teaching and administration. She believed that Mr. Clark was a strategist, and that he was a good disciplinarian who led with wisdom, and he was aware of what he was up against. She believed that his leadership style was strong and believed that it would have not had the same impact if he tried another type of leadership. She believed that Joe Clark established successful strategies to connect with the students and that “tough love” was the predominant strategy that was used.

Ms. Annette is proud of her educational attainment of one bachelor’s degree and two masters degrees; she is currently pursuing her doctorate. She believed that the *Lean on Me* movie “was mostly a Hollywood production that greatly exaggerated what Eastside was like prior to Joe Clark's arrival. She stated that it was cast well with Morgan Freeman as Mr. Clark. It was good entertainment.” If she could say something to Mr. Clark right now she would tell him “Thanks for your encouragement and support; thanks for caring about the students.”

Ms. De-Mo - Ms. De-Mo is an Italian Scottish American female who worked at Eastside High School for thirty eight years from 1972 to the present (seventeen years prior and twenty one years after Joe Clark's tenure). She worked as a full-time substitute, an English teacher, English Department chairperson and currently serves as an assistant principal at Eastside and has served in this role since 2003. She has served as an advisor to six classes, 1979, 1998, 1996, 1998, 2004 and 2009 and assisted as an advisor to the poetry club and worked with the school yearbook staff.

When interviewed, she told me that she was a graduate of Eastside High School and that she “never really left since 1963!” She stated that she just “fell into this job” She

was a substitute at Eastside, and later realized that it was not like John F. Kennedy High School because the staff at Eastside was friendlier, more helpful. The staff cared more about the students, and she enjoyed the students as well. She remembered that there was rumors about Eastside prior to her employment that included gangs and violence since 1975 and in fact, EHS was referred to as, a “Cauldron of Violence” in the newspaper headlines back in the late 70s. In addition, she stated that the New Jersey prosecutors' office conducted a major investigation because several teachers were attacked by students and ultimately this led to Mr. Clark being hired. She remembered Mr. Clark telling the Paterson Schools' superintendent that he needed “free rein” in order to “cleanup” Eastside High School. She also remembered the student protests that were being held in 1969 to bring about changes in the curriculum, and the need for the culture of the school to reflect the increasingly growing Black population.

As a result of the student protests, courses such as Black poetry, Black drama, Black literature, and Black history were introduced into the curriculum. She also shared one story about how the students conducted a “power to the penny” protest, where all the students paid for their lunches with pennies and as a consequence this slowed down the serving lines in the lunchroom so that lunch was not finished before the bell rang. As a result, new food selections were added with parent and student input. An African American vice principal was assigned the next year and staff integration took place as vacancies occurred.

Ms. De-Mo described what Eastside was like prior to Joe Clark. She stated that it was overcrowded, there were lots of fights, the smell of marijuana was in some stairwells and bathrooms, and there was open defiance and disrespect of the teachers and students;

although the majority of the students were good kids. She indicated there were overcrowded classes (sometimes up to 47 students per classroom, where students had to sit on the floor, on radiators, and shared desks), and unfortunately taught by teachers who “passed the time” by “handing out word puzzles, and worksheets and not truly teaching.” She also stated that some teachers would leave the building and had their colleagues take their students and put them into their classrooms. She reported the heat never worked in the “old” building and there were “false alarms and bomb scares almost every week and sometimes several times in one day and the outsiders [non-students] would enter the building to walk and talk with friends and start fights, and the students cut class a lot!”

Ms. De-Mo shared that she did not have a relationship with the previous principal during that time, although he lived down the block from her in Paterson, and she only knew him by sight. She stated that,

It turned out later that he was “blamed” for the violence and out-of-control school (by the press, parents, and some staff), and I was vocal about my attack and some situations. He did not look too “favorably” on me during his last years... Yes, prior to Mr. Clark. In 1978, a number of staff attacks caused the teachers to protest by sitting out in an in-service presentation. Teachers all met in the cafeteria and refused to leave - we wanted the administrators to spend the time addressing the attacks, and other issues of “non control.”

She described what the academic and teaching environment was like prior to Mr. Clark and stated that,

Good teachers taught; others got by, and a few were disgraces to the profession. One colleague in math never recorded a grade – never – he gave report card grades out by memory. I remember him, in late June, making up grades to fill his roll book that had to be submitted in June. That was probably the worst example... Teachers, who break the law, are placed on administrative leave until the results of the case are final. If guilty, they are dismissed and the district can petition the state to end the

staff member's tenure. I can think of four teachers at this school who were in this position during my thirty eight years here.

When asked if there were drugs or drug dealers at the school, she stated,

Yes, I saw one of my students, Terry, selling marijuana out of a plastic bag in the hallway during passing time – right out in the open. He was killed a few years later, found dead in a local housing project. I also entered the violence and vandalism reports for the school, so I am aware of drug selling that took place, there have not been many cases in the last several years here.

When asked if students were robbed and beaten up for their popular items? She stated,

Yes. Years ago coats were taken (fleece and leather). More currently it has been iPods and cell phones. Sneakers are also taken. Walking home, students were/are jumped for cell phones, iPods, money. It doesn't happen in school, but items left unattended like the cell phones and iPods are taken now.

When asked if there were gangs at Eastside High School and what was the security like.

She stated,

We are located in the middle of the inner-city; we dealt with the street life. There were gangs, lots of street noise coming in when windows were opened, outsiders going in and out since the thirty eight doors did not lock, and we had no guards for all of them...When I first started in 1973, there were two guards – one male and one female. During the late 70s, more were added. In our school now, we have five board hired guards, and fifteen privatized guards. We did have six police officers for the last six years, but this year they were all cut due to budget cuts. Because of recent police calls to the schools, two officers were brought back to the city high schools.

Ms. De-Mo shared her fondest memories about working at Eastside High School that included,

Meeting and working with a number of wonderful teachers/colleagues, many of which are still close even though they have retired or left the district. And touching the lives of thousands of students and many still

remaining in touch. Along that line, encountering students in their adult lives and seeing that they have gone on to careers such as teaching, law enforcement, fire department, etc. For example, one student is now a principal in Paterson. Others are my colleagues. She also has great memories of the Clark years, that included entertainers such as Run DMC [famous rap group], The Winans [famous gospel music group], and Morton Downey, Jr., [famous talk show host] appearing and/or walking through the halls. There are too many to count!

She also talked about her not so positive memories such as “being physically assaulted by a student, and seeing a security guard stabbed in the abdomen,” learning of other attacks on colleagues, reading the negative press day after day in the news, and TV cameras and trucks all over the streets as they exited the school every day.

Ms. De-Mo discussed her relationship with Mr. Clark; she stated that she knew him one year prior to his appointment as principal, and that he recommended and pushed her into pursuing her graduate degree in educational administration and supervision. She also stated that she liked him because he “knew who taught, and who really cared about the students” and he “cleaned house with the teachers” and then he did the “same thing with the students.” She mentioned that there were “many students” who had attended Eastside for “five years with less than twenty credits” and were still at a “ninth grade status.” She stated that Mr. Clark found alternative schools and got them out.

She also talked about several controversies that included four male teachers who refused to wear ties (Mr. Clark wanted all males to wear ties and dress professionally). Forcing them to wear ties was against the teachers’ contract, and since they refused, they were transferred. Some parents were protesting that their kids were kicked out and “hanging on the streets” and Mr. Clark told the parents to “get jobs themselves!” Additionally, the fire department would constantly come to the school to check to see if

the doors were locked and chained and administrators (she was one of them) who had to take the locks and chains off the doors when they called a “code” over the walkie-talkies. Furthermore, Mr. Clark got orange jump suits from the Sheriff's Department and had students who wrote graffiti on the walls to wear them and clean up the school grounds. Although she laughs about the controversies now, she used to worry about the firemen showing up and having to keep everyone on point.

Ms. De-Mo believed that Mr. Clark had an impact on her life because she became an administrator as a result of his encouragement. She believed that Joe Clark used successful strategies because he knew how to build public support among other things by attending a different church each Sunday and by purchasing coats for students who had none, as well as purchase gym uniforms for students who needed them. He referred families to social service agencies to help them to get food and other things that they may have needed. She liked Mr. Clark's leadership style because she felt that he was omnipresent; he was always in classes; in the hallways; and in the lunchroom. He delegated the office work to his vice principals and was very well informed about the staff members' families and kept up with birthdays, marriages, etc. She thinks his leadership style was very strong and does not think he would have had the same impact if we would have used a different type of leadership style. She also stated that “he was able to clean up the school because he had the support of the superintendent. She believed that he demonstrated successful strategies to reach and connect with students by knowing many of their names and students were always perplexed as to how he knew their names. He started the ID process in the city of Paterson. He could see the student names on the ID badges. But he also read the student files and made a point of connecting with them,

by going to their churches, helping them if there were fires in their homes or had other problems at home. He was very well aware of students who had babies as teenage parents. He also helped connect students with scholarships and financial aid and wrote recommendations for several students as well.

Ms. De-Mo thought Mr. Clark was a good principal and was very happy that he cleaned the school up. She remembered how he treated teachers and other administrators and stated that he had little respect for central office administrators, and he felt that they were “part of the problem” She remembered that there were times when Mr. Clark had some of the administrators who he felt did not “work” perform “hall duty” (sit all day) until they learned to follow the chain of command. Mr. Clark was able to transfer staff members who did not want to work at the school as well as the ones that he did not want to work at the school. She stated that he “stretched the law” to get what he needed, and that administrators could never get away with all he did today, but “he was what the school needed at the time.” People either “got on board or got out of the way!” She described that it was an “adventure every day working with Mr. Clark” and you never knew who was coming into the building (celebrities) and there were always controversies going on at the school.

When asked if you could say something to Joe Clark right now, what would you like to say? She stated that, what I have said to him, “You were right. I was administrative material!” and she thanked him because she had been ready to leave Paterson to teach elsewhere just to get away from the turmoil in the school. She did not want to go, because as she stated, “I loved my students and the school itself, but it was out of control.” Finally, she stated that she remembered the *Lean on Me* movie, and she

worked as an extra and was in one large group scene. They cut out all of the scenes that she was in except her left arm! She believed that it is a great movie – it gets you involved emotionally, and you root for Mr. Clark and the kids. “A lot is true but much is not, like the young man on the roof.” It is “still a great money maker” - always on, “but the school, Mr. Clark and the district make nothing from it.”

Ms. Florence Jones - Ms. Florence Jones is a White American female that worked at Eastside High School for thirty four years from 1979 to the present (three years prior and twenty two years after Joe Clark's tenure). She has worked in education for thirty four years as a physical education teacher, vice principal and is currently one of four principal's at Eastside High School. When interviewed, she told me that she did not have a choice in her assignment; that she was assigned to Eastside, and that she entered blindly and knew nothing of any rumors prior to employment. She stated that Paterson had teaching opportunities, and “I was happy to have a job.” She described her fondest memories as becoming a principal at Eastside High School and her not so positive memory was and still is the gang violence at Eastside. She described Eastside High School as “chaotic” prior to Joe Clark and that “the previous principal was a non-factor.” She described the [pre-Clark] academic and teaching environment as, “teachers survive... no one thrived.” When asked about students who were beaten up or had their popular items stolen, she stated that “fights occurred periodically. Students do not always make good choices when trying to resolve the differences. When altercations occur, punishment is necessary and parents are involved. Most of these situations require out of school suspension.” She stated there were drugs and drug dealers in the school, and gangs are presently in the school. She feels that Mr. Clark improved the atmosphere

tremendously and immediately. She stated he had a great working relationship with students yet “was grossly obnoxious toward staff. He bullied teachers to a point. That’s why many transferred.” She also felt that he did not want to have a relationship with staff members; he was only concerned about the students. She also talked about the controversies at Eastside during Mr. Clark’s tenure and felt that “transferring 125 teachers during the 1982 to 1983 school years was a travesty. He also dismissed fifty students for lacking credits and offered no educational options.” She believed that Mr. Clark had an impact on her life because she “closely observed him for seven years. I learned from “many mistakes; not from his successes.” I learned what *not* to do.” In regard to the strategies that he used, she feels that he “typically “shot from the hip.” He was “self-serving.” And that “He bullied his way through his tenure. He had many grievances against him.” She believed that his leadership style... “It was immoral. She believed that leadership is not a position in life. It is the behavior. His style of leadership was one of intimidation.” And that “Mr. Clark was a self-serving leader. He placed his own needs first. Once he was on the front cover of *Time Magazine* in 1988, it was all about him.”

In regard to Mr. Clark’s strategies, he made it a point to connect with students at Eastside, she believed that “If he did anything well, it was his relationships with students. He prided himself in knowing the names of all the students. The students loved him, and the staff disliked him. Developing interpersonal relationships with students was his expertise.” In regard to Mr. Clark’s leadership style, she believed that “He was great towards the students but a bully toward staff. He was always yelling and screaming at some staff member. He was disappointing.” She further mentioned that,

You cannot lead your sheep without being a formidable Shepard; a

Servant leaders place their own needs second. A servant leader rolls up their sleeves and serves the flock. When Mr. Clark placed his ego above the school, he was doomed to fail. Toward the end of his tenure, he spent more time on the lecture circuit.

Ms. Smiley - Ms. Smiley is a German American female who was raised in a suburban affluent area in New Jersey. She started at Eastside in 1985 and will retire in 2011 (two years after Mr. Clark began working at Eastside and twenty six years after his tenure). She has worked in education for approximately thirty years as a science teacher. When interviewed, she told me she was assigned to Eastside High School and was told that if she did not like it, they would put her somewhere else, but once she walked into the building, she decided she liked her coworkers and students. She mentioned that once she was hired, some of her acquaintances asked her if she “were nuts” because when you are “White and live in a suburban affluent area. Most people didn't want to go into urban areas, which were in turmoil.” Although, on her first formal day of employment, she was chased out of the parking lot by striking teachers and remembered being on the picket line for an hour and marching with the other teachers because in 1985, the teachers were on strike.

She could not describe what Paterson, New Jersey was like in the 1980s and 90s because she said she “did not pay that much attention to the town itself.” She stated that she would “go in, go to work, and get into her car and go home.” However, she described Paterson currently as a typical urban setting with some affluent and some poor areas. She stated that the biggest problem Paterson is having now are budgetary concerns, and that they had to lay off at least 125 police officers. And that while certain areas are being refurbished and built up, others are becoming more crime-ridden. Although she

was unaware of the negative occurrences that happened at Eastside prior to employment, she mentioned that her colleagues told her about the fights that happened regularly as well as a “huge fight in the main office” five years earlier, and “there was blood all over the place” and that the high school was in major disorder. Ms. Smiley described the teaching environment, where the teachers did not have enough books and resources, and they had to continually write notes and information on the board because the students did not have enough books to take home for studying. Unfortunately, this lack of resources travesty lasted for the first two years that she taught in Paterson.

Ms. Smiley described her fondest memories as, “somehow Joe Clark got the carnival on the grass at Eastside as a fundraiser,” and she remembered that Mr. Clark had an international luncheon for teachers and students in the cafeteria where everybody could bring something to eat (including students), and all types of ethnic and cultural foods were available for all to taste and learn about different cultures. She described her not so positive memory as being physically assaulted by a student, (after Mr. Clark’s tenure); the student rammed and shoved her in the hallway when she asked him a question about a hall pass as he came out of the bathroom. Ms. Smiley also shared that she assumes there were and are drugs and drug dealers in the school because when you “see them [police officers] hauling teachers down in handcuffs, and you hear that, you know, “teachers were caught with drugs on them, and they saw those teachers buying drugs from the students; that’s why I assumed that.”

When asked if there was violence at Eastside, she stated that every school has a certain amount of violence, because when you have 2500 to 3000 students in the building, they will have tiffs with one another. “After Joe Clark left, things seem to have

gotten worse,” and the attention had been brought to the newspapers and television news. However, things have gotten considerably better because they are paying more attention to it now. She stated when “Joe Clark was in the building we didn't have cops in the building. Now we have cops in the building.” And okay, so “things were not as nearly as bad when Mr. Clark was around.” She also mentioned that about fifteen years later, the violence had gotten pretty bad with “maybe 100 kids were rioting in the hallways.”

Ms. Smiley stated that the students were robbed and had their popular items stolen. She described one incident that occurred in her classroom.

Yes. Because I remember one of my young male students, my first year in school, he got jumped on his way home and had stuff stolen. And he came to school with weapons and when I noticed the weapons... I said to him... “Give it to me,” and I called him out in the hallway, and when he came back into the classroom, his friends had hidden the weapons in the class, and he said 'no, I have to give them to her, or I'll get in more trouble, and he gave me the weapons because he had gotten jumped and just wanted some protection. You know, so the same things have happened then, and they still happen today. You know. The streets are cruel.

She also told me the story of an incident that happened several years later (after Mr. Clark's tenure).

I remember a group of our football players. One of them had a younger brother who got jumped from somebody attending Kennedy High School. And a couple of days later, weeks later, they thought they saw this kid that jumped their brother. A group of football players, varsity football players jumped this other kid. One of Eastside students took out a knife, and they stabbed the kid, and he ended up dying...and I think six of them ended up going to prison. You know. These were the so-called good and smart kids that were taking chemistry and going to college.

Ms. Smiley described her relationship with Mr. Clark, as “he was the principal, and I was the teacher” and she described Mr. Clark as being “a Black Hitler” when asked to elaborate, she stated,

He was definitely a dictator. He definitely let you know if he was not happy with what you were doing. He took no prisoners. He would kick you out! He would lock you out! Have you transferred! Etc., etc., if he thought you were screwing up. So in that respect he was like a Hitler.

She also stated that Mr. Clark reminded her of her mother, because, “He was off the hook. He was a yeller and a screamer. Acted out terribly and he tried ruling with a firm hand. And so he reminded me of my mother.”

When asked, have you ever had any experiences with him that would make you feel that way? She answered “no”. Ms. Smiley said she never had a negative experience with Mr. Clark. She mentioned how he wrote her a very nice letter because of an outstanding job that she had done, and she still has the letter in her memoirs. Although, she had not experienced a negative encounter with Mr. Clark, she feels disconcerted with him because Mr. Clark would dismiss the students and have the teachers meet in the gym, and then he would let non-tenured teachers go home early like the day before Thanksgiving. Then he would “yell and have hissy fits and jump up and down, threaten teachers with their jobs and their livelihood, if they did not do what he wanted.” She tells a story of how Ms. Truth, [English teacher] would, “take her shoe off and throw it at him down the stairwell to hit him with it because she would get so pissed off.” Okay? “He was just... he was definitely a dictator! Wanted things his way, and it was his way, or the highway!” She observed and did not appreciate the interactions that some of the teachers had with Mr. Clark because “if he didn't like you, he got rid of you.” She also talked about some of the controversies at Eastside; she explained it in the following manner,

Oh yeah, he used to always chain lock the doors. His big thing was running around with the bat and keeping fire departments and anybody else he could keep out of the building. He always had the doors chained and locked, which was a huge fire hazard. That really was a safety issue. Probably, the worst thing he ever did was to convince the board [Paterson Board of Education] to allow them to shoot the movie *Lean on Me* in the school, when school was in progress. Allowing actual students to star in the movie when they were supposed to be in class; they are not in class; they are participating in the movie and failing their classes. That's absurd. Now how are you supposed to be an educator and thinking that education is the most important thing; and you are allowing the students, not to go to class, because they are making a film? Because you're egotistical, and you want the film made. Do you follow the concept? So, it's okay to keep these kids out of class and let them fail every subject for the year so that they could go in and make a movie? It does not make sense to me. That is not educationally sound.

When asked about why she thought Mr. Clark locked the doors, she stated, "He did it so that the kids couldn't go to the doors and let their friends in and wreak havoc in the school!" She also stated that he did it to "keep the bad element out! And you keep the kids that were supposed to be getting their education in!" I asked, what do you think Joe Clark could have done other than locking and chaining the doors? She stated "Yeah, he could have totally locked all the fences around the school and anybody who came on school property, who didn't belong there, maybe the townspeople or whatever, he could have had them arrested."

When asked if Mr. Clark had an impact or an effect on her life, she stated "if anything it was more of an annoying effect on my life" and when I asked her to explain she stated,

Everybody and their mother-in-law have seen the movie *Lean on Me*, including you. Every place I go, if somebody finds out that I'm a teacher teaching at Eastside in Paterson; they reflect back to what they saw in the movie; think it's gospel; and thinks how bad Eastside High School is; and how could I teach there? Now I've never felt insecure or intimidated one day; one hour; one minute teaching at Eastside in Paterson. So I think the

movie actually helped tear down the reputation of Eastside rather than build it up. Also so that Joe Clark could have one egotistical fifteen minutes of fame in the sky. So the making of the movie was more detrimental to both the school and the staff which worked there because where ever you go; just like yourself; they will find out you attended Eastside High School in Paterson and people who have seen the movie will ask... “was it really like that!?” So that's not a very positive thing. Why? Because he was the great Black hope for some school? To turn it around? I don't think so! Because before he was there, this is going back thirty years before him; Eastside was one of those top ten schools in the state of New Jersey... Neglect, it doesn't happen overnight; neglect; change in clientele in the neighborhood; allowed it to be run into disrepair; many things happened. Okay and I will say this...I'm working there now, and I still see on Horatio Day, where a lot of ex-graduates that are 60, and 70 years old, come back to the school and act as speakers to classes. They talk about the multitudes of professions that are out there, and these are the people that were successful and graduated from EHS when it was one of the best schools in New Jersey. So did Joe Clark turn it around? I don't think so. All right, he probably did more damage by the making of the movie than anything else. Because he was egotistical!

When asked do you think Mr. Clark made use of [successful] strategies in how he did things at EHS, she stated “I don't think so. I think it was more of flying by the seat of his pants.” When asked about her thoughts in regard to Joe Clark's leadership as being strong or weak she stated

That's a tough question. I could say his leadership was strong because he made people fearful. Just because you made people fearful to do what you want doesn't make you a strong leader. You could be a very weak person, and that's just how you compensate for it.

Ms. Smiley also believed that Mr. Clark tried to establish camaraderie as a strategy as well as trying to be nice. However, she believed that the bottom-line was... “It was about what he wanted done, and if you didn't do it or couldn't do it up to his particular standards, then he would take retribution on you.” She also mentioned that more teachers left Eastside during Mr. Clark's tenure than any other time in the history of

the school, and she blames Mr. Clark for “the mass exodus of teachers.” She also stated that he had a multifaceted personality, and that he wasn't a “mean S. O. B. [Son of a Bitch] all the time. But it was in his nature.” She also stated that there were times that “He would be fine. He wouldn't be yelling at teachers. Teachers wouldn't be being threatened. Teachers would basically be left alone to teach their class;” however, “if you got on his bad side, he would be calling you down to his office, humiliating you in the general staff meeting, or in front of your colleagues, and screaming and berating you.”

When asked what was the difference between her and the other teachers who may have had an issue with Mr. Clark, she stated that she was very secure in who she was, and she has “never been a quiet and demure person that somebody could take and shit on.” She also stated that, “I can tell you now; I can enjoy this conversation reminiscing because “I put in for my retirement.” So no matter what anybody says it doesn't make a difference!” I asked about her thoughts in regard to Mr. Clark expelling students, and she stated that, “he did expel them, but he probably did not go about it the right way,” and she believed that, “students should be expelled for doing certain things such as being a hazard to other students and staff.” She believed that the most important thing is to have a safe educational environment so the students can feel comfortable and so that they can learn. She also believed that if somebody is a hazard to the environment, (mental or physical) of others, then they don't deserve to be in that type of educational system. She believed that the students, who were expelled, were expelled with good reason but chances are Mr. Clark did not go about it in the legal way; he went about it in the most expedient way. To get them out, he told the parents “here's his hat; his backpack; go find

someplace else for your child because we're not letting him back in here... and maybe he didn't expel enough of them.”

She believed that Mr. Clark was a good principal, and that “he tried to make a difference, which means that he did the best of his ability with sincerity in his heart, and you can't fault him for that” She stated that he was omnipresent in the school because he was always in the hallways, on the floors, and the building and walking into classrooms, and he was out there with the kids and they could see him all the time. She also believed that “walking to the right” was a good practice, and she wishes it was still used today.

If she could say something to Joe Clark right now she would tell him, “Joe, I know you did your best, but I don't think it worked out as well as you had hoped... and then I would ask him to have a drink, and we would sit down and I would tell him I think that he was a Black Hitler, hypothetically.”

In the following section of Chapter 4, I will begin by providing demographic information on the student informants. That will be followed by information from those informants regarding their views of Mr. Clark and EHS. In order to help set the context regarding EHS and the students who attended the school, I have included significant information about the informants' background.

Table 4

Student Profile

Name	Sex	Race	EHS Grad Year	Years Attended EHS	Highest Degree Earned	Job Title	Age
Flash	M	Jamaican American	1987	1983 to 1987	Masters	Executive Director of a charter school	42
Karimah	F	African American	1986	1982 to 1986	Masters	Clinical manager for a major pharmaceutical company	43
Beautiful	F	African American & Caucasian	1984	1980 to 1984	Associates	Disabilities Claims Agent	44
Anthony	M	Jamaican American	1986	1982 to 1986	Masters	Physical Therapist /Neurological Musculoskeletal	43
Reggie	M	African American	1986	1981 to 1986	Diploma	HVAC Foreman	44
Dilligaf	M	African American	1986	1984 to 1986	Diploma	Garage Door Distributor	43
Kid Fresh	M	African American	1984	1980 to 1984	Bachelors	Territory Technology Specialist -- E-Commerce	45
Pinky	F	African American	1986	1982 to 1986	Doctorate (Ph.D.)	Assistant Dean of Students	43
Ruth	F	African American	1986	1983 to 1986	Juris Doctor (Law)	Lawyer	43
Cheeks	F	African American	1986	1982 to 1986	Bachelors	Revenue Specialists Real Estate Officer	43
T-Bird	F	African American	1986	1982 to 1986	Bachelors	Facilities Project Integrator for the CDC	44
Moody	M	African American	1993	1989 to 1993	Masters	Principal, Eastside High School	40

Demographic and interview information for students.

The twelve student participants for this study were purposefully selected based on a set of criteria, as described in Chapter 3, to select students who could possibly provide a thick information-rich perception of Mr. Clark's leadership. Everyone who wanted to participate and be interviewed was interviewed. These participants, both male and

female, are alumni who attended EHS between 1980 and 1993, were selected to participate in the study. These participants are of African American (9), Biracial (1), and Jamaican decent (2). Seven were male and five female. Eight out of the twelve are married, two are currently divorced, one is engaged and one never married.

Eight of the twelve were members of Mr. Clark's first graduating class in 1986. Two participants were nearly kicked out of EHS by Mr. Clark. Two graduated in 1984; one graduated in 1987 and one graduated in 1993. Three of the twelve were students prior to Mr. Clark's arrival and provided additional rich thick descriptions of what EHS was like prior to Mr. Clark. Five of the twelve reside in Georgia, four reside in New Jersey (three in Paterson), two reside in North Carolina, and one resides in Florida.

In regard to the educational attainment of the participants: three of the twelve have a Bachelor of Arts degree. Two have a Master of Business Administration. One has a Law degree. One is scheduled to complete a Doctor of Philosophy degree in the summer of 2011. One has a Physical Therapist degree. One has an Associate in Arts degree. One attended business school and graduated with a Business Certificate, and one took some classes at Passaic County Community College and one served in the army for three years. The participants have taken twelve different career paths that consist of: lawyer, physical therapist, Assistant Dean of Students (University), revenue specialist, pharmaceutical clinical manager, Social Security Claims Agent, Facilities Project Director for the CDC (Centers for Disease Control), foreman/technician HVAC (Heat, Ventilating and Air Conditioning), garage door distributor, territory technology specialist/manager of e-commerce, executive director of a new charter high school and

one was a freshman student in 1989 during Mr. Clark's last year as principal, and currently serves as one of four principals at Eastside High School.

Student participant profiles and Information Regarding Mr. Clark and EHS

Anthony is a forty three-year old Jamaican American male, born in Kingston, Jamaica, and married with two children. He works as a physical therapist for neurological and musculoskeletal impaired patients. Basically, he "evaluates patients on addressing those deficits to maximize their function to provide mobility and ability to regain their activities of daily living." His salary is within the range of \$90,000-\$120,000, which affords the opportunity to create his own work schedule. He currently resides in Orlando, Florida and considers himself to be middle class. He attended Rutgers University in New Brunswick, New Jersey, and The University of Alabama in Birmingham, Alabama. He majored in physical therapy. He attended EHS from 1982-1986 during Mr. Clark's tenure and was a member of Mr. Clark's first graduating class in 1986.

During Anthony's high school days, he lived in a home along with four siblings and both parents, and considered himself to be middle class during that time. He remembers being a frightened freshman who had to attend EHS because there were no other options. The violent reputation, perceptions of the school, and the surrounding drug-infested neighborhood concerned him. Anthony perceived EHS as a stepping stone to help him reach his goal to attend college. He wanted more role models to help guide him through certain challenges he had as a teen. When he was accepted into college, there were some areas in which he felt he was ill-prepared and had to take remedial courses in order to be successful in his studies.

Anthony described Paterson as a low, deficiency-stricken income area. As he walked to school every morning, he noticed beer bottles, beer cans and empty plastic vials that were used for crack cocaine. He explained how it was typical for physical fights to break out regularly. At that time, Paterson had a Jewish Temple downtown in the heart of the city. Jewish people worshiped at the temple but as far as he could tell, they did not live in that area. That was very thought-provoking for him at such a young age. He talked about the lack of morale of the people living in Paterson, how they are not happy about residing there and the racial issues and perceptions regarding where people live.

Anthony remembers Mr. Clark as someone who created attention for himself. He believed that Mr. Clark was seeking public media attention way too much, and the use of the bullhorn and some of his other disciplinary tactics (such as toting around a baseball bat) were just for media attention. He believed that Mr. Clark had good intentions, and his biggest contribution was enforcing the rules and making the classroom environment more conducive to learning. According to Anthony, Mr. Clark was available to students before, during, and after school, although he did not take advantage of it. Anthony's mother seemed to be very pleased with Mr. Clark. Although it [EHS] was an extremely violent place, she was happy that Anthony did not get stabbed or killed. She credited that to Mr. Clark.

When asked, Anthony described his definition of a good principal as

Someone who you know who seeks the needs of teachers, students and whatever the school board is expecting of him...I don't know the teacher's perspective. I don't know if it is based on what the school board wanted him to do. I think by far as the students go, he [Mr. Clark] did, the one thing I will give him the greatest credit for is making and creating an environment conducive for learning, and that

was his big thing. Addressing and getting rid of the people who weren't making the school conducive to learning.

Beautiful is a biracial (African American and Caucasian) forty five-year-old woman who was born in Paterson, New Jersey. She is the youngest of seven children, and all of her siblings except for one brother attended and graduated from EHS. She remembers hearing harsh stories about EHS and did not want to attend because of all the stories of students being beaten up, bringing razors to school, and all the violence she heard about. She remembered stories from her brothers and sisters who talked about fights in the cafeteria and students being bloodied up or cut up by other students. *Beautiful* described her family situation as poor, and she lived with both parents in the home. She described her mother as being very strict and stated that "she ruled with an iron pan and an iron stick."

Beautiful shared a story detailing her one and only fight in high school. A female harassed her by stepping on the back of her shoes as she was walking away. This student also hit *Beautiful* in the face with her jacket. *Beautiful* then pulled out the cutting shears that she had in her purse (that she carried for protection) and began to stab the antagonist. She stated that she blacked-out and when she came to, in the midst of this fight, she realized that two teachers were trying to break up the fight. *Beautiful* punched one of them in the eye by mistake, and he sustained a black eye. The student assailant was cut and bloodied with the scissors and was sent to the hospital. *Beautiful* received a 15-day suspension for the incident.

Beautiful believed that Mr. Clark had a great impact on her life. She felt he prepared her for what life has to offer. He encouraged her to strive for the best, and she

believed he was a great principal. She wished there were more principals around like him and feels that the school system would improve with leaders like Mr. Clark. She believed that Mr. Clark's methods to reach the students by using the bullhorn to get the students' attention and getting to know students names were noteworthy ways to engage and connect with his students. She believed he was a fantastic leader, and she believed that good leaders are people who take charge and show great initiative when leading others; they are not afraid to stand up and take charge when a difficult challenge comes along.

Beautiful believed that Mr. Clark truly believed in academics and always told his students that getting an education would help them to be successful in life. She believed Mr. Clark had a great leadership role in regard to extracurricular activities because he attended basketball and football games and other sporting events with and for his students. She believed Mr. Clark was serious about school safety and keeping his students in a safe environment so they would not have to worry about violence or the threat of violence inside or outside of the school. She would like to thank Mr. Clark for his time and commitment to the school and the students of EHS.

Cheeks - During her interview, Cheeks was very excited to share memories of her high school experience and was thrilled to talk about Mr. Clark. The inflections of her voice appeared as if she was very enthusiastic. She laughed a lot, yet she seemed gloomy at times as she reminisced about her high school days. She desired to be interviewed because she felt that she had a great deal of information that she wanted to share regarding Mr. Clark. She attended EHS from 1982-1986 during Mr. Clark's tenure and was a member of his first graduating class in 1986.

Cheeks is a forty three-year old African American female who was born in Paterson, New Jersey. She married a fellow student from EHS and is currently divorced. She has three children and was an eighteen-year-old high school student when she had her first child. During her time as a student, she received financial and emotional support from the staff at EHS, including Mr. Clark. Cheeks works as a revenue specialist's real estate officer. Her salary is within the range of \$40,000 to \$50,000. She resides in Charleston, South Carolina and considers her family to be poor "within today's economy." After attending Central Piedmont Technical College in Charlotte, North Carolina, Cheeks finished her degree at Emory's Middle University in South Carolina. There, she received a degree in Technical Management with a minor in Homeland Security.

Cheeks heard of rumors and witnessed violence at EHS as well as in her elementary school, Public School # 6, where Mr. Clark was employed as principal prior to working at EHS. She had a relationship with Mr. Clark, and he knew her family very well. Cheeks shared a very sad story about her pregnant older sister who was killed when "one of her friends fed her rat poison." This death, which happened when Cheeks was in elementary school, affected her life. She shared her feelings in regard to how Mr. Clark supported her, and she appreciated him for what he had done for her and her family by providing emotional and financial support.

Cheeks lived in the poverty-stricken area of Paterson, New Jersey, and had several stories to share about it. During her high school days, she considered her family to be poor, and despite the limited financial resources there was major camaraderie in the home among her immediate family. Cheeks shared many positive interactions with Mr.

Clark. She was a member of the band and was a very good student who “did not like to hang out too much,” because that's how her pregnant sister was killed with rat poison. She was not involved in any illegal activities or gangs. However, she did have one fight during her high school years outside of school grounds, knowing that fighting in school would have disappointed Mr. Clark and he would have suspended her for ten days. She believed that Mr. Clark played a major role in her life, as she was his student in elementary school and high school. During her teenage pregnancy, there were several problems in her home and Mr. Clark was very influential in helping her family in times of trouble. The young girl named Kenisha in the movie *Lean on Me* was basically about her life and that of many other female students. Mr. Clark helped Cheeks' relationship with her mother and helped Cheeks financially when she was pregnant. She is very thankful to Mr. Clark because her daughter is now a very successful gospel artist in Atlanta, Georgia.

Dilligaf - is a forty two year-old African American male who was born in Paterson, New Jersey. He is married to a fellow alumna of Eastside High School, and they have two children; a daughter who is a graduate of Spelman College and a son, who has been class president at his high school for the past three years. He is also a very proud grandfather. He is currently employed as a garage door distributor. His current salary is within the range of \$27,000 to \$47,000 and has been a homeowner for over ten years. He enrolled in some classes at the Passaic County Community College and when he realized that was not for him, he enlisted in the army for three years and encountered some of the same racial problems that he encountered previously (described below). This time, he realized that he needed to be patient, humble and wait for the other guy to make the first

move, but once the other guy made the first move he would "come out like a Jack -in-The-Box on them. And I'm going to turn into that Guy."

When asked the meaning of his pseudonym Dilligaf, he told me that it meant "Do I Look like I Give A F__K?" Dilligaf lived in the "Alexander Hamilton housing projects, known as the Alabama Projects," located in a poverty-stricken section of Paterson.

Dilligaf talked about his childhood and mentioned that he was "a bully and a troubled youth like everybody else" however, he "managed to escape practically unscathed." He stated that he attended Eastside, and he "did not apply himself" academically. He just floated because it was a "total different contrast" from his previous high school, Don Bosco Tech. He stated that Don Bosco Tech. was a transformation of waking up at five o'clock in the morning and having to walk for three blocks because the bus would not come and pick him up in the projects; he had to wear a tie and was in class by 6:15 AM, and doing math assignments by 6:30 AM and had completed three classes by the time the students at Eastside started classes at 9:00 AM. He stated that when he came to Eastside and walked into the classroom and saw "people hanging by the window and smoking cigarettes and chilling" he thought that was good for him. He said, "this is heaven," and this is where he felt at home, more free, and where he belonged. He believed that attending Eastside was going to be a breeze and started to cut class and hustle on the streets and ended up missing twenty one days of school and was almost not allowed to graduate. However, he petitioned to Mr. Clark and was told that he could not miss any more days out of the four months that were left in the school year. As a result, he stated he had to "dig deep" and go back to the discipline that he had at Don Bosco Tech, and he made it through to graduate with the class of 1986.

Dilligaf described Paterson Eastside as an animal house before Mr. Clark got there; he stated that there were "food fights every day with knives and guns" and he said that was the mindset of the students who attended, and that students went to Eastside because they didn't have any other choice. He stated that the educational processes and the curriculums were easy for him and that all he had to do was "show up" and pass the test. He remembers that students were beaten and robbed for their popular items. He also mentioned that is why Mr. Clark had to get rid of those who were hustling all over the school, and not worthy, and did not want an education. When we discussed if there were street cliques or gangs at Eastside High School, he stated

Absolutely! It was like wherever you were from, your block, and that's what you represented. So whatever the block was doing, you were basically doing too. It was either going out to someone else's hood to do damage [fight] or to stick up for somebody who came in and was violating [disrespecting someone else's hood].

He also referred to Eastside as being like the "old-school *West Side Story* [movie] gangs, type of scenario back then, you know what I'm saying?"

Dilligaf discussed that he was a great student at Eastside; was and still is a member of the Five Percent Nation, and that Mr. Clark loved him because his academics were excellent and the only reason he came under Mr. Clark's radar was that "everybody was running around wanting to be called god [Five Percenter s], and trying to wear kufi's and hats in school. He reported that Mr. Clark said,

Ain't nobody wearing no hats in here, ain't nobody wearing no hats in my school! But I tell you what; if you can get your grades up like my man Dilligaf over here, then you can do that. Mr. Clark would put you on front street [out in the public eye] if you were worthy, but he would not put anybody who wasn't worthy on front street. How do you get on front street? Being very good academically, doing something that's going to

benefit other people. That's what Joe Clark was about; take in some type of pride, stand up young men! Hey, that's what I'm talking about. It wasn't anything else but that. Academics! That's it! I was one of the guys who wore the kufi in school, but in a public building, nobody is supposed to wear hats to cover their heads up, unless it was for religious purposes. The Five Percenter Nation is not a religion; it's a way of life. The kufi thing was a part of the Five Percenter Nation. So people would wear a kufi. And Mr. Clark would not let them wear it, unless they were academically inclined.

Dilligaf discussed his thoughts about Mr. Clark kicking the students out of school.

He stated that,

Honestly, he did what he had to do! He really didn't kick anybody out. He just got rid of the people who didn't belong. That's all. Everybody knew they weren't supposed to be in the damn school. They know damn well... the people he kicked out were at the school doing the things that I alluded to earlier. Causing confusion, causing confusion, causing confusion, okay that's it; getting in trouble, polluting an environment, polluting the atmosphere. Before Mr. Clark got there, it was a hangout spot, the cafeteria. It was everywhere. It was just a big hangout; it was a place where you can go get things; it was a transaction place. You could get everything. So when he came, when Mr. Clark came, he looked in the roll book first, you got to understand that, he didn't just say, you ugly, your big barracuda, I don't like your hair, you got a kufi on, I don't like you, get your ass out. No! Mr. Clark went in there, and he got all student transcripts, and he started in alphabetical order because he's just precise like that. You know what I'm saying? He looked at your attendance, how old you were, and how long you've been going to this school. And he decided with his team of course, of advisers, that these individuals need to go in this list in the pile over there. We only have enough room for this amount of people. We'll have enough books for them, and he had to get the budget right. So he had to get rid of people. He went to the book and if your name was by some 200 or 82 days out [absent], then your ass is getting kicked out! And now you're mad because you can't come here and hang out anymore. Beat it! If you were teetering, he would work with you and give you some alternatives, and he would tell you, you would have to do this. Using my example, you got twenty one days absent; if you miss one more day, I'm not let [letting] you back in my school. That's it! If you do what you're supposed to do, then you are good with him. You earned some trust with him. He was cut and dry, not backing down.

He also believed that Mr. Clark had a big impact on his life because he instilled pride along with his teachings of the Five Percenter Nation and the confirmation that Mr. Clark provided to him when he was a student. He believed that Mr. Clark taught him so much by letting him see a father figure, someone who can instill positivity in him as well as that, "can do attitude;" and that's how Mr. Clark inspired him to change. He believes that Mr. Clark was proactive in his approach and helped others to see that education was important and that anyone who came across Mr. Clark's path would receive assistance if needed; "even the people that got thrown out of school," because he heard some of them say (brothers, cousins and friends), "I'm glad he did that to me man, because I had to get my life together...because they were not doing anything with their lives." Dilligaf also stated that he believed that Mr. Clark was a great principal and his definition of a great principal is someone who "cares about his students" and who is hands on with the students; who will go far and beyond the call of duty for his students, and someone who has a vision and knows what young people need, and that is positive reinforcement. That's what Joe Clark was all about.

When asked to elaborate more on Joe Clark being a father figure to him, Dilligaf stated that

He would take time to listen to anybody. And then he would give you fatherly advice, whether he was telling you to pull your pants up! Comb your head! Calm down; take that cigarette out of your ear! Then you might be able to start getting an interview for a job! Until you do those things get out of my face! And you know that's what you needed! And now you're like damn, now I've got to go brush my teeth, Joe Clark done went off on me. Man I got to step up my game. Let me pull my pants up. And then when you saw him coming down the hallway, you would tighten yourself up. That was the father figure in him. He always wanted more for you. He didn't want any harm to come to you. Any father who wants his kids to do bad or fail and not fulfill their full potential is not really a father. He's probably [a] daddy, but it's not really a father. Joe Clark was a father

figure because he did those things! I believe 95% of his students were from a single parent relationship, whereas the father was not at home. And there were some households with the father raising his children but that was far few and between. He was an inspiration. You can have both parents in your house, and he could still be a father figure. He may not be your father but is a father figure because [he] is just like your father. Mr. Clark would tell me the right things to do, and he would encourage me to better.

Dilligaf also stated that he thought Mr. Clark's leadership was definitely strong and anybody who says different. He considered them the enemy in regard to not appreciating Mr. Clark for being able to get into the minds of troubled youth, poor youths, who needed some guidance. He also stated there was no reason to dislike Mr. Clark if you understood that he was an educator who loved his people. He also stated that if Mr. Clark had employed a different type of leadership, it would have not had the same impact. He believed Mr. Clark was a good leader and believes that a good leader is "somebody who was a good follower; someone who won't lead his people astray and someone who is going to stand up and fight for what's right regardless of the forces that are against him." And if given the opportunity to say something to Mr. Clark, he would like to tell him, "I appreciate everything you did for Eastside, the spirit of the school, creating traditions and how you came and showed us the real meaning of change." And "you affected me. You inspired me, and I'm glad that I've transferred so that I can be a part of the history and to be honored to be under your tutelage. I've got nothing but love for you Mr. Clark!"

Flash - Flash is a forty two-year old West Indian male, and was born in Kingston, Jamaica. He was married and divorced twice and has two children. He currently lives in Duluth, Georgia and is working as an executive director. He is in the process of

chartering a high school for media and recording arts in Atlanta. His current salary is within the range of \$150,000 - \$200,000 and he has been a homeowner since 1994. Flash considers himself to be middle class. He attended the United States Military Academy, Seton Hall University, and the University of Maryland, and received his MBA in 2000, majoring in Information Systems/Technology. He described his family as poor during his high school days, and stated that he was very close with his siblings and mother and father. Flash said he felt as if he was never challenged academically in any way, and that he had to go outside of the school and attend different academic programs to get the motivation that he needed to be successful. One of his fondest memories of high school was when he ranked number one for high school track athletes. He remembers Mr. Clark being a strong supporter of the track team, and he and his family had a very good relationship with the principal.

Flash remembered that there was a lot of violence, gang activity, and fights among the African Americans and Hispanics that not only happened at EHS but even in the elementary and middle schools. He remembered constant fighting and how it was scary to walk home or to school because he did not want to get caught in the crossfire. Often fights occurred after basketball games, where the visiting team resented losing the game. He told the story of how students were being beaten up for their sneakers and jumped for leather coats and gold chains. He also described how he personally knew some of the drug dealers in high school, but he focused on his academics, sports and felt safe in high school. It was a different story on the outside of the school. He was aware of the gang members in the schools as well as the race riots and was thankful that his father shielded his family from that.

Flash recalled several of the controversies during his years at EHS, including but not limited to: the fire department, the locking of the doors, multiple disagreements between the mayor and Mr. Clark, and Clark's suspension of the group of students and then being ordered to bring them back by the board of education. Flash believed that though Mr. Clark did not have the authority to do some the things he did (e.g. chaining the doors and firing teachers), that Mr. Clark still created an environment where students could succeed if they put their mind to it. He remembers how Mr. Clark dealt with the teachers, by calling them out in the open and firing them or demoting them in public. His [Mr. Clark] personality dominated everyone, and he didn't care who didn't like it. "Maybe the teachers didn't like it, but it gave us a glimpse of what can happen when a Black man is really in command, especially when he called himself the head N-word in charge." This type of behavior was inspiring to Flash because this was usual for him to see.

Flash defined a good principal as someone who people follow. A leader is compassionate. A leader is someone who understands the problems that you face, is willing to listen, to change and adapt. A leader is someone who can give advice, get advice and command respect from inside and outside.

Flash believed that some people probably were disrespected by Mr. Clark, and that some of them "needed to be disrespected." He believed that Mr. Clark ran the school with the mentality of being a military drill sergeant. That is how he could get the teachers and staff to understand what needed to be done in order for him to be able to succeed and operate because he could not do it any other way. He believed it was a gift to inspire students on a regular basis because a lot of students did not have a father figure or

someone in their lives that would inspire them routinely. By doing this, Flash believed, Mr. Clark showed students he was in command, and that his strategy was to make things right, relevant, and work for the majority of the students at EHS. He feels that the students respected Mr. Clark more for these reasons stated above. He attended EHS from 1983-1987 and was a member of Mr. Clark's second graduating class.

Karimah is a forty three-year old unmarried African American female, who was born in Paterson. She has no children. She works as a senior clinical manager for a major pharmaceutical company. She "prepares the drug protocols for the FDA." Her current salary is within the range of \$80,000-\$100,000. She is a homeowner, still lives in her hometown, and considers herself to be middle class. Karimah attended Passaic County Community College and received her associate's degree, and then attended Bellevue University, where she received her bachelor's degree in Healthcare Management. She is currently seeking her doctoral degree.

Unlike most students who did not have a choice of which high school to attend, Karimah chose to attend EHS. At first, her parents were adamant about not sending her to EHS because at the time, the school was being overrun by students, there was a lot of violence, and her parents did not want her to have any part of it. Four of her older siblings attended EHS but dropped out. Once her parents realized that Mr. Clark was going to be the principal, they decided to allow their daughter and her three younger siblings to attend. Her parents were familiar with Mr. Clark because he had been the principal at Public School Number 6, and they were aware of his reputation of changing a negative school environment into a positive one. Karimah described her family situation while

growing up as being poor. She was the fourth child out of her family of eight siblings and is the only child that graduated from high school.

One of Karihma's fondest memories of Mr. Clark was when he performed one of his strategies to decrease the chaos in the hallways by requiring students to "walk to the right." She stated that to this day, she "still walks to the right side of any hallway, no matter what." One of her not so positive memories of high school was the negative feedback from the outsiders, who were looking in, and they really did not understand the scope of what EHS needed at that time, nor did people try to understand what Mr. Clark was striving to do. She also remembered Mr. Clark's strong discipline and no-nonsense attitude, holding students accountable for their actions, as well as students receiving ten day suspensions for all infractions. She described Paterson as a poor town with lower income families. During that time, EHS's population was approximately 90% African American, around 9% Latino and Mexican and one percent White. She remembers that Mr. Clark was very stringent and very active in the community. He focused on education and bettering the lives of his students. She feels that he was the best thing that happened to EHS and her family.

Karimah was very familiar with Mr. Clark because he was the principal at her elementary school as well, and she feels that he basically implemented the same strategies and methodologies at EHS that he implemented at the elementary school. Some of the controversies that she remembers were when Mr. Clark's chained the doors and how he kept the outsiders out of the school, and how Mr. Clark was given a very hard time about doing that from the administrators at the board of education. She feels her life has changed tremendously from when she was growing up poor as a child and not being

able to take care of herself. By becoming a homeowner, she could not fathom the idea or the fact that she is living her dream and being able to accomplish what she has accomplished. She believed that Mr. Clark has made a great impact on her life, and that he was like a father figure; he was extremely adamant about having respect for you and demanding respect for yourself from others. She believed he knew all the students by name, and that he was more like a father than a principal. She remembered Mr. Clark constantly walking the halls with his bullhorn and calling upon students to sing the alma mater or to correct you if you were doing something wrong.

Karimah believed that a good principal is someone who is genuinely interested in the lives of his/her students inside and outside of the school. She remembered that her parents loved and adored Mr. Clark for what he had done. She believed he was a good leader because he not only talked the talk, but he walked the walk; he taught by being a great example. She remembers he was very hard on the teachers and administrators because he felt the students needed guidance and support, so he demanded that from his teachers and other leaders of the school and expected them to also lead by example.

Karimah believed Mr. Clark needs to be recognized for the work that he did at EHS because a lot of people came down on him because of his harsh ways, and people were just looking from the outside. She believes that they truly did not understand what was going on in the inside. "My attending Eastside High School has provided me the opportunity to learn and experience that it doesn't matter what kind of environment you're from as it relates to the goals you want to achieve in life." Karimah attended EHS from 1982-1986 during Mr. Clark's tenure and was a member of his first graduating class of 1986.

Kid Fresh is a forty five-year old African American male who was born in Paterson, New Jersey. He works as a territory technology specialist and is the manager of e-commerce. He works in the corporate office and manages business-to-business online applications. Primarily, he prepares web applications for the company in addition to providing support for the customers and staff through training, development processes, and provides guidance to the sales field management team. “Fundamentally, it is a technology-based, print business/print industry career opportunity.” He has worked in this position for the past three years, but has been with the company for seven and served in several other roles. He currently resides in Matthews, North Carolina, which is a suburb of Charlotte, North Carolina. He has been a homeowner for the past ten years. His salary is over \$100,000 and considers himself to be middle-class. He’s married with three children and attended Rutgers University - Mason Gross School of the Arts. He was a student at EHS prior to and during Mr. Clark’s tenure from 1980-1984, and graduated in 1984. He attended EHS two years prior to Mr. Clark and two years during Mr. Clark's tenure, and he could not remember who the principal was prior to Mr. Clark.

Moody - Moody is a forty year old African American male who was born and raised in Paterson, New Jersey. He is married, a home owner and currently resides in Paterson, and works as one of four principals at Eastside High School. Moody is the principal of operations, and he is responsible for the overall operations of the building, the facilities, athletics, and management for all students. He is responsible for the discipline and overseeing different protocols of how students should enter and be dismissed from Eastside High School. He implemented a uniform policy where all students are 100% in compliance with wearing uniforms. His current salary is within the

range of \$100,000 and \$120,000. He attended the University of Pittsburgh and received his Master of Arts degree in School Social Work. Prior to becoming the principal of Eastside High School, he was the administrator of an alternative school in Paterson for nine years.

Moody stated that as a youngster, he had the opportunity to go to a Catholic or other private school, “but to us, my family, my brothers and me, there was no other school. It was Eastside or Kennedy, and we grew up on the east side of town. You wouldn't dare to go to Kennedy.” Moody shared how as an elementary school student, he and his family were very supportive of Mr. Clark and what he was striving to implement during that time. He mentioned that his father and Mr. Clark were very good friends and that he, and his older and younger brothers were all on the honor roll and played sports for Eastside.

When asked if he remembered any negative rumors about Eastside prior to attending, he stated that, “my brother and other family members attended Eastside; I don't view them as rumors. I know them as facts.” He also stated, “I was there. I attended basketball games, and I could smell the weed in the bathroom, and saw people get beat up and/or jumped after the games. It was just a way of life.” He also mentioned that yes; there was fighting, drugs, disrespect towards teachers and staff, truancy, low performance and all of those things. However, at the same time, there was an honor society and the athletic program was top-notch. “So there were both negative and positive things happening at a school.” Some of his fondest memories had to do with the relationships that he built with his friends who were on the sports teams and attending a peer leadership program, where teachers would take them away to a leadership camp, every

year and teach them social and survival skills. He stated that “those experiences were the things that had a lasting impression on me.” He discussed his not so positive memories of witnessing the violence and kids being attacked viciously and feeling helpless and hopeless because you are not able to help them because it could easily happen to you, and if you snitched on someone, retaliation could be worse. He also mentioned that he never had a fight in high school because he was well protected because his older brother and cousins were well known.

Moody also mentioned that during his freshman year in 1989, the movie *Lean on Me* was being filmed, and he was an extra in the movie and was paid \$50 per day to sit in the auditorium and act like they were listening to the speeches, smoking cigarettes from approximately 8 o'clock in the morning to seven o'clock at night, and they had to do the same scene over and over again until the film producers were satisfied with the footage.

Moody discussed how the expectations for him to succeed at Eastside High School were “very high and already set.” These were the types of messages he received from his parents, teachers, and Mr. Clark. “you better be good,” “you are going to college.” “I already know what you are about so you will be getting an A in this class.” He believed that these are the types of messages he received that helped him strive to be a better student and to remain in honors classes. Moody remembered that, “Mr. Clark would bend over backwards for students and do what he could to help students.” And that he genuinely cared and that if a student had a problem or if something was in the way, “he moved it out of the way to get you what you needed.” He remembered that Mr. Clark did not tolerate nonsense such as fighting and would allow students to borrow money from him if they really needed it, and that he was a student-centered principal and

administrator. He also remembered that he was pretty hard and had high expectations of the staff. He believed that Mr. Clark used [successful] strategies as principal and described it as

I didn't know this at that time. I mean again you are a student, and you just go to school. However, as an administrator now... 100% he used some strategies! He had to with a building this size and of this magnitude! This is a major difference. He had about 3000+ students back then. We only have 1600 now, so I'm looking at it and saying we have four principals now. How can one man, really with a team of vice principals really effectuate the change he did without having some strategies in place? He had to! He had to!

When asked to elaborate on the strategies that he thought Mr. Clark used, he stated

He was sensitive to the needs of the students. With the understanding that in this field, it's easy to blame the victim, and it's easy to say... all of these kids are not passing because... kids have not been exposed... they don't have exposure to this... kids are not up to grade level on this... their parents are messed up; their parents are on drugs; they are homeless; they are poor... so it's easy to point the finger at the victim. I think Mr. Clark understood all of those things and despite those things, he understood that we still have an obligation to teach these kids. So, he had to change the thought process and the mindset of our adults! So, his strategies were student centered, his strategy was high accountability, holding adults accountable. If you are getting a paycheck, you have the job to do! You have a group of thirty students in your class; all thirty of them need to be up to par regardless of what level they are on. If you can't get them up to par, then you need to at least show growth from when they started until when they move to the next grade. In my mind, and I don't know this for sure. He had to have some data. He had to be data-driven to show success other than just the school culture which was evident.

When asked about Joe Clark's leadership style, he stated that he believed Mr. Clark was very directive in his leadership style approach, meaning that he was highly confrontational and told people what to do; he set expectations and goals, and expected people to meet those goals. He believed that Mr. Clark raised the bar and level of expectations, and he did not get the consensus from the group if he felt something should

be done a certain way. He believed that Mr. Clark's leadership was “definitely strong” because he had people buy into what he needed to have done although everything was not always agreed upon. He thinks that the “situation that Mr. Clark walked into was so bad” that he “had” to “shock the system” and that he didn't have time to be nice and get a consensus from the staff. “He needed it done now and demanded a change.” He does not believe Mr. Clark would have had the same impact if Mr. Clark would have utilized a different type of leadership style. He stated,

No, not at all! If he was wishy-washy on any of his stances, I mean he came in, and he put some students who did not display a willingness to adhere to the school regulations, he just put them out. If he was wishy-washy or if he was a weak leader, he would not have any success because the culture of the school was so strong and so dominant at the time. If you did not meet that force with an equal...equal but opposite force with the same strength, you would've been rolled over in a building like this. This was the case of course before he came. Who ran the school? The students ran the school. It's taken a strong leader to do that, to reestablish some order! The majority of his work was done there, and that's in terms of being a leader. Because that's the reason, he had to deal with that, because the issues and the problems that we have in schools are discipline problems. That is one major aspect.

When asked about his own leadership style and how it compared to Joe Clark, he stated that,

My approach is not like Mr. Clark's, and a lot of people may have “thought” I was going to be like a Mr. Clark and be demanding. I am not a directive leader. I'm collaborative. I get my... I am from the community; I got more resources in the community, in the school and in this town than most... I would be a fool to just challenge and fight people for the things I want. No, I want to get them to buy into this is why we need to do it, and this is the best thing for all of us and get the team to push the agenda. In contrast to me being the target, if you ever noticed... Mr. Clark was always the target. They were always saying... Oh, he can't do that! He can't... No it's not “he” with me. It's “we,” if you fight me, you're going to fight me and the entire community which I have behind me... That's the difference in my approach.

Moody believed that Mr. Clark had an impact on his life as a very strong African American male whom you can see, touch and can communicate with while in high school.

This was not the experience for other Black kids growing up because the elementary school staffs did not reflect someone who was African American, who can take the leadership role and take control of the school to make a drastic change like Mr. Clark did. To be able to see someone who looks just like you (African American) and leading the way; having someone in your corner who was in charge was major for me.

Moody said, “I had the opportunity to know him personally and to be encouraged by him. Additionally, and for him to have the same values as my parents, made what he was doing right for me.” Moody believes that Mr. Clark was a good principal and that his parents were probably some of his strongest supporters, and he and his brothers were forced to wear the school uniform back then. He also believes that Mr. Clark was a good leader and describes a good leader as someone who “has the ability to take people to a place where they never thought they would never be able to achieve on their own.”

Pinky - I am a forty three-year-old, African American female who was born in Paterson, New Jersey. I was married and divorced. I am currently married again to a graduate of EHS; we have five children together. I worked as an Assistant Dean of Students and my salary was in the range of \$50,000-\$80,000. My responsibilities included: caring for the health, well-being, and social development of the students who lived on campus. I was responsible for responding to crisis situations, providing counseling for diversity-related topics; and assisting with the leadership advancement of more than 2,000 students who attended the university. I consider myself to be middle-

class. I attended Montclair State University where I was very active on campus and involved in various organizations; I was the president of the Black Student Cooperative Union; A director of the gospel choir; I was a Resident Assistant and I and became a member of Alpha Kappa Alpha Sorority Inc.. I graduated from Montclair State University in 1992, where I received my bachelor's degree in Communication Studies. In 1995, I received my master's degree in counseling from Montclair as well, and I will graduate from Georgia State University in the summer of 2011 with my Ph.D., in Educational Policy Studies. Higher Education was my major. I graduated from EHS in 1986 and was a part of Mr. Clark's first graduating class.

My description of a good principal is someone with whom students can connect, laugh with; someone who disciplines fairly, and holds students accountable for their actions; someone who is able to connect with teachers, hold them accountable, and keep order among the teachers, students, and other administrators. A good principal should also foster, create and maintain a safe learning environment for students, in addition to incorporating a very strong teaching, supportive environment for teachers and administrators.

In my personal interview, I remembered the violence in my family and recalled stories of my siblings that included teenage pregnancies, dropouts, and expulsions from EHS. I talked about the poverty-stricken, drug infested areas in Paterson, New Jersey, and about how I really enjoyed my high school days. I was terrified of gangs and chose not to get involved in that lifestyle, but I participated in extracurricular activities, such as drumming (I was the only female drummer in the EHS Marching 100 band for one year and encouraged other young ladies to participate), softball and cheerleading. Though I

did not want to attend EHS, I later developed a good relationship with Mr. Clark, and he knew my name. I had several interactions with him, and feel that he supported me; he was like a father to me. My personal interview revealed my belief that Mr. Clark was a good principal and leader, and that he used notable strategies and methods to change the high school for the better. Mr. Clark inspired me to be who I am today. I was very excited to share memories of my high school experiences. The interview exposed how strongly I felt about Mr. Clark and the violence in my neighborhood.

Reggie is a forty four-year-old African American male who was born in Paterson, New Jersey. He is married to a classmate from EHS. Reggie has five children and had his first child when he was eighteen years old as a student at EHS. Reggie works and his salary is in the range of \$50,000-\$60,000. He lives in Georgia and considers himself to be poor. Reggie has three older siblings who attended EHS. Unfortunately, none of them graduated. When Mr. Clark came to EHS, Reggie was a sophomore. Reggie who then became a fifth-year senior was one of the students who Mr. Clark initially kicked out of school. However, he petitioned Mr. Clark to come back to school and graduated with the class of 1986. Reggie has a resilient description of memories about what EHS was like prior to Mr. Clark because he was a student there one year prior. Reggie remembers that “there was a lot of violence and drug activity inside and outside of the school.” He described the school as “a dirty school, where people were allowed to come in and roam the hallways” and cause disruptions. He said, “It was not a good place to learn.”

Reggie attended Passaic County Community College and graduated with his associate’s degree. Reggie believed that, “the guidance of Mr. Clark is what helped him become the man he is today.” He remembered Mr. Clark's strict discipline, and his three

strikes rule that he shared with the students: “The first strike against you is you are Black; the second strike is you are poor and the third strike, is what the people outside think of you... they think you can't make it. You can't do it. You have to show them something “different.” His fondest memory was his fifth year, when as a senior, he really and truly understood what Mr. Clark was doing and came to realize that education was very significant. He also was reminded of his not so positive memory of his first day at EHS. Reggie stated that he was standing in the lunchroom getting his food, and a guy came and punched him hard in the back of his head and kept on walking. His books fell down, and he was thoroughly embarrassed. He did not do anything; he just picked his books up and was very humiliated.

Reggie does not remember the principal prior to Mr. Clark. He does remember that the school was unorganized and that, “the teachers didn't care about the students.” People were coming into the high school and just hanging out. People would hang out in the cafeteria, and some were not students. He described Paterson as a poverty-stricken area where there were violence and drug dealers. Students would get beaten up and their items stolen from them. He remembers situations where “students would come to school with sneakers on, but when they left school they didn't have sneakers and had to walk home barefoot.”

Reggie remembers many of the student gangs such as, “Black Spades,” “Five Percenters Nation of Islam,” “17th Ave,” “The Master Ground,” “Alabama Projects,” “10th Ave,” “12th Ave.,” “Governor Street,” “Ellison Street,” and “Hamilton Ave.” These groups of kids represented particular neighborhoods, and were very similar to gangs. He recalls that these groups were not necessarily gangs like the “Bloods” and

“Crips,” but nonetheless, if one group had a “beef” with another group, then they would fight. He remembers the violence and he heard about people getting stabbed, raped (guys and girls) at EHS. Reggie had one fight in high school, and he was suspended for ten days. Reggie’s family background was poor, and Reggie was a member of the group called the Five-Percenters, which was a Muslim religion/organization where you had to learn lessons about the Muslim culture. The Five-Percenters started out as something positive, but as they became more popular, they became almost like a gang, alienating and fighting those who were not members, and hazing potential recruits. Reggie felt that Mr. Clark is someone who changed his life because he always remembered the three strikes rule, and he never wanted to get to the third strike. He thought Mr. Clark did the right thing and agreed with how he controlled the “school with strict discipline, and he stopped it from being like a zoo.” Reggie feels he is successful now because he has a wife, a home, and children. He believed that first God and his mom contributed to his life and believed that one of his role models is Mr. Clark. He remembered Mr. Clark saying to him, “there are five of you; the statistics states that one of you guys are going to be successful, one of you will die. One of you goes to jail, and the other two will probably be strung out on drugs.” He remembered this from twenty five years ago, because as he lived his life, out of his five closest friends, one is in jail. One is deceased, and two are on drugs, and he considers himself to be the successful one. He thinks that it is very significant that Mr. Clark planted that seed in him not to follow in the footsteps of his other friends.

Ruth was very excited to share her memories of her high school experience and to talk about Mr. Clark. She laughed a lot and spoke very fast. Ruth is an African American

female; she is forty three years old and was born in Paterson, New Jersey. Ruth attended Delaware State University, and her major was English. She got married in 1997, to someone from the rival Kennedy High School in Paterson, New Jersey. She has three children and was twenty nine years old when she had her first child. She currently works as a corporate attorney and her current salary is over \$100,000. She lives in Georgia and considers herself to be upper middle-class; she attended a private Catholic elementary school and high school prior to becoming a student at EHS. She is the oldest of three children. She was a college preparatory major. She had a lot of acquaintances, but not necessarily friends.

Ruth believed “Mr. Clark was the right man for the job at the right time!” Mr. Clark called her name, “Ruth” out loud over the bullhorn and would make announcements such as, she was the president of the “virgins' club.” She had a very good relationship with Mr. Clark. He would come into her classroom and check on her to make sure she was doing what she needed to do to be a successful student. She definitely feels he was a very good principal, one who was involved with the lives of his students and not just involved in the administrative bureaucracy. She described Mr. Clark as one who would have day-to-day hands-on contact with students; investing in the student lives. She also stated that she respects anyone who has a vision and Mr. Clark had a vision!

Ruth described Mr. Clark as an excellent principal. “He made sure teachers were accountable, and he made sure that the students were accountable. I think that is what created the environment; he made sure that the school was clean. He made sure that the teachers were doing their jobs, and he made sure that you would do your part as a student.”

T-Bird was very enthused about sharing his memories of his high school experience. He laughed a lot as he reminisced. T-Bird is a forty three year old African American male who was born in Paterson, New Jersey. He is currently married. He has three biological children and four additional step-children from his current marriage. He had his first child when he was twenty years old, and the mother of his first child was a student at EHS. He is currently employed, and his salary is between \$60,000 and \$70,000; he and lives in Georgia. T-Bird felt that Mr. Clark used several good strategies, tactics and leadership skills to have such a strong effect on the students at EHS. He spoke about numerous good experiences that he had as a student at EHS. T-Bird was a very accomplished musician who played the trumpet. He had a very good relationship with Mr. Clark. As a matter of fact, Mr. Clark used to “pull him out of class so that he would play his trumpet for programs in the auditorium assemblies.” T-bird was a member of the EHS marching 100 band.

T-Bird spoke of the Five Percenters (Muslim) organization of students who attended EHS and was very informative about their activities. He spoke of his living situation when he was a student at EHS. He considered his family to be poor. He was an only child and had to fend for himself in many cases, “having to make a meal out of nothing.” He lived in the projects and had two parents in his household. However, his parents had to work very, very hard just to make ends meet. He spoke of many instances regarding drugs, and how “crack had just come on the scene,” and he noticed how many of his friends became drug dealers, and drug addicts, and he noticed how many of his friends became rich and made a lot of money from participating in the drug activity. He

spoke about the people on the outside of the gate at EHS and about the poverty stricken area.

T-Bird discussed how Mr. Clark came in and made a dramatic change in the school and with the students. He feels that, “we [former EHS students] are, and we were a part of the revolution.” “We are part of the evolution of the new EHS.” He spoke about the teachers, and the relationship that Mr. Clark had with the teachers. He believed that Mr. Clark respected the teachers, if they were teachers who had a passion for their jobs and were available to the students. He spoke about Mr. Clark's methods and strategies and how he worked closely with students. He shared information about two particular instances to describe some of Mr. Clark's strategies. He remembered an incident when Mr. Clark gathered all the young people who were spraying graffiti inside and outside the building. Mr. Clark got them together to share his thoughts and ideas on how they could do something more constructive with their graffiti talents. Mr. Clark encouraged them and allowed them to paint and spray murals on the inside of the school, and that is how he engaged the students into doing something positive, versus something negative.

T-Bird also spoke of the Five Percenters who was a group of, “students who were learning some of the Muslim philosophies and teachings/lessons but were not learning the basic skills, the school lessons.” He stated that Mr. Clark challenged these students to learn the school lessons as well as the Muslim lessons, and he told them that if they were to meet their end of the bargain, then he would call them by their Muslim names versus their given names... the students bought into that strategy and began to take their studies more seriously, resulting in Mr. Clark calling them by their Five Percenter names.” T-Bird was not part of any of the cliques or gangs, but was very aware of them and had

many friends who were a part of the gangs. He attended college and graduated with his bachelor's degree in Music Entertainment Management. He described the city of Paterson as a violent city. He also spoke of Mr. Clark in the highest regard and felt that Mr. Clark was like a father to him and was there for him if he ever had any problems.

T-Bird described a good principal as someone with a sincere passion for the student's. "You know he [Joe Clark] was able to relate." He wasn't on the outside talking down, he was there grinding (working hard) with us, ... "He was going through it with us and we later found out he was also dealing with his own personal struggles and trying to get us right. It wasn't easy. To me he was definitely a great a great principal."

Mr. Clark's Leadership in His Own Words

The following candid dialogue is from the interview that I executed with Mr. Joe Louis Clark. This was Mr. Clark's opportunity to share his thoughts and feelings about his leadership style, Eastside High School experiences, philosophy while working with students, and his viewpoint on education. I believe his information was an important part of my research as it briefly explores his leadership and purpose in life from his perspective.

I was born to raise Hell!

I'm doing what God sent me here to do Pinky! The big problem is... you have to be focused! Pinky you got a find your raison d'être! Your reason for being! When you find your reason for being then our Creator has already equipped us with the mechanisms to endure all the hostilities that you're going to encounter. But if you have found your

reason for being, the forces of nature takes over that, and you begin to do things that you never thought possible. Because you're doing what God put you here to do!

I found my *raison d'être*! I know what it is! I walk down the street, and the dogs stopped barking! Now we all have different personas. That was my task! Principals today are scared. I just didn't care! Because I was doing what God put me here to do! And thus He became my bridge over troubled waters; He became my battle ax; He made my enemies my stepping stones. All of that stuff falls into place once you find your *raison d'être*. 85% of Americans are in jobs they hate. You can listen to them on the weekends... Oh, I can't wait until Friday. When Friday came, I was sad, because that disrupted my management at East High School. See when you had that type of instinct, then it's contagious, people see it. It's not about Black. It's not about White it was not about any of that. Kids know that if you're Black or White or polka-dotted [it's] where your heart is. If your heart is in the right direction, everything is cool.

By getting the students focused academically, getting the teachers and the guidance counselors off of their butts and making sure that they also were motivated, stimulating to students and telling the students the truth. You are inferior! Academically! And they didn't like that inferior stuff, and they said we can do better than this. We can change it. And we gave...gave them objectivity... this is where we are and this is where I want to be. I wanted them to know that there were many opportunities that existed for them, and that they needed to take advantage of them. And it's better to be prepared for an opportunity and not have it, [than] to have an opportunity and not be prepared.

Which led them to another level, then I was able to tell them okay you are academically inferior... so they didn't like that and the parents went crazy, they said that I was off the chain, going nuts. But they missed the point. The point was this... American Blacks and even today, American Blacks are academically inferior there's no question about that in general. Not intellectually. And in order to become intellectually competitive, you have to position yourself academically to be able to compete. And even today until such time as American Blacks are able to show other cultural and ethnic groups [such as] the Asians, the Africans, the Whites that we are able to compete academically, we will always be looked upon as an inferior people. And that's one of the reasons why I don't like affirmative action and quota systems. I think James Brown said it best... 'Don't open the door for me, just give me the opportunity, and I'll get it myself.'

One of the most memorable events was when I went to Eastside High School, even though there were like maybe ten or fifteen Whites in the school. Every year out of about 3000 students, ten Whites; the Whites were the valedictorian. I said something is wrong with this picture. It's not skewed. It's not logical, and it was my desire by design to make Blacks know that this was a clear example of their suggested inferiority, and it proved intellectual inferiority. I had to change that, and that was changed. That was a memorable thing.

So we need to be aware of all of this. Crutches and victimization of those things possibly eradicated from the premise of American Blacks, especially as a people, if we are to explicate ourselves from the stagnation that has actual weight as the basic fabric and soul of American Blacks today. It's a shame and pathetic that out of all of the cultural and ethnic groups in America, American Blacks have the lowest SAT scores. That's

demoralizing to me. As American Blacks we have to deal with it and correct that. Our leadership, Black leadership, most of the people are nothing, but a bunch of hypocritical little gnats who are out to self-aggrandize them [themselves] as opposed to really uplifting a race by giving our young people goals and objectives and holding them categorically responsible for their behavior patterns. Of course, the most damaging thing amongst American Blacks is the fact that our family structure has been decimated. We cannot and I reiterate with great gusto, we cannot have a vibrant country, a vibrant cultural group, a vibrant race when you have a 75% illiteracy rate! That's a dog that would not bark!

And as a result, some people liked me, and some people literally hated me with a passion. That's my beyond my ability to articulate. But I loved that because I knew that if people liked you, if most like you, then there's something wrong. As a leader, you are a dramatic entity in our society. So I did things that would enhance the zeal and the enthusiasm of students such as wearing the uniforms, and secondly, a sense of pride in the school. Teaching the Alma Mater... which I did some research and found that it's one of the hallmarks of success and of zeal and enthusiasm in an institution at the higher level, college, specifically, was credited upon the use of the school Alma Mater. My focal point to bring about unity and camaraderie amongst the students, getting them involved in that aspect academically of course. Academically of course, because that was the primary concern, and I had to expose them to the fact, the Blacks and the Hispanics and the poor Whites, who were there [EHS] because they could not escape, they couldn't get out, that's the only reason why they were there! I had to expose to the Blacks and Hispanics, especially and make them aware of the fact that they were academic...that they were academically inferior. Not intellectually but academically.

I didn't care. I was... the students loved me. They saw a guy, a Black man...they would...and they called me crazy Joe. They knew I wasn't crazy, what they were saying was... that this guy, you know in the Black neighborhood... this saying is... "Man you crazy" and that's a good thing! (Giggles) you know. That's a good thing! So they called me crazy Joe. They saw me stand up to a bureaucracy that was tainted and rotten to the core, and they liked that! Charisma is a crucial element. That's one thing that I had, was charisma, I was able to get in front of the students in the auditorium and get them pumped up! They loved charismatic individuals good or bad. They liked that. The one element of administration that is very essential is that the leader possesses charisma. So I went to the various churches, every Sunday, I would go to a different church. Solidifying their support of this combative, combative crusader, and after about a year or so, I had the support of many, many churches and the power in the Black community fortunately emanates from the church, and I knew then that as long as I had the support of the church politically, the bureaucracy couldn't touch me. I solidified my relationship with the church, and like anything else a wise person needs to know when to exit at the appropriate time.

I found that my worst adversary and I say this chagrins me, were Blacks and Black women, specifically to my dismay. This made me understand also that Black women are... played a crucial role in the development of a group of people, women period. Whether your Black or White or polka dotted, that doesn't matter, they play a crucial role. But it should never be the success of the eradication of the male in the community. We have become a race that's matriarchal, which saddens me that Black men have not arisen to their responsibility as fathers. I admonish them constantly; if you can't

get along with your old lady, I understand that, you know I can deal with that, but take care of your children! Take care of your children! I have found that disproportionately American Black men don't. Which again catapults our youth situation in the state of total desperation, frustration, confusion and that's when they go to gangs. They walk around with pants, booty chokers hanging down behind below their behind. Not realizing that's just a drug syndrome, not a drug syndrome, a jail syndrome.

Well, almost everything, I did was controversial, like kicking out... well I called them a bunch of leeches and parasites, leeches and parasites, young people who were seventeen and eighteen coming to school with no credit, just exploiting the system. I felt that they didn't belong there. They needed an alternative mode of education. And I was not going to let 200 to 300; I called him pathological deviants, to stomp the educational process, so I threw their asses out!

Uniforms, that was the epitome of controversy, because it was antithetical to what people knew. I had seen through casual observation, and I noticed that most of your countries, school systems, many of them, anyway were wearing uniforms. And I found out pretty quickly that newly arrived immigrants understood the concept of uniforms because that's what they wore. From Europe, Asia, Africa the Caribbean and South America ...so those individuals who were at the school who were immigrants responded to that notion with enthusiasm. The ones who fought it the hardest were again American, American Blacks who wanted to come to school looking fine and wanted to be the best dressed in the class. I always told them, you show me the best dressed person in the classroom, and I'll show you a dummy! Because you can't be... you can't do all things, if you spend all your time shopping and trying to look fine, you've left the crucial aspects

of the educational process which is learning. And I wanted to get rid of that stigma of trying to compete from a clothing perspective.

Another thing that I created was camaraderie with our athletics, I used athletics as a crucial point, and we all went to support the teams. We all went to the games in buses. People would see us coming in the yellow buses supporting our football team and our basketball team. And I would go to all sport games; cross-country, track, golf, tennis; I went to every single sporting event to let individuals know that I was supportive of them. In that, Socrates said it best “a sound mind has a sound strong body,” so an intellectual perspective and a physical perspective are inextricably interwoven. Those are two or three things along with a multiplicity of others.

Well, I coined the idea; I had the luxury of traveling throughout the United States, primarily to universities. The one thing that I do know for sure, and that is, you need to change the paradigm; you must take the educational process away from the bureaucrats and educrats and get our teachers, our administrators, our parents involved in the educational process... making them the important cog in the evolution of a system. And I do believe also, that in the American educational system, there are many good systems in public education and there are many, many bad, especially as it relates to the inner-city. We must get back to the basic premise of the educational process [which is] antithetical to the premise of a democracy which is based upon free enterprise. American public education is a monopoly, and if you have a monopoly you have no accountability. American education is the only monopolistic agency that exists in this country. All of the other agencies have competition but there is no competition and there's no accountability. I say that we need to have a variety of different types of schools for our children and for

our parents to choose from; charter schools, the voucher system, tax credit system, etc. To look at the elite in our society... and I don't understand why Americans are so intellectually derelict; all of your rich and wealthy... most of us... Barack Obama too, will send his children to prestigious white institutions. Why? Now [if] those institutions are good enough for their children, then what about the poor, the downtrodden, the weak? Should not they be afforded the same opportunities?

If public education is in a good area then that will survive; it will flourish. And the sad saga about this whole thing is that 70% of American Blacks want a voucher system, they want choice, and they want to be able to choose where they send their children. But the bureaucrats, and the NAACP, and the rest of the hypocrites, who send their children, by the way, to private schools, refuse to give the downtrodden the position where they can get a quality education which will enable them to be intellectually competitive.

And I tell people constantly... that... am I... was I a success? Was I a failure? Look at the school... if it's better off now than it when I was there, then I failed... if it's worse, then I succeeded. Because no one is going to get to school at five o'clock in the morning, stay all day, working 14, 15, 16 hours a day. No one is going to do that. I knew that the school would fall apart. They tell me that the school today is an absolute disgrace relative to what it was.

I may have done some things that due to hindsight that I could have done a little differently, but that's life, I did what I felt was right and did it without any mental reservation whatsoever, and if I had it to do it all over again, I would do it with even

more zeal and enthusiasm! I would tell teachers, the community and America if [you] like me thank you very much! If you don't, have a good damn day!

Joe Clark's leadership.

In this section, several leadership theories will be explored in relationship to how the informants interpreted Mr. Clark's leadership.

"Great man theories focused on identifying" the characteristics and qualities such as intelligence, alertness, initiative, and self-confidence possessed by renowned military, political, and social leaders, such as "Gandhi" and "Abraham Lincoln" (Northouse, 2007). It was assumed "that people were born with these traits and only the "great" people possessed them" (Bass, 1990, p.15). This is emblematic of Mr. Clark's beliefs regarding leaders, as demonstrated by his statement, that "real leaders are born, not made" (Clark and Picard, 1989, p. 186).

Regarding directive leadership, Glickman (1990) argued that directive leadership style is utilized by a principal who interprets his position as one in authority of the school. This principal believes that the administrator knows how to better serve the students than the teacher. Moody was one of my informants who believed that Mr. Clark employed the directive style of leadership and stated,

Mr. Clark was very directive in his leadership style approach, meaning that he was highly confrontational and told people what to do; set expectations; set goals and expected people to meet those goals; It raised the bar and level of expectations, and he didn't get the consensus from the group, if he felt something should be done a certain way. Mr. Clark's leadership was definitely strong because he had high expectations, and he had the buy-in from most of the people in the community. The situation that Mr. Clark walked into was so bad that he had to shock the system, and that he didn't have time to be nice and get a consensus from the staff. He

needed things done now and demanded a change. Mr. Clark would have had the same impact, if he would have applied a different type of leadership style

Ms. Smiley was another person who viewed Mr. Clark's style as being directive.

She stated,

He was definitely a dictator. He took no prisoners. He would kick you out! He would lock you out! Have you transferred! He was like a Hitler. He was a yeller and a screamer. Acted out terribly and he tried ruling with a firm hand.

Joe Clark could be viewed as a transformational leader with his students and authoritarian leader with his administrators, teachers, and staff. Clark's leadership style was also eclectic as well as situational in the sense that it appeared that he would take tidbits from several different leadership styles, theories and piecemealed them together to fit whatever situation he faced at that particular time. According to Bass (1999), "Transformational leadership is related to and includes a charismatic leadership style in the sense that its leaders encompass four factors that include (1) Intellectual Stimulation, (2) Inspirational Motivation, (3) Individualized Consideration and (4) Idealized Influence" (p. 20). During his interview, Mr. Clark referred to himself as a charismatic leader and saw that as one of the reasons for his success. He stated,

Charisma is a crucial element. That's one thing that I had, was charisma, I was able to get in front of the students in the auditorium and get them pumped up! They loved charismatic individuals good or bad. They liked that. The one element of administration that is very essential is that the leader possesses charisma.

Another leadership theory that aims to create positive changes in followers that enhances motivation, moral and performance is Transformational leadership. According to Bass (1999), Transformational leadership is related to and includes a charismatic leadership style. As stated previously this style of leadership was not exhibited by Mr. Clark relative to how he worked with teachers and administrators. Rather than utilizing

facilitative or consensual approaches, he employed dominating approaches along with his charisma to obtain results.

Participative theory was certainly not one of Mr. Clark's usual ways of leading. Participative leadership consists of leaders who consult with and invite staff members to share in the decision-making processes. This type of leader obtains ideas and incorporates their recommendations into the decision processes on how the organization will advance (Northouse, 2007). Although there were a few examples of Mr. Clark seeking input from others, this type of leadership was not a usual part of how Mr. Clark worked with the teachers at Eastside High School. According to Ms. Smiley, "It was all about what he wanted done, and if you didn't do it or couldn't do it up to his particular standards, then he would take retribution on you."

Northouse (2007) stated that Fiedler's (1964) contingency theory is most renowned because it involves a leader-match theory that strives to match leaders to applicable situations. Clark and other informants referred to Clark's style as doing what was needed based on the setting and situation. Ruth said, "Mr. Clark was the right man for the job at the right time!" Moody said, he thinks that,

The situation that Mr. Clark walked into was so bad that he had to shock the system, and that he didn't have time to be nice and get a consensus from the staff. He needed it done now and demanded a change. If he was wishy-washy or if he was a weak leader, he would not have any success because the culture of the school was so strong and so dominant at the time. If you did not meet that force with an equal...equal but opposite force with the same strength, you would've been rolled over in a building like this.

As with many aspects of the beliefs about Mr. Clark's leadership, there was disagreement on whether or not he was a servant leader. Greenleaf (1991) purported that servant leadership is unselfish and is profoundly engrained in the precedence of serving

others' needs before one's own. Further that a servant leader strives to develop the skills of others, assisting them to become more independent, focusing on service rather than focusing on the results. According to the informant Florence Jones, "a servant leader rolls up their sleeves and serves the flock. When Mr. Clark placed his ego above the school, he was doomed to fail. Toward the end of his tenure, he spent more time on the lecture circuit." Coach "O" viewed Mr. Clark differently, he described that while he was teaching English and coaching, he was attending graduate school in order to get his Master's degree in Urban Education/Administration. Mr. Clark knew this and provided him with additional opportunities to enhance his experiences in administration.

Paternalistic leadership was another aspect of how Mr. Clark operated. Westwood and Chen, (1992) described this leadership style as one "which combines strong discipline and authority with fatherly benevolence and moral integrity couched in a 'personalistic' atmosphere..." (p. 84). Paternalistic leadership is a father like leadership style in which clear and strong authority is combined with concern and elements of moral leadership. Redding (1990) described paternalistic leadership as having fatherly concern for subordinates' and 'sensitivity to subordinate views. This style of leadership is practiced in the context of authoritarianism, and is expressed in a patronizing manner and may not be extended to all subordinates uniformly. Certainly, many of the informants saw Clark's leadership as fatherly and as strong authority. According to Flash, Mr. Clark's personality dominated everyone, and he didn't care who didn't like it. Karimah believed that Mr. Clark made a great impact on her life, and that he was like a father figure. Moody stated, "Mr. Clark would bend over backwards for students and do what

he could to help students, and that if a student had a problem or if something was in the way, “he moved it out of the way to get you what you needed.”

Strategies Mr. Clark Used to Transform Eastside High School.

A thorough analysis of the data from the interview transcriptions identified ten strategies used by Mr. Clark. The following set of strategies was created by way of recurring clusters of significant meaning statements (Creswell, 2007); (1) Cleaning of EHS: utilizing students in positive ways, (2) Supporting and encouraging the Five Percenters students to learn more than their group’s lessons, (3) Lessons/intimidation/accountability for adults, (4) Walking to the right: creating order out of chaos, (5) Removing students who were disruptive, keeping the drug dealers out of the school, (6) Creating a sense of community, garnering support for reform, (7) Being omnipresent, (8) Enforcing strong discipline, (9) Being a father figure and role model; engaging the three strikes and you are out philosophy: encouraging students to do better and, (10) Creating a strong school spirit by incorporated the singing of the alma mater. All of the informants discussed at least four or more strategies during the interviews. In addition, Mr. Clark mentioned most of these strategies in his book *Laying Down the Law*.

Cleaning EHS: guiding students in positive ways.

According to Mr. Clark, he wanted to give EHS the appearance of decency, respect, decorum and order. He wanted to create an atmosphere that maintained discipline and was conducive for students to learn. Mr. Clark described his first visit to EHS, during the summer of 1982, where he noticed that there were shattered windows with jagged edges, gang signs, graffiti and vulgar language on the inside and outside of the school

walls. He also noticed the bathrooms had toilet seats that were ripped out; shattered glass and mirrors were present and lights were broken. He observed that the blackboards in the classrooms had been split and that the desks were in major disrepair (Clark and Picard, 1989). Every informant described the aesthetics of EHS (inside and outside), and the poverty-stricken environment where it was located; participants talked about how dirty and graffiti filled the school was before Mr. Clark. They also talked about the appearance of respectability, respect, orderliness, characterized by framed paintings, posters, drawings, and murals after Mr. Clark's arrival. Informant Kid- Fresh stated, "The equipment wasn't working. The chairs were kind of raggedy." The loudspeaker electrical outlets were damaged, the cafeteria tables were torn apart, and the entrance doors had been propped open from the outside. Mr. Clark stated that the school smelled like alcohol, marijuana and urine (Clark and Picard, 1989).

Mr. Clark incorporated different strategies in order to clean up EHS; he rented a sandblaster to assist the custodial staff in removing the graffiti. He told the staff to clean it off every day and Mr. Clark used an unconventional way to involve the students in an effort to remove the debris. He told the custodial staff that they could get some of the detention students to help remove the graffiti. Ms. De-Mo remembered a controversy when "Mr. Clark got orange jump suits from the sheriff's department, and he had students who wrote graffiti on the walls to wear them and clean up the school grounds." He communicated with the superintendent and asked for approval to renovate the school, and hired additional painters, electricians, janitors and other handymen to assist with the renovations. As a result, they installed new windows, made the necessary repairs and cleaned-up EHS (Clark and Picard, 1989). Ms. De-Mo recalls,

He called me in once and told me I was to take charge of school beautification. Each week I had to submit a new project. I had murals painted inside the building, had hanging plants and artificial plants on the small shelves built on corridor walls, I suggested the fountain for the main hall (seen in the movie), mirrored tiles for the same small alcove in our main hallway. One week I had orange and blue ghosts spray painted on the metal trash cans found inside and outside the building, but then I was stuck. I dreaded telling him I had no more ideas, but I finally did. He laughed and said he was waiting for me to tell him that because I had thought of so many.

Mr. Clark was determined to search for students who had an artistic ability to assist in redecorating the school. One of the informants, T. Bird, remembers “Mr. Clark got the graffiti artists together, and he told them if you guys are going to do graffiti, let's just do something nice. Let's do something that represents us.” As a result, the students created an attractive mural of the mascot that was located on the entryway of the school near the principal's office and trophy case area. Another informant, Kid Fresh, recalls, “The whole trophy area in the center was always preserved, for some reason. Nobody ever messed with that. It didn't get graffitied up. That was almost like a sacred area or something, but before Mr. Clark, it was grimy.” The EHS's mascot was a ghost. It was believed that EHS was built over a graveyard hence the appropriate name (EHS Ghost). Informant Cheeks stated that, “On the inside, we had murals on the wall. We had a beautiful walkway with trophies, pictures actually of sports scenery so that everybody would know that this is the school of the Ghosts of EHS.”

There were several insightful and inspirational paintings, posters murals and drawings that placated the entryway of the school. Mr. Clark believed that his pursuit of finding students with the artistic ability generated magnificent results; the school ended up with a beautiful mural and additional nice-looking works of art. Mr. Clark believed that students had energy; they had intelligence, which will all go to waste if the inner-city

mindset was not broken. Mr. Clark believed that their energy just needed to be redirected with some guidance (Clark and Picard, 1989).

Supporting and encouraging the Five Percenter students to learn more than the lessons.

In Clark and Picard (1989), Mr. Clark described the Five-Percenter situation as being “under the direction of the deadbeat gurus who organized and incited them, [it] was an insidious contagion to the minds and souls of poor Black youths seeking self-importance, adventure and panaceas” (Clark and Picard, 1989, p. 109). Reggie recollects

If you were serious, you had to actually study these Five Percenter lessons. And if you got caught not knowing your lessons, there was a serious chance that you could get beat up by other Five-Percenters, and they didn’t play. The fact that you were a Five Percenter, and you didn’t know the lessons by a certain time; people were actually getting into fights. It was a serious thing. (Reggie)

Mr. Clark described them as a “holier-than-thou bunch,” that were to lead some of their people (ten percent) out of modern-day bondage and unto salvation. Although Mr. Clark may have personally felt this way about the group, he continued to endorse a strategy to connect with them. Kid Fresh shares his memory,

I always go back to the story when Mr. Clark announced over the school intercom, and he spoke to them [Five-Percenters], specifically and pretty much said if you guys could learn these lessons from what they were calling “the lessons” the students were learning the Five Percenter lessons, then he would call them by their Five Percenter names.

Mr. Clark challenged them to learn their EHS lessons in addition to learning the lessons being taught by the leaders of this organization. If the students showed improvements in their classes, he agreed to call them by their Five Percenter names and

practically legitimized what they were involved in. T-Bird thought Mr. Clark's way of relating to the Five-Percenter was innovative. In the interview he said,

See at that time, I just thought that method... I thought it was incredible, because most people who weren't Five-Percenter were rebelling against it. As time went on, it became more popular as most people were joining the Five Percenter, just because it was popular. And it almost became somewhat like a gang in my eyes and from what I've seen... that some people were using it to their advantage as to be part of a clique.

Dilligaf discussed that he was a great student at Eastside and was and is a member of the Five Percenter Nation and that Mr. Clark loved him because his academics were excellent, and that is the only reason he became under Mr. Clark's radar was that "everybody was running around wanting to be called god, [Five Percenter s] and trying to wear kufi's and hats in school Mr. Clark said

Ain't nobody wearing no hats in here in my school! But I tell you what, if you can get your grades up like my man Dilligaf over here, then you can do that... And Mr. Clark would not let them wear it, unless they were academically inclined.

As a result, many of the students who participated in this way of life continued to learn their lessons as well as the lessons being taught in school. They felt respected by Mr. Clark and in turn continued to respect themselves and respect education.

Lessons/accountability/intimidation of teachers.

Mr. Clark's interactions with his administrators and teachers were not always desirable. All informants described their perceptions and beliefs about the interactions between Mr. Clark, and the administrators and teachers. Ms. Florence Jones stated that Mr. Clark "was grossly obnoxious toward staff. He bullied teachers to a point. That's why

many transferred.” She also felt that he did not want to have a relationship with staff members. Some of the informants indicated that it depended upon who the teachers were, and if the teachers subscribed to Mr. Clark’s philosophies, his care and concern for the students, discipline, and rules of order.

Mr. “B” believed that Mr. Clark held teachers and administrators accountable and wanted them to be concerned about the well-being and family life of the students at Eastside. Mr. “B” remembers that Mr. Clark use to characterize the “teachers and administrators who stampeded out of Eastside once the bell rang on pay day” as simply “getting a paycheck and hitting the highway.” According to Ms. Smiley, Mr. Clark would “yell and have hissy fits and jump up and down, threaten teachers with their jobs and their livelihood, if they did not do what he wanted. If he didn't like you, he got rid of you.” Some teachers were treated very well; however, some teachers were disrespected by Mr. Clark. It depended upon how Mr. Clark perceived them. Coach Rosser stated that he “thought Mr. Clark treated teachers and other administrators in a disrespectful manner and described his relationship with Mr. Clark as *not* good and stated that, “I respected him, but I did not agree with him.”

Coach “O” shared his philosophy about how he thought Joe Clark worked with teachers and staff, he purported that

Mr. Clark always treated you fairly. Unless he realized that you were not going to be a positive influence on the students. Mr. Clark wanted all staff to work extremely hard, not only in the academic areas but also in the social development of each child. Mr. Clark wanted you to make a direct impact on their lives. If you were a staff member who was going through the motions in the classroom, he would transfer you. Mr. Clark would document informal and formal observations and collect enough information to validate his rationale for the transfer. In time, Mr. Clark did create a positive working environment for the approximately 250 staff members at Eastside High School.

Mr. Clark believed that to achieve victory in restoring order to EHS, he could not reveal to the teachers the total scope of his plans, and he did not go into detail on how he planned to succeed (Clark and Picard, 1989). According to Mr. 13, Mr. Clark “held teachers and administrators accountable for their actions.” In regard to Joe Clark's leadership, he thought it was “puzzling when dealing with staff. If he [Clark] respected you, he treated you with respect, if not look out!” He left it to the teachers to discern bits and pieces because he felt if he told them too much of the plan the critics among them, “especially the less visionary ones would start whacking away at the details, and the results of the entire plan could have been weakened (Clark and Picard, 1989, p. 36). Ms. Florence Jones stated that she believed Mr. Clark was “a bully toward staff. He was always yelling and screaming at some staff member. He was disappointing.” Flash stated, “I think that he needed to put the teachers and students in shape. We needed that. I don’t think it could have worked any other way.”

Instead of telling his teachers how he was planning to create a new EHS. He just did it, and he left many teachers perplexed as to what his plans were. About halfway through his first year as principal, Mr. Clark had assembly meetings for his teachers and talked to them to provide additional opportunities to become more acquainted with him. According to Mr. Will, Mr. Clark “treated the teachers and administrators fairly, with honesty and respect.” He stated that it was a “pleasure and an honor” to work with Mr. Clark. Kid Fresh shared his memories about the school environment two years prior to Mr. Clark’s arrival, which might have helped Mr. Clark justify his actions towards teachers.

I think in the classroom the teachers, for the most part, were decent but then again, you know the class was... either you waited for the class, or you tried to catch up with the class... I have no real complaints about the teachers and what they taught us. I did learn lots of stuff in high school. Okay so, the difference was in the first two years... it was still a lot of clowning going on in class... there were a lot of distractions in the class; a lot of disciplinary stuff that had to happen in class, and you have to sit there and wait for it or try to get away from it, trying not to get in trouble with it... And you really felt like you were working hard to do the work, and a lot of people weren't. Students were getting passed on and got promoted and passed the class, and you know they didn't do crap... you would be kind of discouraged by that. There were fights in the classrooms, it was people getting tossed out, and it was a lot of back talking in class.

Ms. Florence Jones described Eastside High School as “chaotic” prior to Joe Clark and that “the previous principal was a non-factor.” She described the academic and teaching environment as “teachers survive... no one thrived.”

In Clark and Picard (1989), Mr. Clark discussed the transformations that happened in the preceding six months (before his arrival) with the teachers, and how, “the threats and verbal and physical abuse against teachers ended” [after his arrival] (p. 55). He discussed how “vandalism against their property and the school had ceased as well as sexual assaults” (p. 55). He talked about how the “chaos in the halls between classes, and the disruptive wildness of hoodlums in the corridors that used to be an everyday occurrence vanished.” He stated,

Apparently very few of you took me seriously when I told you I was going to be ubiquitous now perhaps you know better. Your distrust is understandable as I suspect that most of you have never worked under a real principal before. Yes, you are being monitored, but you're also being supported in your labors. Do your jobs, obey the rules, and you will find me as your staunchest ally (Clark and Picard, 1989, p. 55).

Clark enforced a simple management ladder, where the teacher has recourse to the department head, the department head had to report to the appropriate vice principal,

and the vice principal had to report to him (Clark and Picard, 1989). He believed the ladder worked for three main reasons;

- (1) They [the teachers] must perform or be ousted; (2) an ardent principal who keeps everyone on his toes, and (3) the added condition that anyone along that chain which does not feel the problem is being fairly or adequately addressed can directly go to him, (Clark and Picard, 1989, p. 41).

He told his staff that he wanted them to be “accessible and out patrolling the hallways” (p.41). And that he wanted them to be at least half as visible as he was. He also told his teachers that there would be no more of the “teachers failing to help a student in need because of administrative indifference” (p. 41).

Mr. Clark told teachers that they could possibly be transferred and/or fired if they did not agree with his rules. Mr. Clark “enforced a strict dress policy for teachers and administrators to dress professionally or be sent home if they did not comply” (Mr. Clark and Picard 1989, p.41). Ms. De-Mo remembered another controversy, she stated that, “Four male teachers refused to wear ties and Mr. Clark wanted all males to wear ties and dress professionally. It was against their contract and they refused. They wound up transferred.” T-Bird shared his thoughts,

I think he respected the teachers whom he knew were passionate about what they were doing. And didn't bite his tongue, so he didn't hesitate to call somebody out that he felt wasn't sincere about their work or wasn't passionate, or just wasn't getting things done. He treated teachers and administrators very similar to how he treated the students. The school was run like a military base sometimes. He was the general and the teachers were the sergeants, and the students were the little officers. However, as you know, you know. The sergeants still have to listen to the general, and he definitely had them in tiptop shape. He was disrespectful at times, because he didn't have a problem putting people out. So, you know, I think that he definitely was disrespectful to those people and definitely respectful of those who were passionate. The ones, who were being disrespectful to us, didn't stay around too long. He wanted to make sure

the teachers were teaching and feeling what they were doing, and doing it from the heart and not just going through the motions. Especially for those teachers who were there for a long time. He was trying to implement change in them, just like a change in us.

Ms. Annette shared her experiences about Mr. Clark; she mentioned that Mr. Clark treated teachers and other administrators in such a way, that “he seemed to respect those who stood up for themselves and those who were committed to their jobs. For those he did not like, he tried to get them to quit or transfer.” She stated that she did have a “positive working relationship with Joe Clark.” She worked well with him, and he was “supportive of her endeavors and was concerned about her professional growth.”

Walk to the right: creating order out of chaos.

“Walk to the right,” was another one of Mr. Clark’s strategies of utilizing and enforcing strong discipline in a chaotic environment in the hallways, by making students walk to the right. The student informants discussed the rule of having to walk to the right; where students moved forward, walked and divided into two streamlines by walking toward the right side of the hallway or stairwell which allowed order and direction with less chaos in the corridors and stairwells. With a high population of over 3000 students attending EHS in 1982, Mr. Clark used this as one method to create order. Informant Kid Fresh recalls his first day back to school,

when I walked in the door...he [Mr. Clark] was standing right there at the door with a bullhorn. The new school year I was coming back as a junior. “Alright people let’s move expeditiously.” “Move to the right!” He was in the hallway, and you know we didn't even know where we’re going. I was asking myself where is my homeroom. I mean... what are the hall rules this year? Who is this guy?

Mr. Clark stated that prior to his arrival; students at EHS had rarely ever seen their principal out and about, unless it was something pertaining to misbehavior. Mr. Clark implemented his walk to the right strategy to set the tone of firm order and calm that would last for the rest of the year (Clark and Picard, 1989). Informant T. Bird remembered,

Well, yeah, yes, we had to walk to the right of the corridor. And yes I remember that, which was cool because you know, you had a high population. It would keep some of the tension down... people bumping into each other. You know all that going back and forth to class definitely created some tension, and I guess that is some of the tension they were trying to get rid of it. Yeah it made sense.

Mr. Clark ordered the teachers to stand in the middle of the hallway and stand at their posts until the bell rang. Mr. Clark stood in the entryway wielding his bullhorn and shouting, "walk to the right," and the students moved forward, walked and divided into two lines by walking to the right. The teachers were involved and formed the line of division while some of them could not believe what they witnessed with their own eyes (Clark and Picard, 1989). Karimah, described her experience,

Walk on the right side of the hallway. Mr. Clark would be out there with his bullhorn to make sure everybody was walking on the right side of the hallway. To me that was the most orderly fashion, I mean. I can't think of a way not to do that because the high school was so overpopulated at that time and in order to be organized and not run into people it was the best thing that really could have happened. As a matter of fact, any time the bell rang, the teachers would be right outside the door.

It has been twenty nine years since the introduction of Mr. Clark's walk to the right strategy and although it's no longer being implemented, Ms. Smiley stated that,

Staying to the right was a good practice...now when you walk down the hall, you got twenty kids walking across instead of in a straight line. It's rather difficult to walk down the hall on either side when you have so many students coming at you one way.

I asked Moody (current principal of operations at Eastside) what happened to the strategy of students walking to the right and he explained

It was a mandatory thing back then. It just became... we were acculturated under the Mr. Clark's administration. When the new principal came in the focus changed somewhat. It was still Eastside High School; it wasn't that you had to "walk to the right. You just naturally walked to the right." That was not an expectation. The expectations changed and if I had to say now looking back, the expectation probably went... if the superintendent was smart the expectation probably went to focus on those things that were academic in nature, and that were going to help improve the test scores, and the focus was no longer on the cultural/discipline aspects of the school. That was already established. Mr. Clark put that in place, you would be a fool to reverse that, but now let's focus on what's happening in these classrooms. Let's look at our math scores. So that became the focus of the entire school.

Weeding out those Mr. Clark called the miscreants and thugs: How Mr. Clark kept the drug dealers out of the school

Within the first six weeks of Mr. Clark's tenure, he intensely studied the records of the student body and watched how the students interacted with one another. Within those six weeks, he believed he had a good idea on which students he needed to keep a watchful eye. He identified which students were students in name only, meaning that they did not have a sufficient number of credits that would allow them to graduate in a timely manner (Clark and Picard, 1989). Dilligaf believed that Mr. Clark, "did what he had to do, he really didn't kick anybody out. He got rid of the people who did not belong." Dilligaf further explained that "everybody knew they weren't supposed to be in the damn school causing confusion, getting in trouble, hustling and hanging out. It was the transaction spot for drugs." Moody stated that "some of those students that Mr. Clark got rid of may have really needed to be out of here!" He further explained

They were really the cancer to the building possibly. So talking was over for them. I'm talking about seniors who were in the school for four years with ten credits. No! What are you talking about? This kid can't turn his situation around here within this time frame; he needs to go to an adult program.

Most of the informants indicated that they were thankful that the students who were troublesome, violent and failing classes were expelled by Mr. Clark. This allowed the other students the opportunity to gain an education without distractions and violence. Anthony stated, "What I will give him the greatest credit for is making and creating an environment conducive for learning, and that was his big thing. He was getting rid of the people who weren't making the school conducive to learning."

The participants also described how Mr. Clark believed that the best way to keep the drugs out of the school was to keep them from getting in by locking and chaining the thirty eight doors and stationing the security guards outside of the building. Mr. Clark engaged some of the teachers as patrollers of the hallways. Mr. Clark asked the following question,

What can be done about the young who see no value in education and consequently, learn nothing, who attack and denigrate the authority, consort with criminals, take drugs, get pregnant, on welfare, drop out, remain unemployed, and sink deeper into drugs and crime? (Clark and Picard, 1989, p.24)

Mr. Clark answered his own question by having all students who were fifth year seniors, failing classes, had high truancy records, and students without enough credits to graduate in a timely fashion expelled. Several students pleaded with Mr. Clark and asked if they could come back to school to get an education. Some of the informants talked about how they pleaded with Mr. Clark by utilizing personal experiences and inquired if they could come back to school to get an education. As a result, they were allowed to

attend classes and receive instruction. For example, Dilligaf was on the verge of being expelled for missing twenty one days, but appealed to Mr. Clark and was allowed to attend school with the agreement that he would not miss any more days of school regardless of any situation that may arise. Reggie was another student, who had to plead his case to continue his education at Eastside. Reggie was a fifth year senior on the threshold of being kicked out of Eastside. He along with his mother had a meeting with Mr. Clark and was allowed to continue and graduate with the class of 1986.

Karimah recalls,

The strategies that he used were no nonsense, he didn't take it, and if you threatened somebody you would be kicked out. He used all kinds of ways to weed out everybody who wasn't there for education. If he knew you were disrupting his high school, you were out of there. That was his strategy of weeding out the good from the bad.

Those students who were serious and showed promise and tenacity were allowed back into EHS to receive an education either willingly by Mr. Clark or by the Paterson Board of Education forcing Mr. Clark to reinstate those students he kicked out.

According to Kid Fresh;

You knew this. He was coming in order to straighten that stuff out. When the whole kids got kicked out because they didn't have the credits thing happened. They just didn't have...juniors and seniors had zero credits, and they got kicked out. I thought the fact that they were around and didn't have any credits, and they were the ones doing nothing but making my life more complicated... I felt like I could breathe, and do my thing. I think it was far beyond anything else he could have done. I mean, you know. You can't—you can't have zero credits!

However, for those students who did not show potential, Mr. Clark made an appeal to the Board of Education to set up alternative schools for those students who he considered to be social deviants and for those with learning disabilities. Moody stated,

If I'm not mistaken, there might have been one alternative school, but the capacity was very limited... it wasn't an alternative school to be honest with you. I think it was held at Public School Number 22. It had one teacher, and they would send students with discipline problems over there. So it's not like it was a true alternative school, it was an area, more like a holding ground.

The Board of Education did not establish alternative schools, and as a result Mr. Clark had to reinstate most of the 300 students who he put out. Consequently, there were some students who were weeded out of EHS, one way or another (Clark and Picard, 1989). Flash stated;

That was the part that he was showing somebody that he was in charge. I remember the—the controversy with... him being a disciplinarian, and I remember the controversy about the suspension, the large student group suspensions. He had to bring them back, and I just looked at that as him, you know just—just being a trend setter and seeing things just a bit differently. So I think that was a good thing. What he did for the school was to create an environment where you could actually succeed if you put your mind to it. He created that environment where at least—I want to say that academically, the school was sound.

By creating a strict visitation and identification card policy, Mr. Clark was able to keep drug dealers and those who might want to cause harm to the students out of EHS. Clark believed that “every worker, delivery person, student, teacher, and security guard had to wear an identification tag to help keep the negative element out” of EHS (Clark and Picard, 1989, p. 53). Reggie stated that, “Before Mr. Clark, it was unorganized, teachers didn't care about students, and they showed examples of not caring about the students. Anybody could come in EHS, and just you know, walk the halls, and it was like a zoo.” Mr. Clark believed that this practice of identification was a key part of his system (Clark and Picard, 1989). Mr. Clark stated that “every person who attempted to come into

EHS had to show their identification card or had to go to the principal's office to get a visitor's pass" (Clark and Picard, 1989, p. 53). Mr. Clark made it clear that the,

Laminated photo ID cards had to be worn at all times, which also served as collateral for a hall or lavatory pass or for the use of certain equipment. This system made administrator's monitoring duties much easier because they could easily identify people who did not belong in the school. This helped keep drug dealers out of EHS (Clark and Picard, 1989 p. 53).

The specifics included "replacing the ineffective security guards with effective ones; repairing the door locks and replacing the fence; and by keeping an eye on the students who would normally open up the door for drug pushers to get in." (Clark and Picard, 1989, p. 51). According to Clark and Picard (1989) he "stationed security guards outside of the building to serve as a perimeter defense, and he incorporated some of the teachers as patrollers of the hallways." (p. 51) Pinky stated that,

I was scared to walk home sometimes, because the school was located right in "da hood." One side to exit was Park Ave, whereas a lot of African American drug dealers and the like hung-out and on the Market street side is where the Dominicans, Hispanics, Latino and Latina's hung-out. EHS had an environment that was very interesting. It was very interesting because outside the gates, you saw people who wanted to be in EHS but probably most likely for the wrong reasons, and they couldn't get in.

Mr. Clark believed that "the best way to keep the drugs out of the school was to keep them from getting in; by making the school a fortress that pushers could not penetrate" (Clark and Picard 1989, p. 51)

Mr. Clark also made use of a history teacher whom he appointed as his special assistant for discipline. This teacher used to play professional football for the New York Giants. According to Clark and Picard (1989) he was "big, fearless and dedicated to the well-being of his students, and had the reputation of the only person who can stand up to

the hoods who were outside of the school” (p. 52). When Ms. Smiley was asked what she thought about Joe Clark locking and chaining the doors, she stated, “He did it so that the kids couldn't go to the doors and let their friends in and wreak havoc in the school.” She also stated that he did it to “keep the bad element out. And you keep the kids who were supposed to be getting their education in.” Ruth shared her thoughts about Mr. Clark striving to keep those he classified as, the miscreants and thugs out of Eastside.

I think when he tried to implement safety at the school like locking the doors. People coming into the school, strangers come in the school, you know, people walking in the school without permission. I mean, they didn't have a security guard at every entry. I guess he put in a work order for them to have better locks on the doors to protect us. And they [Paterson Board of Education] wouldn't do it, and so he chained us in, and they got an attitude and if you try to implement any policies in the schools they gave him a hard time.

Creating community: garnering support for reform.

Clark was invited to several churches in Paterson, New Jersey and was given the opportunity to speak to a number of parents of the children who attended EHS. Clark stated that the first thing that he did to reach out to the community was to formally introduce himself and his program at neighborhood churches (Clark and Picard, 1989). Ms. De-Mo stated that he knew how to build public support among other things, “he went to a different church each Sunday,” and “he bought coats for those who had none. He bought gym uniforms for those who needed them, additionally. He linked families up with social agencies to help get food, heat, etc.”

Karimah stated, “Clark made a positive impact on EHS. He set the tone for real education in an urban environment that had previously forgotten the true essence of education and how important it is; especially for the African American community.”

Each week Mr. Clark would attend a different church service with the help of concerned ministers and would be given an opportunity to address the congregation. The motivational messages he shared with the parents stated that,

If you persist, you will survive, if you work hard and do not give up, though the obstacles are many and the road is hard and long. You can advance. You can succeed. Your life will have meaning, even joy.” A high regard for education is the surest and the most decent way to advance (Clark and Picard, 1989 p. 71).

Mr. Clark shared his belief with the community, that it is through discipline and hard work that a person truly overcomes and achieves. He spoke about his two decades of educational experience and how EHS needed their cooperation in order to carry out his reforms. He explained that he needed their support and the opportunity to extend to their children the opportunities of a true education. Pinky shared,

Mr. Clark would ask me how I was doing, and if I needed help with anything, and if I needed anything to let him know. I loved Mr. Clark. Mr. Clark was like the dad I never had. I appreciated him. Mr. Clark helped my mother financially when it was time to purchase my school uniform because she did not have the money.

He promised to turn the school around and thus turn the students’ lives around. Furthermore, he promised to give each youth the chance he or she deserves to be successful (Clark and Picard, 1989). According to Clark and Picard (1989), from the beginning of his appointment, EHS had been encouraging parental and community involvement and school programs and projects such as anti-drug seminars, career day, clubs, choirs and assemblies covering a wide variety of subjects, and all sorts of fundraising opportunities. Mr. Clark organized the Home School Council that used to be called the Parents Teachers Association, and made sure that the Hispanic parents' voices and their particular concerns would not be lost in the majority. As a result, he organized a parental council solely for Hispanics (Clark and Picard, 1989). Ruth stated that “He

would always send little notes and items home to my mother. My mother admired him. I thought that more parents should have come to more board meetings and spoke up on his behalf.” T-Bird stated that,

My parents loved him. They thought he was a little rough because he was throwing a lot of kids out of school, but after a while they came to realize that what he was doing was something that people at EHS had never seen before. My parents loved him.

He’s everywhere and the bullhorn.

While being very visible, Mr. Clark discovered many things that were taking place at EHS. He made time to observe and evaluate what was happening on a daily basis. Mr. Clark believed that in order “to be a successful principal one must be a benevolent Big Brother” (Clark and Picard, 1989, p. 64) and should be “all-knowing and ubiquitous” (p. 64). As stated by Mr. Clark, as a result he was never in his office for more than a few minutes, and he believed that the principal's office was not a place where education happened. According to Ruth,

I mean you always saw him. I mean; he did not just sit in his office. He had that bullhorn. He walked around the school. He went into a class. He wanted to see what the teacher was doing. Seeing what you were doing so, he was always around. He was just always around. He was involved, not just in the administrative part but the day-to-day hands-on contact with the students and the teachers too. I really felt safe; I felt safer at Eastside and more respected than I did at Paterson Catholic High School.

According to Clark and Picard (1989), Clark was “always on the prowl in the corridors, in the classrooms, the gym, and on the stairs; everywhere” (p. 64). By roving the school he discovered who the kids were and by having conversations with them, he learned what they were thinking; he learned who the good and bad teachers were; what nuances could develop into serious problems; what difficulties the teachers were facing;

he knew the status of what was going on in the school. T-Bird stated, “Mr. Clark was always in the hallways and always in the classrooms. He wasn't someone who would just sit at his desk.” Mr. Clark believed that his “constant physical presence was also a reminder of his disciplinary code” (Clark and Picard, 1989, p. 64). Ms. De-Mo stated, “I liked it. He was omnipresent; always in classes, the halls, and the lunchroom.” Mr. Clark made sure that the security guards were in the right places and making sure students were in the classrooms, and learning was taking place (Clark and Picard, 1989).

Mr. Clark believed that the bullhorn became his trademark. He carried it at all times, and incorporated this device for conveying and magnifying his voice of authority that helped regulate students walking along the hallways. Utilizing the bullhorn as well as the public address system gave the illusion of him being everywhere, and he could communicate with everyone in the school at the same time (Clark and Picard, 1989).

According to Cheeks,

You always saw him. He did not just sit in his office. He had that bullhorn, and he walked around the school. He always went into the classrooms because he wanted to see what the teacher was doing, and he wanted to see what you were doing.

Utilizing and enforcing strong discipline.

Mr. Clark was very diligent about order and discipline, and advised students, parents, teachers, administrators, and staff to study the rules because they were going to be enforced without any exception. Coach “O,” stated that, “when Joe Clark became principal, he wanted all coaches to teach there in order to control their athletes and to help with overall discipline.” Throughout the interviews, enforcing the rules and discipline were discussed heavily by all of my informants. All of the informants could

recite most of the ten day suspension rules and could remember that Mr. Clark was very serious about giving a student a ten day suspension if any of the rules were broken. As a result most students would think twice about not obeying the rules because if the student had too many ten day suspensions, they could, then easily be expelled. According to Flash,

Here's a man who is in charge of everybody. He used military training. The big one is "no excuses" and he was in your face. He recognized that we were falling behind academically; he tried to do everything he could within his level of power. His predominant strategies were discipline, the teachers and having a close relationship with his students.

Prior to school opening Mr. Clark created a new suspension policy that included: ten days of suspension for fighting, assault on a teacher (verbal or physical), selling of drugs or alcohol, disruption in the cafeteria, and vandalism, graffiti, theft, gambling, defiance of authority, or carrying weapons. (Clark and Picard, 1989 p. 53) Reggie shared a story about a fight he had.

This guy basically called me out. We had words, and I thought that was the end of it. However, as I was going into the classroom, he punched me from behind and a fight began to break out, and he got the thrust of it. He got a beat down! He got the worst of the fight. And we both got suspended for ten days.

Beautiful described how she got suspended for fifteen days.

I said Jennifer go ahead. I don't want to have to hurt you so here she goes stepping on the back of my shoes... She proceeds to get her stuff from the girl who is holding her stuff, grabs her coat, and swings her coat around so the coat hits me on the side of the face... I snapped, and I reached in my pocketbook, so I had a Home Economics class, so I kept my shears in my pocketbook, so I grabbed my shears, scissors, so I turned around and I proceeded to jab them into her arm, so then I tried to get her again but she had on like a sweater, so she proceeds to just fight, so then I remember Mr. Brown. You remember Mr. Brown? He comes out of nowhere, and he grabs me. I don't know what I did but I said from that big man, but I was like get her way from me. I mean we are continuously fighting. We are by

the trophy case right now, and we are fighting. Somebody broke it up. I don't know who it was but by then I snapped, and it took me a while to come back down to earth. I cut somebody. I don't know who I punched but all I heard was 'oooooooohhhhh' then I do recall, do you remember Mr. Schwartz the history teacher? It was him, I punched; I punched him in the eye by mistake. I got suspended for fifteen days.

Although most students agreed with Mr. Clark's strategies, there were some students who were not very fond, of how he executed his strategies. Anthony found value in Mr. Clark's strong desire in keeping the students safe at school. However, he felt that Mr. Clark was too aggressive and an attention seeker. Anthony shared his thoughts.

The only thing negative thing is I think he was just out there too much and as far as the discipline, some of the tactics were used just to get attention. I think my mom was pleased in that she heard a rumor that it was a very violent place, and I didn't go there and get stabbed or killed. She was happy about that.

Every informant described Mr. Clark's reverence for order and discipline. Mr. Clark as a father figure and role model; three strikes and you're out philosophy. Mr. Clark was a father figure and a role model to several students who did not have a father in the home or a positive male figure in their lives. Many of the students were raised by single mothers and sometimes that made it very difficult for some students to experience firm discipline from a man. Pinky stated,

Mr. Clark was the father I never had at home. He was someone I truly, truly respected and asked for guidance and went to if I ever had a problem. There were many trials and tribulations that I went through as a child, being the baby girl of six kids, growing up without knowing who my father was, not having the financial support from my father, no guidance of a father. Mr. Clark in my eyes was my father.

Because of the instability that was found in some homes of single parents, EHS became an environment that was stable for some students. The data showed that many of

Mr. Clark's students revered him as a father, a strong male figure, and role model, and one who cared about them personally and educationally. Mr. Clark believed that it was very important for him to connect with students and to know them personally and often times he found himself assisting families financially out of his own pocket. Cheeks shared her memory...

Mr. Clark actually went to one of the young lady houses, which got pregnant, a classmate of mine that went to school with me in Public School number 6. She was only in the eighth grade. Mr. Clark had gone to her house because her mom had put her out, and he went to seek and get them some help, because her mom was poor and the mom couldn't do anything, and she didn't know what else to do... For the most part, he got the family some help and got her mother a job and things of that nature to make it better for them.

Being a father figure and role model

According to Clark and Picard (1989) "Every student must have someone he or she can turn to; at least one door must always be open." EHS provided that help for students, even "when the parent was unresponsive." "EHS had become the home a lot of these kids never had." "Reaching out to students on an individual basis can and does cause a change in their lives" (p.51). Mr. Clark recognized this when he hit a dead end while seeking support from a parent, and then appealed to an older brother or sister to assist a student. He realized that taking on the job at EHS meant that he would serve as a surrogate father to a few thousand kids, and it was a major part of the job (Clark and Picard, 1989). Karimah stated,

Mr. Clark was like a father figure. He was very adamant about having respect for you and demanding respect for yourself from others. You just had that feeling that he was more so like a father than a principal. Thank you for being a leader, a father figure, a role model and everything positive in a young lady's life that she needed at that time.

Mr. Clark knew he had to be there for the students when they reached out to him because "the father doesn't let his kids go down" (Clark and Picard, 1989, p. 84). Mr. Clark helped voluminous numbers of students who were suicidal, confused, depressed, abused physically and sexually, addicted to drugs, prostitutes, financially distraught, homeless, and pregnant as a teen. Mr. Clark provided referral services for them as well as utilizing his own personal finances to help students and their families (Clark and Picard, 1989).

One of Mr. Clark's philosophies that he shared with his students was that he always wanted them to do better, and he did not want them to fail regardless of the circumstances. Dilligaf stated that Mr. Clark "taught me so much by letting me see that father figure; that with somebody who can instill positivity in me, and that can-do attitude and that's how he inspired me, and that's how he changed me."

Mr. Clark believed in tough love. He believed in giving student's discipline but also being genuinely affectionate. Coach "O," stated that Mr. Clark used, "tough love, honest love in creating a self-worth environment for each student." However, he held students accountable for their actions and encouraged them to continue to fight for education; listen to God; listen to their parents; go after what you want in life; don't ever let anybody stop you; don't wait for something to come to you go for it! Pinky shared her thoughts.

He taught me that I did not have to lower my standards for boys, and he taught me that education was important; he taught me that God was significant; he taught me that discipline was very vital. He taught me that if I wanted something, I can go after it, and no one can stop me. And I thank him for that!

Flash believed that having assemblies on a regular basis, “the pep talks, the daily messages, the daily poetry or talks, pick me ups, pep rallies,” was a way of “recognizing that the kids instead of just needing pick me ups, but they needed inspiration on a regular basis, to get them to stay in school or come to school and do what they had to do.” Flash believed that it was more of, “a gift to inspire them on a regular basis and a lot of us didn’t have that father like treatment or someone who would say it the way that he would on a regular basis.” Mr. Clark’s overall strategy was to “make things right, to make things relevant, to make things work for the majority of the students.”

Creating a strong school spirit by utilizing the alma mater.

Every student informant described how they had to recite the alma mater in public, alone or in a group, in English as well as Spanish. They described how singing the school song after sports events (win or lose) instilled pride and a sense of camaraderie among the students. All informants could recite the alma mater twenty five plus years later. All the informants shared their experiences in regard to singing the alma mater and discussed how they felt that it was something that created high school spirit that was beyond measure because it was one thing that we all had to do regardless of who you were at EHS, and that included teachers and administrators and staff. T-Bird recalls

I can remember seeing him in the hallway, oh my God... oh man, don't get me started! (Excited) I can remember singing the alma mater so many times! I remember being called out in the cafeteria! I remember one particular time. He pulled me on stage to play my trumpet and right before I started to play, he said, wait, wait, wait... sing the alma mater for us before you play. I had to sing the alma mater on stage, and this was when I was a sophomore, and I had to sing it in front of the seniors. I will never forget that.

According to Clark and Picard (1989) “school spirit is not merely symbols, rituals or traditions. It is the spirit of effort, attainment, aspiration and enthusiasm” (p. 166). Clark stated

It is the spirit of camaraderie, understanding of common needs, desires, and mutual respect for individual differences. It is the building of self-esteem, the fostering of sanity, and it is the awakening of brotherhood and sisterhood and the conquering of prejudice and hate. (p. 166)

Mr. Clark believed that, “school spirit is the necessary companion to school discipline and that neither can exist without the other” (p.166). The alma mater was a tool that created an atmosphere that was high spirited and brought a lot of joy to our hearts and minds. Mr. Clark wanted all students to learn how to sing the song in English and in Spanish and that allowed students to be on one accord, and it helped the Hispanic students feel just as important as the African American students who were the majority at that time. Pinky recalls,

Yes, I had to sing the alma mater, and we had to learn it in Spanish too. We sang the alma mater at all of our sporting events, assemblies. It didn’t matter if we won or lost, and we had to sing the alma mater before going home. That song instilled a lot of pride in our classmates. We had a good time and there was always something to do at EHS! There was a lot of school spirit, and I was one of many students who really had pride in EHS. I loved my school!

Ruth reminisces “I had to sing the alma mater. It was in a group because you know he would call you out. He brought a sense of pride and high school spirit.”

Emerging Themes from Teacher and Administrator Participant Interviews

A thorough analysis of the data from the teacher and administrator interview transcriptions identified eleven emerging themes. The themes were: (1) Impact and

contributions, (2) Not so positive memories, (3) Relationship with Mr. Clark, (4) Controversies, (5) Leadership style, (6) Student interactions, (7) Teacher and administrator interactions, (8) Perceptions of Mr. Clark, (9) Support and availability, (10) Expressions of gratitude, and (11) The *Lean on Me* movie. Each theme will be discussed in the above listed order.

Impact and contribution toward teachers and administrators.

When interviewed, teacher and administrator informants described what impact working at EHS had on their lives. These are some direct quotes from the teacher and administrator participants. I believe it is significant to acknowledge all the informants thoughts and views regarding this theme because it articulates the impact that Mr. Clark had on the lives of his former teachers and administrators, that ultimately answers one of the questions that governs this phenomenological case study.

Mr. "B" - I can truthfully say that my experience with Joe Clark changed my thinking about high schools and some of the tactics he used. Some of the things that he implemented, I still use today, to get the kids to know that, I am their friend and to trust me, and at the same time reiterate to them that, you've got to do your part. You've got to be the best student that you can be! And when you do your part, you will get the respect of being a student, and I can show you because I am an administrator or I am teacher. A lot of lot of teachers probably walked away with that attitude because kids started looking at them differently especially when they saw them at the football games and basketball games. Giving them a little extra attention after school became a viable part of students seeing teachers in another light.

Coach "O" - Every day had a purpose. He made each day a day to improve a student's life. In hindsight, he truly groomed me and helped me develop my leadership qualities. My self-confidence improved tremendously. Absolutely, Mr. Clark had an impact on my life. His genuine love for his students and his ability to transform the dynamics of the school were impressive.

Coach Rosser - Yes, Mr. Clark had an impact he taught me how *not* to treat students and their families.

Ms. Annette – Yes, I learned enough from him about teaching and administration.

Ms. De-Mo - I became an administrator because of his encouragement.

Ms. Florence Jones - I closely observed him for seven years. I learned from many mistakes; not from his successes. I learned what *not* to do.

Ms. Smiley - If anything, it was more annoying affect my life. Every place I go, if somebody finds out that I'm a teacher, teaching at Eastside high in Paterson, they reflect back to what they saw in the movie, think it's gospel, and think how bad Eastside High School is and how could I teach there?

Not so positive memories of Eastside High School

When interviewed, teacher and administrator informants described some, not so positive memories that occurred while working at Eastside High School.

These are some direct quotes from the teacher and administrator informants. I believe it is significant to acknowledge the informants' thoughts and views regarding their not so positive memories to gain additional insight about their experiences at Eastside High School. It is important to note that all of these comments refer to situations that occurred prior to Mr. Clark being assigned to Eastside High School.

Mr. 13 - Some of the student violence was unsettling.

Mr. Will - The tragic death of one of my students.

Ms. Annette - Adults dating students, fighting amongst students, negativity amongst a few staff members.

Ms. De-Mo - Being physically assaulted by a student and, seeing a security guard stabbed in the abdomen, learning of other attacks on colleagues, reading the negative press day after day in the news, TV cameras and trucks all over the streets as we exited school. English classes

were generally 32-34 students, but I remember one with forty seven students! I had kids sitting on radiators, sharing desks. Good teachers taught others “got by” and a few were disgraces to the profession.

Ms. Florence Jones - Gang violence, drugs, and poverty. The previous principal was a non-factor. He lasted three years. Teachers survived... no one thrived.

Ms. Smiley – I was physically assaulted by the same student twice. I was rammed and shoved in the hallway when I went to question a student about his hall pass as he came out of the bathroom. Well, they suspended him. He got arrested. And after he got let out of jail a month later the same idiotic student assaulted me a second time. And he went to jail and stayed in jail for four months over the summer time. And when I went to court hearing and his aunt apologized, telling me that he was high on drugs.

Relationship with Mr. Clark.

When interviewed, teacher and administrator informants described the type of relationship they had with Mr. Clark while working at Eastside High School. These are some of their direct quotes; I believe it is noteworthy to acknowledge the participants’ thoughts and views to gain additional insight about their experiences at Eastside High School.

Coach “O” - Mutual respect. He supported my coaching and my overall concern for the students at Eastside High School, and of course, my desires to become an administrator. He was respected by most students, staff and parents. He put in a lot of energy in transforming the school.

Coach Rosser - Not good. It was difficult. I respected him, but I did not agree with him. I felt that he was media-oriented.

Mr. Will - I supported him from when he first stepped into the building.

Ms. Annette - I worked well with Joe Clark. He was supportive of my endeavors and concern about my professional growth. He made life fun, unpredictable, exciting; professionally friendly.

Ms. De-Mo - I loved him. I liked him because he knew who taught, who really cared about the students, and he cleaned house with the teachers.

Ms. Florence Jones - He wanted no relationships with staff; only students.

Controversies at Eastside High School.

When interviewed, teacher and administrator informants described some controversies that occurred, while working at EHS. These are some direct quotes from the participants. I believe it is momentous to acknowledge the participants' thoughts and views regarding the controversies to gain additional insight about their experiences at Eastside High School.

Coach "O" - The most famous one was locking and chaining the outside doors that lead into the school (safety issue). He did what he had to do, however, it was a safety issue.

Coach Rosser - Too many to recall but all were really blown up by the media. Many were teen issues that were turned into media issues.

Mr. 13 - The denial of due process and the theatrics at times were trying. I learned from them. Mr. Clark was placed in a unique situation, and he made the most of it.

Ms. Annette - Yes, one involved the "Virgin Club" put together by Mr. Clark.

Ms. De-Mo - Lots of controversies. Four male teachers refused to wear ties Clark wanted all males to wear ties and dress professionally. It was against the contract, and they refused. They wound up transferred. Some parents protested that their kids were dropped and hanging on the streets. He told the parents to get jobs themselves! There were controversies when Clark got orange jump suits from the sheriff, and he had students who wrote graffiti wear them and clean up the school grounds.

Ms. Florence Jones - Transferring 125 teachers during the 1982 to 1983 school year was a travesty. He also dismissed fifty students for lacking credits and offered no educational options.

Ms. Smiley - His big thing was running around with the bat and keeping fire departments and anybody else he could keep out of the building, he always had the doors chain locked, which was a huge fire hazard.

Leadership style.

When interviewed, teacher and administrator informants described an incident or example of Mr. Clark's leadership or strategies that encouraged or discouraged them as an employee at EHS. These are some direct quotes from some of the participants.

Mr. "B"- Mr. Clark's leadership style was kind of like a General Patton type thing. Clark said, I'll lead, but you got to be by my side. So I went with him. I mean (laughs) we escorted people to the door, students as well as staff. I can't say brute force because he wasn't brute force, I was the brute! It was unique! It was unique because he addressed everything. He addressed students; administration; teachers; the community; they all were part of his management style.

Coach "O" - Very strong leadership, which was also reflective of his personality. His leadership was effective, though at times controversial. Joe Clark's leadership style had a direct effect on me developing my leadership style.

Coach Rosser - He was a good leader with poor strategies and tactics.

Mr. Will - His leadership skills were excellent. Too bad he could not use them to run the district He thought/discussed everything out before acting. Absolutely strong!

Ms. Annette - Strong. He was a good disciplinarian. He led with wisdom. He knew what he was up against. He was a strategist.

Ms. De-Mo – Mr. Clark's leadership was very strong. I liked it. He was omnipresent - always in classes, the halls, and the lunchroom. He delegated the office work to vice principals. He knew about the families of staff members, Mr. Clark was able to inspire others, setting standards and holding all to them - including him. Also, not sitting in an office but getting into classes. He was available to students and staff members. He was able to get others to work collaboratively.

Ms. Florence Jones – Mr. Clark's leadership was immoral. Leadership is not a position in life. It is the behavior. His style of leadership was one of intimidation. He typically "shot from the hip." He bullied his way through his tenure. Mr. Clark was a self-serving leader. He placed his own needs

first. Once he was on the front cover of time magazine in 1988, it was all about him.

Ms. Smiley - The Black Hitler (laughs) He was off the hook. He was a yellor and a screamer. He acted out terribly, and he tried ruling with a firm hand. And so he reminded me of my mother. I think it was more of flying by the seat of his pants. I could say his leadership was strong because he made people fearful. Just because you made people fearful to do what you want doesn't make you a strong leader. You could be a very weak person, and that's just how you compensate for it.

Student interactions.

When interviewed, teacher and administrator informants described their perception and beliefs about the interactions between Mr. Clark and the students. These are some direct quotes from some of the participants:

Mr. "B" - The students loved him because Mr. Clark gave them support; and identity; he gave them a good feeling of being in high school; he spoke to them—he knew so many kids by their first names. Mr. Clark made them feel like they were a part of humanity, and they belonged in school, telling them, "you are going to be treated like students, not just a paycheck for people."

Coach "O" - He lived by the three F's he was friendly. He was fair, and he was firm if need be...He gave them the confidence that they can overcome most situations, and yet he gave them the tough love approach if needed. He made each student feel important in their own special way...I know of two situations where he took money out of own wallet and gave it to students...Tough love, honest love, creating a self-worth environment for each student. He gave them a sense of pride and most students felt important.

Coach Rosser - Personal appeal.

Mr. 13 - He used student-centered approaches.

Mr. Will - He treated all students as individuals. He always approached students with a positive attitude.

Ms. Annette - Tough love.

Ms. De-Mo - Personalization. He knew about students and their families. He helped connect them with scholarships, with financial aid, and so on. He bought coats for those who had none. He bought gym uniforms for those who needed them. He linked families up with social service agencies to help get food, heat, etc. I also remember him giving me his personal credit card to buy an iron for a young lady who was being made fun of and beaten up because she came to school in wrinkled clothes. He did a lot of those things but never sought public recognition.

Ms. Florence Jones - He had a great working relationship with students. If he did anything well, it was his relationships with students. He prided himself in knowing the names of all the students. The students loved him. Developing interpersonal relationships with students was his expertise. He was great towards the students.

Ms. Smiley - I think when you are young, you're impressionable and somebody has the persona that how great they are, when you're not quite ready to stand up and say I know who I am. Clark gave a little bit of structure into their life, and they bought into his bravado. Because he wasn't all that great, but he tried. And that's what an impressionable young mind would remember.

Administrator and teacher interactions.

When interviewed, teacher and administrator informants described their perception and beliefs about the interactions between Mr. Clark, administrators and teachers. These are some direct quotes from some of the participants. Mr. "B" described Mr. Clark's initial strategy with teachers, staff and administrators during the first assembly when he met his staff for the first time

Coach "O" - Demanding teachers and administrators to work hard and help students maximize their potential. Most of the times fair -- but if he knew that you were not an effective teacher or leader, he would transfer you.

Coach Rosser - In a disrespectful manner. It was difficult.

Mr. 13 - If he respected you, he treated you with respect, if not look out.

Mr. Will - He treated everyone fairly, with honesty and respect.

Ms. Annette - He seemed to respect those who stood up for themselves and those who were committed to their jobs; harass those he did not like probably to get them to quit or transfer.

Ms. De-Mo - He had little respect for central office administrators. Mr. Clark felt they were part of the problem. People either got on board or got out of the way!

Ms. Florence Jones – Mr. Clark was grossly obnoxious toward staff. He bullied teachers to a point. That's why many transferred. He was always yelling and screaming at some staff member. Mr. Clark was a bully toward staff. Staff disliked him.

Ms. Smiley - Some he liked; some he respected; some he obviously did not like; the ones he did not like, he did not respect and would attempt to make examples of them.

Perceptions of Mr. Clark.

When interviewed, teacher and administrator informants evaluated Mr. Clark's style as a principal. They discussed their perceptions and beliefs and whether they agreed or disagreed; it was a topic of discussion in every interview. They described Mr. Clark as a man who had control of his school, teachers, students, administrators, and staff. He treated some teachers in a disrespectful manner. He held students, teachers, staff and administrators accountable for their actions. These are direct quotes from some of the participants:

Coach "O" - Joe Clark did change the culture at Eastside. His leadership skills made both the students, and staffs feel wanted and cared for. Yes, I am sure that he wasn't always perfect, but he was right for the school and the need for his leadership, which made the school a better place.

Coach Rosser – Treated teachers in a disrespectful manner. It was difficult.

Mr. 13 - Joe Clark is an interesting study of human relationships. He lost sight of his dream when the school became secondary to personal fortune and recognition. Mr. Clark was committed to making the school better.

Mr. Will - He was the BEST!!!

Ms. Annette - I think he was a good school manager which was needed at that time.

Ms. De-Mo - Things were so bad. I wasn't sure even he could clean up the school, but he did! It was an adventure every day. I knew I was safe and so did other teachers so it made it easy to teach without worrying about outsiders coming in or fights taking place.

Ms. Florence Jones - Prior to Mr. Clark, the school culture was chaotic. Clark improved the atmosphere tremendously, immediately.

Ms. Smiley – Mr. Clark was a good principal. He tried! He tried to make a difference. He tried. This means he did the best of his ability with sincerity in his heart, and you can't fault him for that.

Support and availability.

When interviewed, teacher and administrator informants described forms of support and availability from Mr. Clark. These are some direct quotes from some of the participants:

Coach Rosser – N/A

Mr. 13 - Mr. Clark encouraged me to pursue a principal's position. I am grateful for the guidance and opportunity, he afforded me.

Mr. Will - It was a pleasure and an honor to work with Mr. Clark.

Ms. Annette - Fun, it was fun to work with Mr. Clark.

Ms. De-Mo - What I have said to him, you were right. I was administrative material! He recommended that I go into administration; he pushed me into going to graduate school for a degree in administration/supervision.

Ms. Smiley - once he wrote me a very nice letter because he thought I did something outstanding.

Expressions of gratitude and appreciation.

When interviewed, teacher and administrator informants were given the opportunity to say some lasting words to Mr. Clark in response to the question, “If you could say something to Mr. Clark right now what would you like to say?” These are some direct quotes from all the participants. I believe it is significant to acknowledge all the participants’ thoughts and views regarding this theme because it articulates the impact/impression that Mr. Clark had on his former employees’ lives.

Coach “O” - A big thank you.

Coach Rosser - Enjoy your retirement.

Mr. 13 - Thank you, what a ride!

Mr. Will - You were the best administrator PPS's has ever had. Too bad you weren't assigned to the position of the superintendent. If you were, the district would probably be in better shape than it is today.

Ms. Annette - Thanks for your encouragement and support. Thanks for caring about students.

Ms. De-Mo - What I have said to him, you were right. I was administrative material! And I thanked him because I had been ready to leave Paterson to teach elsewhere just to get away from the turmoil in the school. I didn’t want to go. I loved my students and the school itself, but it was out of control.

Ms. Florence Jones – N/A

Ms. Smiley - Joe I know you did your best, but I don't think it worked out as well as you had hoped. I would ask him to have a drink, and we would sit down and I would tell him I think he was a Black Hitler, hypothetically.

Lean on Me movie.

Please note that because the movie *Lean on Me* was a blockbuster hit in the movies in the 1980s and 90s and can still be viewed on television, cable, the Internet and

can be rented from your local DVD rental box. Most viewers believe that they know and understand what was going on at EHS during that time period. However, please understand that movie makers can and will embellish and sensationalize the occurrences in movies just as some embellishments occurred in the *Lean on Me* movie. Please know that the participants in this study are speaking from their experiences, and this is their truth.

Some embellishments in the *Lean on Me* movie include but are not limited to;

1. EHS being portrayed as a predominantly white high school in 1979 during the opening of the movie and it appeared that Mr. Clark was a teacher teaching predominantly white students at EHS. Truth: EHS was predominantly African American and Hispanic during that time. Mr. Clark was did not work at EHS prior to 1982.

2. Mr. Clark was the principal of a predominantly white elementary school. Truth: Mr. Clark was the principal of a predominantly African American elementary school that is located in a poverty-stricken area in Paterson, New Jersey. Public School Number 6 is located on Carroll Street. This elementary school had the negative reputation very similar to Eastside High School. Mr. Clark had the enormous challenge of reforming Public School Number 6 very much in the same manner as he did at Eastside High School.

3. Thousands of students marched down to the Paterson jailhouse/courthouse to rally in support of Mr. Clark. Truth: The students did not march down to the courthouse, and Mr. Clark was not placed in jail. However, approximately 400 students marched

down to the Paterson Board of Education and took over the board meeting in support of Mr. Clark. The Paterson police patrol cars escorted the students back to school.

4. Mr. Clark had an assembly and expelled/kicked all the miscreants and thugs out of the school in front of their classmates, and a large mêlée began on stage in the auditorium. Truth: Students were expelled and there was an assembly of the 300 students, EHS Security guards, Mr. “B” and Mr. Joe Clark. All students were escorted from the auditorium to the exit door and had to leave the building.

The *Lean on Me* movie

When interviewed, teacher and administrator informants described what impact if any, the making of the *Lean on Me* movie had on Eastside High School. These are some direct quotes from the participants. I believe it is important to acknowledge all the participants thoughts and views regarding this theme because it articulates the impact the movie had on his former teachers’ and administrators’ lives and provides the opportunity to gain additional insight about their experiences at Eastside High School.

Mr. “B” was adamant about letting me know that he was appalled by the *Lean on Me* movie and that, “by no means was the movie *Lean on Me* factual,” because he felt that it was “not the image that Eastside High School should have been projected as.” He did agree that there were “drug problems in the city,” but he believed that “that was one of many problems in a city like Paterson.”

Coach “O” - Still have it and my children have watched it several times.
The movie was on target!

Coach Rosser - A Hollywood version of things that were supposed to have happened. It presented our community negatively.

Mr. 13 - Hollywood at its best, I did not like the portrayals of our students. There were and still are so many great students at Eastside.

Mr. Will - I watched the whole movie as it was being filmed. The movie was a little exaggerated. I thought it gave a clear perspective of what EHS was like pre-Joe Clark and during his administration.

Ms. Annette - The movie was mostly a Hollywood production that greatly exaggerated what Eastside was like prior to Joe Clark's arrival. It was good entertainment.

Ms. De-Mo - I worked as an extra and was in one large group scene. It is a great movie - gets you involved emotionally, and you root for Mr. Clark and the kids. A lot, is true but much is not. It is still a great money maker - always on, but the school, Mr. Clark, and the district made nothing from it. Yes. Much was true – the music teacher told to exit, the coach who didn't stand for the alma mater, the boys singing in the bathroom, Clark overhearing, the fire doors chained, the arguments with the parent. But, Mr. Clark was never jailed and while students marched downtown it was not for him- but changes regarding bilingual programs in the school.

Ms. Smiley - Probably the worst thing he ever did was to convince the board [Paterson Board of Education] to allow them to shoot the movie *Lean on me* in the school, when school was in progress. Allowing actual students to star in the movie when they were supposed to be in class; they are not in class; they are participating in the movie and failing their classes. That's absurd!

A thorough analysis of the data from the interview transcriptions identified six emerging themes. These themes were created by way of recurring clusters of significant meaning statements (Creswell, 2007). The six themes that emerged were: (1) Support and availability, (2) A man of principals, (3) Leadership style, (4) Administration and teacher interactions, (5) Impact and contributions, and (6) Expressions of gratitude. Each theme will be discussed in the above listed order.

When interviewed, student informants described methods of support and availability that endorsed their perception and beliefs that Mr. Clark supported them and

was readily available to them as a student at EHS. The situations they described explained the actions of Mr. Clark taking the extra time and effort to get know them personally, assist them, and provide support when necessary. These are some direct quotes from some of the participants:

Beautiful - He knew all of the students by name.

Flash - He helped me get to the next level. He did meet my expectations. He helped me, and he paid out of his pocket for me to take the SAT courses so that I could get into the military academy. He took us out to dinner and paid for it out of his own pocket. He exceeded my expectations and my parents too. [Mr. Clark said] I will give you the environment, and you have to do it. You have to pick yourself up!

Kid Fresh - Mr. Clark's strategic approach to reach, engage, and connect with students was simple; he was there, in your face, helping you, guiding you, and leading by example. He knew all of his students by name which made the connection more personable. You knew that when you spoke to him, you were speaking to someone who cared about your well-being. He also made himself available to you no matter what.

Moody - He was a celebrity. But he was still at the football games; he was at anything that had to do with students. And he was very supportive of students. He doesn't and didn't tolerate the nonsense or the fighting. He isn't dealing with that. But he was for students. Doing things unorthodox, outside of the box of what we would consider a principal like me coming out now. He was a student centered principal and administrator. He was really into students while he was pretty hard on the staff.

Reggie - Mr. Clark had a way of making every student feel important and valuable. He wanted us to know that we had a special place and purpose within EHS. He often called students by their nicknames as a way of really connecting with us. He kept up with the latest slangs, trends, and made us feel as if he was going through the same daily challenges that we were.

T-Bird - Several times of pulling me out of my class to perform or something like that, and he would always come back and let me know I did a good job and said I had a good future ahead of me, and different good things, and he just let me know that whatever I needed that he would be there for me!

In Table 5 below, the numbers in parenthesis represent the frequency with which

each the statement was discussed by the informants.

Table 5

Significant Statements: Support and Availability

Meaning Statements from Interview Transcripts

1. He supported my extra-curricular activities. (11)
 2. He interacted with students in the hallways. (12)
 3. He supported our athletic teams. (11)
 4. He supported our academic teams. (11)
 5. If I had a problem, he was available to me. (12)
 6. He genuinely loved us. (12)
 7. He knew my name. (12)
 8. You always saw him. He did not just sit in his office. (12)
 9. He had that bullhorn and he walked around the school. (12)
 10. He always went into the classroom because he wanted to see what the teacher was doing, and he wanted to see what you were doing. (12)
-

When interviewed, student informants evaluated Mr. Clark’s style as a principal. They discussed their perceptions and beliefs and whether they agreed or disagreed with his style. It was a topic of discussion in every interview. They described Mr. Clark as a man who had control of the school, teachers, students, administrators and staff. They described him as a no-nonsense type of man who would call you out and embarrass you if he thought it was necessary. He was a very strict man, and some of the former students believed he treated the school as if it were a military base. He held students, teachers, staff and administrators accountable for their actions.

They also believed that he showed love and compassion for students who needed help. These are direct quotes from some of the participants:

Cheeks - He was a devoted and passionate educator. There are numerous success stories from other former students who will credit Mr. Clark for providing positive direction in their lives and contributing to their success.

Flash - He removed the chaos and brought order to the situation. He pushed the teachers to give more and to think differently. He set the standards.

Ruth - From my perspective he did his job well, He did what he could to create a positive learning environment. He was involved, and not just in the administrative part, but the day-to-day hands-on contact with the students and the teachers. He made sure teachers were accountable, and he made sure that the students were accountable.

T-Bird - Yes, Mr. Clark was a good principal because he had control of his school, students, and faculty members. And you know he came there with a sincere passion for the students.

Table 6

Significant Statements: A Man of Principles

Meaning Statements from Interview Transcripts

1. A good principal is someone students can connect with, laugh with as well as discipline and hold students accountable for their actions. (9)
 2. Able to connect with teachers in addition to holding them responsible and accountable. Incorporating a very strong teaching, supportive environment for teachers and administrators. (12)
 3. Create and maintain a safe learning environment. (12)
 4. Have a sincere passion for the students. (12)
 5. He was able to relate to students. He wasn't on the outside talking down to us, he was there grinding with us. (12)
 6. He was involved not just in the day-to-day administrative parts but the day-to-day hands on contact with students. (12)
 7. He made sure that the teachers were doing their jobs and made sure that you would do your part as a student. Holding students accountable. (12)
 8. Creating an environment that made sure the school was clean. (12)
 9. He didn't play any games, he was serious. (12)
 10. He strives for excellence. (12)
 11. He was very strict on discipline. (12)
 12. He had a set of rules. (12)
 13. He had a plan and knew how to execute it. (8)
 14. A true role model. (9)
 15. He's a very proud man, and he loved us. (9)
 16. He brought a sense of pride and high school spirit. (12)
-

When interviewed, student informants described an incident or example of Mr. Clark's leadership style or strategies that encouraged them as a student, which endorsed their perception and beliefs about Mr. Clark's leadership style. They believed that his leadership style was autocratic, and most of them described Mr. Clark as being a good leader. They also described him as one who's willing to take a stand and lead, has the ability to capture the audience and make them believe the message he was striving to convey; although he was very boisterous while leading with a bat and bullhorn in his hands. These are some direct quotes from some of the participants:

Flash - The strategy was to encourage a safe environment, and he recognized a safe place for kids to come to school. His predominant strategies were discipline, [dealing with] the teachers, and having a close relationship with his students. I think he was a very strong, dynamic leader. I think he had a vision, and I think that he was somebody you could follow, but you had to get in line. I think he was a born leader. He recognized achievement, and that was the military in him. I think it went to his head.

Karimah - Mr. Clark's leadership style at EHS was no nonsense. He would put you on the spot to let you know that he did not approve of a certain behavior and would have you instantly correct that behavior.

Moody - If he was a weak leader, he would not have any success because the culture of the school was so strong and so dominant at the time. If you did not meet that force with an equal...equal but opposite force with the same strength, you would've been rolled over in a building like this. It's takes a strong leader to reestablish some order!

Reggie - My definition of a good leader is someone who has the ability to capture an audience and who can make others believe in the message they are trying to convey.

Ruth - A leader is someone who lives what they can expect in you! I respect anyone who has a vision, which was trying to raise the expectations of minorities.

T-Bird - A good leader, someone willing to stand and take the lead while paving the way for those in need of inspiration; a person of purpose with

the ability to guide those seeking direction. Yes, Mr. Clark possessed, definitely possessed these qualities!

Table 7

Significant Statements: Leadership Style and Strategies

Meaning Statements from Interview Transcripts

1. I think Mr. Clark was a good leader. (9)
2. A good leader is someone who can take people in the right direction. (4)
3. Someone who can show concern, empathy, sympathy, knowledge, vision, and love. (5)
4. A strong belief in his students and provides guidance. (12)
5. Mr. Clark was always in the hallways and always in the classrooms. (12)
6. He wasn't someone who would just sit at his desk. He taught by example. (12)
7. He stayed on the teachers. (12)
8. He let us know if we had a problem with the teacher we could come to him and talk to him about it. We could go directly to him if we had a problem, he was not untouchable. He let us know that he had our backs as well as the teachers' back, and [if] we didn't feel like the teachers were right about something, we did have an outlet. (9)
9. He was definitely a good leader, and I think some of it was rubbing off on the teachers. (9)
10. Mr. Clark was phenomenal. He was extraordinary to watch. He had a strong hand and a strong loudmouth. (9)
11. Someone willing to stand and take the lead while paving the way for those in need of inspiration. A person of purpose with the ability to guide those seeking direction. (8)
12. My definition of a good leader is one who takes charge and shows great initiative when leading, someone who is not afraid to stand up and take charge when a difficult challenge comes along. Mr. Clark indeed was a great leader; anyone who can remember all his students' names is great leader. (8)
13. Mr. Clark's leadership style at EHS was "no nonsense. For example, I can remember when he walked the halls with his bullhorn, called students by their name, sometimes by their full name and if you were doing something you had no business doing, he would let you know about it; no questions asked. He would put you on the spot to let you know that he did not approve of a certain behavior and would have you instantly correct that behavior. (12)

Mr. Clark's Administrator and Teacher Interactions

When interviewed, student informants described their perception and beliefs about the interactions between Mr. Clark, administrators and teachers. These are some direct quotes from some of the participants:

Beautiful - The teachers who bought into his way of running the school, they had no problems with him. I think it may have been hard for some of the teachers who were there or teaching at EHS prior to Mr. Clark coming to EHS. I think Mr. Clark respected the teachers who were doing their jobs.

Flash - It all depends upon who the teacher was and if the teachers bought into his philosophy. Some teachers were treated very well; some teachers were treated, in my opinion, sometimes disrespectful. I think that in that environment some of them needed to be disrespected. I don't think he purposely did it, disrespect them. I think he had the mentality of a drill sergeant.

Ruth - Now, (laughing) the only one thing is that he would reprimand a teacher in front of the student. And I think that probably is what created the tension. He was very confrontational. I think he expected more out of them. He wanted them to give us their best. He wanted to make sure that he had teachers who were there, who were doing their jobs and wanted to be there.

T-Bird - I recall once when Mr. Clark had stopped me in the hallway and asked me to recite our alma mater. As I began to recite it, there was a lot of laughing going on from other students and one particular teacher. I knew the words. I got a little nervous and stumbled. Well, after I finished, Mr. Clark demanded that the teacher, who had been laughing to recite the Alma Mater. He threatened to seriously reprimand the teacher if he didn't recite it correctly. Well, the teacher also stumbled on a few words and needless to say. Mr. Clark let the entire school know about it over the PA system. While it seemed kind of petty, it reinforced his philosophy that we were all one within the school and trying to obtain one common goal. Teachers and staff were not to be excluded from that idea and had the same consequences as students when they fell short.

Table 8

Significant Statements: Mr. Clark's Administrator and Teacher Interactions:

Meaning Statements from Interview Transcripts

-
1. Some teachers were treated very well and some teachers were treated, in my opinion, sometimes disrespectful. (12)
 2. The teachers who bought into his way of running the school had no problems with him. (7)
 3. He treated teachers and administrators similar to how he treated the students. (12)
 4. The school was run like a military base sometimes. He was the general and the teachers were the sergeants, and the students were the little officers. But as you know, the sergeants still have to listen to the general, and he definitely had them in tiptop shape. (5)
 5. He wanted to make sure the teachers were teaching and feeling that they were doing it from the heart and not just going through the motions. (12)
 6. He was trying to implement change. (12)
 7. Mr. Clark would reprimand a teacher in front of the students, and that's probably where he created the tension. (12)
 8. He was very confrontational. (12)
 9. He wanted them to give us their best. (9)
-

Impact and Contribution to Students' Lives

When interviewed, student informants described what impact if any, attending EHS had on their lives. These are some direct quotes from student informants. I believe it is significant to acknowledge all the participants' thoughts and views regarding this theme because it articulates the impact that Mr. Clark had on his students' lives, that ultimately answers one of the questions that governs this phenomenological research study: What impact, if any, did former students, teachers and administrators perceive that Mr. Clark's leadership style as principal of EHS have on their lives?

Beautiful - Mr. Clark had a great impact on my life as a student at EHS.

Cheeks - Mr. Clark was a significant role model in my life, especially

during my years in high-school. He had a way of making every student feel important and placed a lot of emphasis on being diligent. His influence continues to work through me, and I often hear his voice when [I'm] providing direction to my children. Yes, Mr. Clark prepared me for all that life has to offer.

Flash - You know when I graduated from college, one of the first people that I spoke to was him, was Mr. Clark. And I told him, he probably doesn't even remember this, but I told him that I wanted to be a principal of a school, and he turned to me and said 'don't be nuts, don't do it'. He said don't do it, get your doctorate. You're too smart for that, don't do it. I picked the career with the highest level of potential. He definitely has influenced the way that I live my life. I remember that one saying that he used to say, 'If you're going to blame it on anybody you can blame it on yourself', and that is something that I tell my kids every day.

Karimah - My attending EHS has provided me the opportunity to learn and experience that it doesn't matter what kind of environment you're from as it relates to the goals you want to achieve in life. What matters is having people in your life that exude leadership and are there to teach you that you truly can be all that you want to be if you possess certain qualities. Those qualities of course are education, patience, and understanding of yourself, of the world, and most importantly, of your immediate environment. For my future, it has taught me that education and learning never ends; it's an ongoing process, a life-long deed. Mr. Clark's impact on my life has made it possible for me to realize that our lives on earth are not only ours to live, but also ours to give. Such as Mr. Clark had given so much of himself, has proven that it's so much better to give than to receive.

Kid Fresh - There is no question that Mr. Clark had an influence on my life. Both directly and indirectly he created an environment that allowed me to be myself and to achieve more. If he hadn't come in I am not sure what grades, attitude, or results I would have achieved in high school.

Moody - You have to first shock the culture, and get the culture to the point where students were able to learn. And he did that. And he had an impact, as a very strong, African American male whom you can see, somebody who's African American who can take that leadership role and take control of the school. That was a major impact on my life indirectly.

Pinky - As a student, the impact that Mr. Clark made on my life encouraged me want to be a better student and a better person. He also made me realize that my journey through high school was there to shape me into the adult whom I would ultimately become.

Reggie - I learned that we mattered. It may sound corny, but we mattered. It had a profound impact. It shaped the decisions I made for my future. Its positive influences were helpful, and its negative influences steered me in the direction of making something more of myself.

Ruth - My experience while attending EHS has impacted my life in unimaginable ways.

T-Bird - He showed me what discipline was about at an early age and respect, and honor. He taught us to honor ourselves; there were a lot of times he made us think that people outside of Eastside thought low of us, and that was a way that was one of his tactics that he used to motivate us. To say things like; they think you can't do it, they think you can't achieve, and then you ask yourself those questions. I remember asking myself those questions and using them to motivate myself. I still ask myself those questions when I find myself in a situation. I have to say out loud, that they think that I can't do this, and I say, "I can do this!," and I say it to my children as well...you don't know the impact that somebody has on your life, but you know, those little ways, those small reminders that still stick with you.

Table 9

Significant Statements: Impact and Contribution to Students' Lives

Meaning Statements from Interview Transcripts

1. Having the Mr. Clark experience has changed my life and has shaped me to become the man [person] that I am today. (9)
 2. He showed me what discipline was about at an early age. (8)
 3. He taught us to honor ourselves. (9)
 4. He instilled pride in us. (9)
 5. Keep your heads up; strive to be something in life to contribute to society. (9)
 6. Have an impact on society. (12)
 7. He had a great impact on my life and I will never forget him. (9)
 8. He was a good man and he strives for excellence. (9)
 9. Yes, Mr. Clark had a great impact on my life! (8)
 10. In my eyes Mr. Clark was my father. (7)
 11. He taught me that I did not have to lower my standards for boys. (4)
 12. He taught me that education was very important. (12)
 13. He taught me that God was significant. (4)
 14. He taught me that discipline was very vital. (12)
 15. He taught me if I wanted something I can go after it and no one can stop me. (9)
-

Expressions of Gratitude and Appreciation

When interviewed, student informants were given the opportunity to say some lasting words to Mr. Clark and were asked, “If you could say something to Mr. Clark right now what would you like to say?” These are some direct quotes from all the participants. I believe it is significant to acknowledge all the participants’ thoughts and views regarding this theme because it is an additional articulation of the impact that Mr. Clark had on his students’ lives, that ultimately answers one of the questions that governs this phenomenological research study.

Anthony - I really don’t have anything to say to him.

Beautiful - Thank you for all of your time and commitment to the school and the students of EHS, you left a great imprint and impact on the lives of the students of EHS again, thank you.

Cheeks - I would thank him for his commitment to EHS and thank him for sticking it out through all the hard times and all the things that he was going through, going up against our justice system and thank him for sticking it out with us and teaching us to do something to give back to others.

Flash - You have shown what it takes to be a true leader, and if I could be a small percentage of the person you are and the leadership that you’ve shown, then I would have accomplished a great deal. I respect you as a man, as a leader, and as my former principal of EHS. You mean the world to me, and the world needs more leaders like you. I think that he did a very good job, and I am grateful for him for inspiring me with his words, especially with me and my kids. Follow your dreams.

Karimah - To Mr. Clark, I would like to say, thank you for allowing me to grow as a person. Thank you for inspiring me, encouraging me, and for teaching me what it takes to survive in this world. Your strength and leadership have afforded me the opportunity to challenge the status quo and the nay-sayers who don’t believe that inner-city youths are worth fighting for.

Kid Fresh - I would say thank you for, for doing what he did. Because he was able to polarize an entire nation with...he drew attention to the situation to the problem. I think for the period of time that he was there he made a dramatic impact. I believe that. So I believe in the end, Mr. Clark did a great job, and he had great results. And I think, probably saved a lot of lives too.

Pinky - I would let Mr. Clark know that he has inspired me to be a very independent, motivating, spiritual, educated, phenomenal woman. I appreciate him for his time, his effort, his tenacity, his big words, his love, his respect, his sacrifice and most of all his heart.

Reggie - First I would thank him for seeing something in me and taking the time out. You let me know that I had something special, and that you knew that I would be able to make it in this world [and] at EHS.

Ruth - Thank you and I love you! He gave me an opportunity to attend the school. There I met a lot of great people. I don't think if I stayed at Paterson Catholic, I wouldn't have the closeness of the class friends as adults and relationships that I have now. I think he instilled pride in us too. He told us to keep our heads up to strive to be something in life, to contribute to society and to have an impact on society.

T-Bird - I would say, thanks for the inspiration and sacrifices! Thank you for the willingness to provoke change and for the strength to see it through! Thanks for all the kind words and pats on the back! Thanks for being an essential part of my life! I would want to thank him for seeing something in me and taking the time out to get to know me. Thank you for letting me know that I had something special, and that I would be able to make it in this world as a high school student.

Table 10

Significant Statements: Expressions of Gratitude and Appreciation

Meaning Statements from Interview Transcripts

-
1. You inspired me to be a very independent, motivating, spiritual, educated phenomenal person. (5)
 2. I would like to say, thank you for allowing me to grow as a person. (8)
 3. Thank you for inspiring me, encouraging me, and for teaching me what it takes to survive in this world. (9)
 4. Your strength and leadership have afforded me the opportunity to challenge the status quo and the naysayers who don't believe that inner-city youths are worth fighting for. You have shown what it takes to be a true leader, and if I could be a small percentage of the person you are and the leadership that you've shown, then I would have accomplished a great deal. (8)
 5. I respect you as a man, as a leader, and as my former principal of EHS. You mean the world to me, and the world needs more leaders like you. (8)
 6. Thank you for seeing something in me and taking the time out. You let me know that I had something special, and you knew that I would be able to make it in this world. Thank you for your comments. (8)
 7. Thank you for sticking it out through all the hard times and all the things that you went through going up against our justice system. Thank you for sticking it out with us and teaching us to do something to give back to others. (8)
 8. Thanks to you. The impact that EHS had over my life is just something I can't put into words. (7)
 9. I appreciate him for his time and effort, his tenacity, his big words, his love, his respect, his sacrifice, and most of all his heart. (9)
 10. I want to thank you with the accomplishments of my life, and I pray that you will know that your life's work was not in vain, and you did a hell of good job, and I love you. (6)
-

Chapter 4 included the detailed findings and support evidence that emerged through the data analysis. The chapter included participant demographic information, their personal profiles, descriptions of the strategies Mr. Clark used to transform EHS, as well as quotes from the participants in regard to each strategy. The Chapter also included the emerging themes and the significant statements from the informants.

CHAPTER 5

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

The final chapter of this dissertation includes an overview of the study, a discussion as it relates to the literature, and the conclusions drawn from the study. The final portion of the chapter is comprised of recommendations for forthcoming practices and research.

Studies show that urban public schools that are primarily attended by low-income African American and Latino students continue to lag behind suburban middle and high-income, predominantly white schools in student attainment (Dittman, 2004). The underlying problems contributing to the urban-suburban achievement gap, “are typically manifestations of larger societal problems related to: (1) social inequality, (2) racism, and (3) the deterioration of urban areas” (Noguera 1999, p.1). It is essential that the complexity of this triple threat facing urban schools is addressed. Deeper manifestations include but are not limited to: poverty, low-student achievement, teacher ineffectiveness, deficiency of discipline and safety measures, shortage of support services for children and families, drugs, poor race relations, overcrowding, gang activity, violence, insufficiency of adequate education, and lack of confidence that is seen in many poor minority urban schools (Noguera 1999).

Lomotey (1987) found that in his study of African American principals, “the Black principals in Black schools share a common quality: a deep compassion for their students and for the communities in which the students lived” (p. 178). Further, Lomotey

(1989a) “identified four qualities exhibited by principals in effective schools. These include (a) developing goals; (b) harnessing energy; (c) facilitating communication; and (d) managing instruction, which incorporates teacher supervision, curriculum development, and achievement evaluation” (Lomotey, 1993, p. 396).

Lomotey (1993) suggests that:

Improved schooling will increase the likelihood for individuals and groups to improve their status and make greater contributions to their communities and to the society at large. There is evidence to suggest the principal leadership is significant in bringing about greater success in school for African American students (p. 396).

This current study was an attempt to give voice to twelve alumni who attended EHS and ten teachers and administrators who worked at Eastside High School, which is located in a poverty stricken area of Paterson, New Jersey. Understanding how Principal Clark’s leadership style, methods and strategies had an impact on the African American students and former employees can add to the literature that addresses topics that deal with success for African American students, large urban high schools, and the teachers and administrators who work in them.

The purpose of this phenomenological case study was to explore, determine and gain insight into Mr. Clark’s strategies and leadership style as principal of EHS from the point of view of Mr. Clark’s former students, teachers and administrators. The research questions guiding this study were (1) how do Mr. Clark’s former students, teachers and administrators perceive his leadership style as principal at EHS? And (2) what impact, if any, did former students, teachers and administrators perceive that Mr. Clark’s leadership style as principal of EHS have on their lives?

A phenomenological case study inquiry approach was used to gain a better understanding of this phenomenon. Face-to-face and phone interviews were the methods performed to gain information from the twenty two participants who attended and worked at EHS. These informants were asked to describe their experiences with Mr. Clark and EHS. A qualitative phenomenological approach was used to understand the essence and the phenomenon. This included collecting data from each participant through semi-structured in-depth interviews that produced rich, thick descriptions of each participant's experiences. The interviews were transcribed verbatim and coded for data analysis.

Discussion

How do Mr. Clark's former students, teachers and administrators perceive his leadership style as principal?

Based on the information gathered from the informants, Mr. Clark's leadership style was mainly a combination of autocratic, dogmatic, no-nonsense, charismatic, directive, situational, and paternalistic, with some aspects of servant leadership. His methods were also described as tough love oriented, intimidating, immoral, and caring. How one experienced his style depended upon whether or not you were a student or staff member and whether or not he perceived you as helping or hindering his efforts. A large number of informants characterized him as a good leader who took charge and showed great initiative and someone who was not afraid to take charge when faced with a demanding challenge. Northouse (2007) and Hunt (1984) defined leadership as, "the process of influencing the activities of an organized group toward goal achievement" (Hunt 1984, p. 46). In this regard, most of the informants indicated that Mr. Clark

believed that they (staff and students) were all one unit within the school and were striving to obtain the common goal of student success. The informants also indicated that Mr. Clark respected his staff members who he thought were doing their jobs well and reprimanded others (in public and in private) who did not follow his philosophy or procedures.

Cunningham and Cordeiro, (2005) argued that leadership literature has evolved from directing, controlling, and maintaining, into empowering, building relationships, and shared decision-making. During the period time Mr. Clark was principal, much of the literature talked about leadership as directing and controlling in order to achieve goals. Stogdill (1974) stated that “leadership is the initiation and maintenance of structure and expectation and interaction” (p. 411). Even later Northouse (2007) defined leadership as a process that includes a transactional occurrence that happens between the leader and his or her followers. Based on the thoughts about leadership during Mr. Clark’s era, one might conclude that his leadership style was in line with the research of that period. Much of the thought regarding leadership continues to deal with the concept of management rather than or in combination with the concept of leadership. According to the participants, Clark did demonstrate good leadership through his efforts at empowering and building relationships with students and some staff.

Tanenbaum, Weschler, and Massarik (1961), stated that “leadership is interpersonal influence, exercised in a situation, and directed, through the communication process, toward the attainment of a specified goal or goals” (p. 24). Yukl (1989) stated that “most definitions of leadership reflect the assumption that it involves an influence process whereby intentional influence is exerted by the leader over followers” (p. 3). It is

clear from the interviews that Clark used his interpersonal influence. Even for those who thought his methods were counterproductive, they acknowledged his influence based on his interpersonal relationship with others. When asked if they thought Mr. Clark would have been successful if he had used a different leadership style, most of those interviewed indicated that based on the circumstances he faced and the need to make an immediate difference, his tactics and style were appropriate. This belief aligns with the concept of situational leadership.

The results from this study indicate that Mr. Clark viewed and regarded some of his staff members as falling into the category that McGregor (1985) described as Theory X; that is, people who avoided work, were lazy, lacked ambition, resisted change, preferred to be directed, had little capacity for creativity in solving organizational problems, and were deviously opportunistic. Mr. Clark's distrust and lack of confidence of some of his staff members lead to tight control, close supervision and heavy authoritarian responses. He also did not allow most of them the opportunity to assist in the decision making processes. As a result, Mr. Clark was viewed as being a leader who was dictatorial, elitist, anti-democratic, and who acted independently of his staff members. Furthermore, Mr. Clark was characterized as one who put the students' needs above the staff members. However, in the later years of his tenure, Mr. Clark is reported as treating people in a fashion that is more consistent with Theory Y, particularly with the teachers and other staff members who he trusted along with the students who he viewed as determined to stay in school and learn. Thus, he began to view those people as honest, hardworking, motivated, and committed to quality and productivity, as well as willing to

take initiative. There are data that indicated he began to share the organizational decisions that impacted the success and reform of Eastside High school.

Several informants thought that Mr. Clark became self-centered and only interested in his own movie and the writing of his book. According to some informants, he appeared as if he was not as involved as he used to be because it was about “the book”, it was about “the movie”, it was about the fact that “President Reagan called him” and they felt that it went to his head. Instead of being the principal and making sure that Eastside was being taken care of some saw him as beginning to celebrate all of the things that were happening. I think that there were additional reasons for the change in his leadership style. I think this shift also had to do with the fact that he had accomplished turning the school into a place where teaching and learning were the main foci because of his success in improving the behavioral and learning climate of EHS. Because a great number of the staff members left EHS during his first four years and as a result, he was able to hire the staff that he wanted at EHS, there was less of a reason for him to conduct a Theory X based leadership style.

The results of the data revealed that Mr. Clark embraced charismatic leadership behaviors such as being dominant, self-confident, competent, having a strong sense of his own morals and values, being a role model, articulating his philosophical goals, having high expectations and exuding power. This charismatic style of leadership was demonstrated from the experiences that were elicited from the informant interviews. Further support was also demonstrated by the newspaper headlines, television talk shows, and news appearances as well as the movie *Lean on Me* which most informants said was quite accurate.

Northouse (2007) argued that there are two main types of power; personal power and position power. Personal power is the influence capacity a leader develops “from being seen by followers as likable and knowledgeable,” (p. 7) as well as acting in such a way that seems “important to the follower,” such as being a “role model,” in addition to someone who could be looked at as being “highly competent or considerate” (p. 7). Position power is centered on the authority and influence that is given to someone because of his or her position (Bass, 1990; Bennis and Nanus, 1985). Northouse (2007) identified five bases of power which include referent, expert, legitimate, reward and coercive power.

As leadership and power are described above, the results from the study demonstrated that Mr. Clark encompassed several of the behaviors listed above. Most of those who were interviewed indicated that he was a role model and someone who was looked up to as the principal and father-figure to the students. Additionally, most of the staff members who pursued school administration careers site Mr. Clark as a role model, although two informants described him as a role model of what *not* to do as a leader. Mr. Clark also utilized the five different bases of power that included referent, expert, legitimate, reward and coercive power. Mr. Clark’s referent power was demonstrated by the reports from the students and parents who were fond of him, and who appreciated and respected him. Mr. Clark was perceived as competent in his role as principal, thus solidifying his expert power. He used legitimate power because he was hired as the principal of EHS and had the support of the superintendent. Mr. Clark used reward and coercive power, in that he used his authority to hire, fire, demote, promote, and suspend staff and students.

What impact, if any, did former students, teachers and administrators perceive that Mr. Clark's leadership style as principal of EHS have on their lives?

According to the informants, Mr. Clark had a profound impact and contributed greatly (good, bad or indifferent) to the lives of his students, teachers, and administrators. All of the participants expressed positive thoughts and feelings regarding the way Mr. Clark provided support and how he was readily available to students of EHS. He made an effort to get know them personally and provided sustenance when necessary. The results of my study indicated that Mr. Clark helped several students who had family problems. He acted as a referral agent to those single-parents who needed additional support by either helping families to move out of a housing project or assisting parents to find employment.

Additionally, Mr. Clark demonstrated supplementary valuable lessons to some informants which consisted of "what *not* to do" as a leader and "how *not* to treat students and parents."

Mr. Clark was willing to take the lead while paving the way for those he thought was in need of his inspiration, guidance, and assistance in order to progress as a student or as an adult in at EHS. This paving of the way included the influence Mr. Clark wanted to have on his students while they attended EHS and in life in general.

Mr. Clark's ability to establish and enforce strong discipline in a chaotic environment at Eastside was a major factor that substantially impacted a significant portion of students', teachers' and administrators' lives as scholars and employees. All of the participants in this study indicated that creating an environment that was conducive to learning was one of the most vital policies/strategies that Mr. Clark instituted that enabled

them to succeed as students, teachers and administrators. According to many of the informants, getting rid of the students Mr. Clark thought of as miscreants and thugs and keeping the drug dealers out of the school were two of the most significant and influential strategies Mr. Clark incorporated, as it allowed students the opportunity to learn and teachers to teach without constant interruptions and violence.

Removing the teachers, administrators, and staff members whom Mr. Clark thought were only working at Eastside to acquire a paycheck, was another occurrence that had a significant impact on the lives of the students and staff that remained. Mr. Clark utilized several strategies to clean up the outside and inside of EHS, which motivated students to respect and take care of themselves, their school environment and to apply their talents in a positive way while at EHS and into the future.

Although his leadership style was intensely controversial, his students and most of his staff saw him as fighting for those who could not fight for themselves or who wanted things to be better at EHS. Based on the interviews, Mr. Clark opened doors for many people for whom doors may not otherwise have been opened. Mr. Clark assisted several thousand students in continuing their education by holding students accountable for their actions, for raising the bar, and not allowing students to make excuses for themselves.

Conclusions

The study's first major conclusion addresses the question, how do Mr. Clark's former students, teachers and administrators perceive his leadership style as principal at EHS? According to the informants, Mr. Clark used an autocratic, no-nonsense, dogmatic, charismatic, tough love, intimidation, immoral, directive and caring leadership style as principal of EHS. They characterized him as a good leader who took charge and showed

great initiative when leading, and someone who was not afraid to stand up and take charge when a demanding challenge came along. Most informants indicated that Mr. Clark believed that they were all one within the school and were striving to obtain one common goal. Administrators, teachers and staff were not excluded from that idea and endured some of the same consequences as students when they did not do what he expected of them. The informants believed that Mr. Clark respected his staff members who were doing their jobs well and reprimanded others (in public and in private) who did not do their jobs or did not follow his philosophy or procedures.

Mr. Clark had an impact on his students, teachers and administrators' lives.

The second major conclusion addressed the question, what impact, if any, did former students, teachers and administrators perceive that Mr. Clark's leadership style as principal of EHS have on their lives?

The majority (18 out of 22) of the participants expressed positive thoughts and feelings regarding Mr. Clark providing support and how he was readily available to the students of EHS. He provided guidance to them and made an effort to get know them personally and assisted and provided sustenance when necessary. The majority (18 out of 22) of the informants believed and perceived that Mr. Clark was a good principal and voiced their expressions of gratitude and appreciation, and thanked Mr. Clark for inspiring, encouraging, teaching, supporting and esteeming them. The majority (18 out of 22) of the participants perceived that Mr. Clark's leadership style as principal of EHS had a meaningful impact on their lives. That impact included: making some of his students desire to be better persons; shaping them to be the positive adults they would ultimately become; helping them to realize that their lives on earth are not only theirs to live, but to

also give to others; and teaching and demonstrating that it is better to give than to receive. Mr. Clark taught the students that God was significant, education was significant, that we do not have to settle for less, that the only person stopping us from being successful is ourselves. Most participants saw Mr. Clark as a person who was willing to stand and take the lead while paving the way for those in need of inspiration. Most saw him as a person of purpose with the ability to guide those seeking direction. He also encouraged several teachers to pursue administrative positions in education.

The third major conclusion of this phenomenological case study is Mr. Clark's ability to establish and enforce strong discipline in a chaotic environment at EHS. All the participants in this study indicated that creating an environment that was conducive to learning was one of the most vital actions that Mr. Clark could have systematized in order for them to improve teaching and learning. Getting rid of the students whom Clark thought of as miscreants and thugs, and keeping the drug dealers out of the school was one of the most significant and influential strategies Mr. Clark utilized because it allowed students the opportunity to learn without constant interruptions and violence. Also as part of the student discipline process students were required to walk to the right. While instructing students to walk to the right might seem trivial or simplistic, it was noteworthy because it was significant steps in being able to organize an over populated high school of more than 3000 students and keep them orderly while passing through the halls. This resulted in a decrease in pushing, shoving and fighting in the corridors and stairwells. It was also a major step in establishing a more caring climate and culture at EHS.

Mr. Clark encompassed several strategies to clean up the outside and inside of EHS, which motivated students to respect and take care of themselves, their school environment and to embrace their talents in a positive way. Creating a strong school spirit by utilizing the alma mater was very momentous because he created traditions that reinvigorated school spirit which aligned with the spirit of learning, aspirations, enthusiasm, joy, optimism, camaraderie and mutual respect for individual differences as well as created a sense of unity and built self-esteem.

Northouse (2007) argued that there are two main types of power, personal power and position power. Personal power is the influence capacity a leader develops “from being seen by followers as likable and knowledgeable” (p. 7), as well as acting in such a way that seems important to the follower, such as being a role model, in addition to someone who could be looked at as being “highly competent or considerate,” (p. 7) and can also include expert and referent power. Position power is centered on the authority and influence that is given to someone because of his or her position (Bass, 1990; Bennis and Nanus, 1985). Northouse (2007) identified five bases of power which include referent, expert, legitimate, reward and coercive power.

As leadership and power are described above, the results from the study showed that Mr. Clark exhibited several of the behaviors listed above in regard to personal and position power. Mr. Clark was understood to be a role model and someone who students looked up to as the principal and a father figure. He was also shown to be a role model to several of his teachers who later became administrators. Mr. Clark used the five different bases of power that included referent, expert, legitimate, reward and coercive power. He was able to use referent power because of the majority of the students and parents who

were fond of him. He was able to use expert power because of the perception of many of his followers who believed he was competent in his role as principal. He used legitimate power because he was hired as the principal of EHS and he had the support of the superintendent. He used reward and coercive power as he hired, fired, transferred, promoted, and suspended staff and students as he deemed necessary. Reward and coercive power have been linked to transactional leadership.

Concluding Comments

Based on the data that was revealed from the majority (18 out of 22) of the informants and from my own lived experience, Mr. Clark positively impacted the lives of many students who attended Paterson Eastside High School. Mr. Clark impacted the lives of many teachers and administrators at Eastside as well; however the impact was determined by the relationship that each teacher or administrator had with him. The impact could have been positive, negative, or indifferent; the difference was based upon the way the staff member regarded Mr. Clark's leadership style and the professional or personal relationship they had with him.

African American school leaders can play a very important role in improving the conditions of schools and forming relationships with students that research says is important in effective schooling for African American and Latino students who reside and attend schools in urban poverty-stricken areas.

This study also afforded opportunities to reflect on Mr. Clark's leadership style from the lens of the people who experienced it. The voice of his students, teachers, and

administrators spoke volumes about the strategies he developed that made an impact on their lives in addition to reforming EHS.

Mr. Clark is a man who believed that acquiring an excellent education is paramount. He also believed that education was a way to get out of poverty. He was known for saying that, once education is obtained, no one can take it away from you. As a result, I along with many of the student informants endeavored to get as much education as we possibly could because no one can take that from us. He told me that education was my ticket out of Paterson, New Jersey. I wanted to get away from the violence, the drugs, the gangs, and I wanted a better way of life. Based on the interviews, it is clear that the majority of the student informants believe the same as I believe.

Mr. Clark was a no-nonsense principal. He was a leader who did not allow his students to make use of excuses. Mr. Clark demonstrated that he wanted his students to do their best and never settle for less. Mr. Clark asked his students to trust that they would not have to be scared to go to high school, and would be able to get a decent education that would allow them to go to college and to be successful.

Some educators would argue that Mr. Clark was an unusually strict principal and was too quick to give up on some high school children by throwing them out of EHS. Additionally, some educators would argue that they think Mr. Clark should have implemented a different alternative than kicking students out of school and giving up on them. Furthermore, some would argue that no child should be left behind and that we should not give up on any children. I contend that we, as educators, should find a way to help assure that all children can get a quality education that would allow them to be successful citizens of this country and the world. However, based on the information

gathered in this study, and given the conditions that existed at that time and the limited alternatives that were available, it could be reasonably argued that Mr. Clark's methods were appropriate for EHS. Twenty-nine years ago there were no alternative schools or charter schools available in the Paterson area for high school students. At that time, there were no laws governing students' behavior that are as demanding as they are today. There was also a lack of strict laws that governed weapons in schools and designated drug-free zone areas.

Through his actions and voice, Mr. Clark helped situate problems with secondary education at the forefront of the educational debate and brought additional light to the inequalities of obtaining a sound education in many urban areas. Mr. Clark provided information to the newspapers, television, and magazines regarding the impediments in urban education. Based on the data collected in the interviews, it is clear that he gave guidance to many teachers along the way. I know that several of my classmates have become teachers and principals because of the impact Mr. Clark had on their lives. I believe that it takes a village to raise a child and I learned that from Mr. Clark's example of being a principal. With his ability to stir up controversy and become noticed, he was able to build the desired community that was concerned about children's lives; and through his style and strategies, the village became more successful in raising its' children. Although Mr. Clark took the brunt of the negative publicity and made many sacrifices such as going through a divorce and having health problems during his tenure at Eastside, he made a positive difference in the lives of most of those who attended and many of those who were employed at East High School.

Some educators would argue that the students who did well at EHS would have done well regardless of Mr. Clark's presence, because they had the gumption to work hard notwithstanding the situations in which they may have found themselves.

Additionally, some would argue that Mr. Clark focused positive energy only on the students who he realized were go-getters and had the tenacity to succeed. I would suggest that they might be correct; however, there is one thing I know for sure, and that is, Mr. Clark made it possible for many students to succeed in an environment where their safety was no longer at risk, and created an environment that was conducive to learning.

Recommendations for Education Boards

1. Create a principal selection search team that would include administrators, teachers, staff, students and community members to interview and determine the selection process for the incoming principals versus the appointment process.
2. Make an attempt to match the leadership style of the future principal or administrator prior to the situation that is present at the school.
3. Review academic and behavioral data on schools regularly, in order to take steps that can prevent a school from developing deplorable conditions.
4. Once a school has been determined that it is in need of assistance, policy makers (local and state) need to make recommendations for improvement and make sure those recommendations are carried out in a timely manner along with a timeline of how and when said recommendations will occur.
5. Each school board should develop a fair set of policies that hold teachers and administrators accountable.

Recommendations for Principals

As I reflect on the two styles of principal leadership that were discussed in the study, I propose that principals would be very successful in their leadership if they had a

combination of Mr. Clark and Dr. George Dr. McKenna's leadership styles, which included "tough love" (Clark) and the "love agenda for change" (McKenna). Both principals had a significant impact on the students who attended their high schools during their tenure. Together each principal had the opportunity to open the communities' eyes to the untenable conditions that were present in their schools and many other urban high schools. Equally, each principal made it possible for African American and Latino students to thrive in areas and environments that previously were not safe.

Based on the results of my phenomenological case study, the following are my recommendations for principals working in large high schools, located in urban, poverty-stricken areas, as supported by the aforementioned lived experiences: (1) Work with your stakeholders to create a plan of success; (2) Develop with staff members a set of philosophies, strategies, and methods, that demonstrate care and concern for students; (3) Acquire partnerships with those who work for the board of education and who can assist you with your agenda; (4) Be available to students, parents, and staff (do not stay in your office); (5) Get to know and develop meaningful relationships with the students who attend your school; (6) Get to know the parent(s) of the students who attend the school; (7) Learn to incorporate leadership styles that have been demonstrated to be successful based on one's position and school setting; (8) Establish support and build positive relationships from your staff members; (9) Engage in personal and professional self-reflection based upon the type of environment you wish to create; and (10) Obligate yourself to have a willingness to learn, and be open-minded to new ideas.

Recommendations for Further Study

1. A similar study should be undertaken with other similar sized high schools to further investigate the leadership style and subsequent results of high school principals in urban settings.
2. This study should be undertaken with a set of larger and smaller high schools in urban settings, to see if the size of the institution affects perceptions of the students and their principal.
3. This study should be replicated utilizing students who attended EHS; however, include students who were kicked out and were not allowed to come back to high school.
4. Further research should be done to determine why school boards such as Paterson's Board of Education allow negative conditions to exist in urban school settings.

Where is Mr. Clark Now?

Mr. Clark is in his early 70s now and currently resides in Gainesville Florida where he has retired. He currently lives with his wife Gloria and takes care of his dogs and horses on his farm. He is enjoying life.

References

- Alig-Mielcarek, J. (2003). A model of school success: Instructional leadership, academic press, and student Achievement (Doctoral dissertation, Ohio State University). Available from ProQuest Dissertation and Thesis database. (ATT 3093620).
- Allah, W. (2007). *In the Name of Allah Vol. 1: A history of Clarence 13X and the Five-Percenters*. A-Team Publishing, 1st Edition, FCN Publishing.
- Alvez, A. (1994). Will dress codes save the schools? *Update on Law-Related Education*, 18(2), 9-13.
- American Memory. (2009). American Memory, Retrieved from http://memory.loc.gov/cgi-bin/query/D?awh:4:./temp/~ammem_xM0u::@@mdb=mcc,g.
- Antonakis, J., Cianciolo, A. T., & Sternberg, R. J. (2004). Leadership: Past, present, future. In J. Antonakis, A. T. Cianciolo, & R. J. Sternberg (Eds.), *The nature of leadership* (pp. 3-15). Thousand Oaks, CA: Sage Publications, Inc.
- Augustus, F. H. (1988, June 6). This educator is no star. *New York Times*, 19.
- Barth, R. (1990). *Improving schools from within: Teachers, parents and principals can make a difference*. San Francisco: Jossey-Bass Publishers.
- Bass, B. M. (1990). *Bass and Stogdill's handbook of leadership: A survey of theory and Research*. New York: Free Press.
- Bass, B. M. (1999). Two decades of research and development in transformational leadership. *European Journal of Work and Organizational Psychology*, 8(1), 9-32.

- Beady, C., & Hansell, S. (1981) Teacher race and expectations for student achievement. *American educational research Journal* 18, 191-206.
- Bennis, W. G., & Nanus, B. (1985). *Leaders: The strategies for taking charge*: Scranton, PA: Harper and Row.
- Blockbuster.com Web. (2007). [Avildsen, DVD cover, 1989] Retrieved from Blockbuster.com Web site:
<http://www.blockbuster.com/catalog/movieDetails/20039>.
- Bogdan, R. & Taylor, S.J. (1998). *Introduction to qualitative research methods: a guidebook and resource (3rd ed.)* Hoboken, NJ: Wiley Publishers.
- Bookrags Staff. (2006). *Paterson, New Jersey*. Retrieved from
<http://www.bookrags.com/wiki/Paterson,_New_Jersey>.
- Brofenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Cambridge, MA: Harvard University Press.
- Brookover, W., & Lezotte, W. (1979). *Changes in school characteristics: Coincident with changes in student achievement*. East Lansing: Michigan State University College of Urban Development.
- Brooks-Gunn, I., Klebanov, P., & Duncan, G. (1996). Ethnic differences in children's intelligence scores: Role of economic deprivation, home environment, and maternal character. *Child Development*, 67, 396- 408.
- Brown, R., & Evans, W. (2002). Extra-curricular activity and ethnicity: Creating greater school connection among diverse student populations. *Urban Education*, 37(1), 41-58.
- Burns, J. M. (1978). *Leadership*. Scranton, PA: Harper and Row.

- Campbell, R., E., Corbally, J., Nystrand, R., & Ramseyer, J. (1971). *Introduction to educational administration* (4th ed.) Boston, MA: Allyn and Bacon.
- Centercitypaterson.com. (2009). Retrieved from www.Centercitypaterson.com
- Cistone, P. J., & Stevenson, J. M. (2000). Perspectives on the urban school principalship. *Education and Urban Society*, 32(4), 435.
- City of Paterson Silk City. (2009). *City of Paterson Silk City*. Retrieved from <http://www.patersonnj.gov/>
- Clark's get-tough view airs nationwide Clark, J. (2009). Interview.
- Clark, J. (n.d.). Retrieved from <http://www.joeclarkspeaker.com/biography.htm>.
- Clark, J. & Picard, J. (1989). *Laying down the law: Clark's strategy for saving our schools*. Washington, DC: Regnery Gateway.
- Clark Speaks Website (1989). Retrieved from Clark Speaks Web site: <http://www.joeclarkspeaker.com/past/htm>.
- (1986, September 9). *The Record*, New Jersey.
- . & York, R (1966). Equality of educational opportunity. [ED 012 275.] Arlington, VA.
- Conger, J. A. (1990). Accessed June, 19, 2011.
- Copland, M. A. (2003). Leadership of inquiry: Building and sustaining capacity for school improvement. *Educational Evaluation and Policy Analysis*, 25(4), 375-395.
- Courtesy of Thirteen. (1994). New Jersey Public Broadcast Authority, New Jersey People #113 [Video].
- Crane. J. (1991). The epidemic theory of ghettos and neighborhood effects on dropping out and teenage childbearing. *American Journal of Sociology*, 96, 1226-1259.

- Creswell, J. W. (1994). *Research design: Qualitative and quantitative approaches*. Thousand Oaks, Calif: Sage Publications.
- Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five approaches*. Thousand Oaks: Sage Publications.
- Cunningham, W. G., & Cordeiro, P. A. (2005). *Educational leadership: A problem-based approach*. Lebanon, IN:
- Delpit, L. (2006). *Other people's children: Cultural conflict in the classroom*. New York: New Press.
- Dilthey, W. (1985). *Poetry and experience: Selected works*, [Vol. V]. Princeton, N.J: Princeton University Press.
- Dittman, M. (2004). Desegregating urban schools. *Monitor on Psychology*, 35(8), 62.
- Edmonds, R. (1979a). Effective schools for the urban poor. *Educational Leadership*, 37, 15-27.
- Edmonds, R. (1979b). Some schools work and more can. *Social Policy*, 9, 28-32.
- Edmonds, R., & Fredricksen, J. R. (1978). *Search for effective schools: The identification and analysis of city schools that are instructionally effective for poor children*. Cambridge, MA: Harvard University Center for Urban Studies.
- Erchul, W. P., Raven, B. H., & Ray, A. G. (2001). School psychologists' perceptions of social power bases in teacher consultation. *Journal of Educational and Psychological Consultation*, 12(1), 1-23.
- Farh, J. L. & Cheng, B. S. (2000). A Cultural analysis of paternalistic leadership in Chinese organizations. In: J. T. Li, Tsui, A. S. & E. Weldon (Eds.), *Management and Organizations in the Chinese Context* (pp. 94–127). London: Macmillan.

- Felsenthal, H. 1982. *Factors influencing school effectiveness: An ecological analysis of an effective school*. Paper presented at the annual meeting of the American Educational Research Association, New York.
- Fiedler F. E. (1964). A contingency model of leadership effectiveness. In P. G. Northouse, *Leadership theory and practice* (4th ed.). Thousand Oaks, CA: Sage Publications, Inc.
- Fleishman, E. A., & Harris, E. F. (1962). Patterns of leadership behavior related to employee grievances and turnover. *Personnel Psychology*, 15, 43–56.
- Fleishman, E. A., Mumford, M. D., Zaccaro, S. J., & Levin, K. Y. (1991). Taxonomic efforts in the description of leader behavior: A synthesis and functional interpretation. *The Leadership Quarterly*, 2(4), 245-287.
- Frymier, J. R., Barber, L. W., & Phi Delta Kappa. (1992). *Phi Delta Kappa study of students at risk: Final report*. Bloomington, Ind: Phi Delta Kappa.
- Fullan, M.G. (1991). *The new meaning of educational change*. London: Cassell Educational Limited.
- Gang Center Bulletin. (2011). Retrieved from <http://www.nationalgangcenter.gov/Content/Documents/Bulletin-5.pdf>. National Gang Center Bulletin.
- Gelder, L. (1988, May 13). At the movies. *New York Times*, 10.
- Gibron, B. (2002). Accessed April, 24, 2009, <http://www.dvdverdict.com/dossiers/bgibron.php>.
- Glenn, B. C. (1981). *What works? Examination of effective schools for poor black children*. Cambridge, MA: Harvard University Center for Law and Education.

- Glickman, C. D. (1990). *Supervision of instruction: A developmental approach*. Allyn and Bacon.
- Greenleaf, R. K. (1991). *Server leadership: a journey into the nature of legitimate power and greatness*. New York: Paulist press.
- Gronn, P. (1999). *The making of educational leaders*. London: Cassell.
- Hallinger, P., & Murphy, J. (1985, November). Assessing the Instructional Management Behavior of Principals. *The Elementary School Journal*, 86(2), 217-247.
- Halpin, A. W., & Winer, B. In R. M. Stogdill, & A. E. Coons (Eds.), *Leader behavior: It's description and measurement*. Columbus, Ohio State University, 2003.
- Harris, A., Day, C., Hopkins, D., Hadfield, M., Hargreaves, A. & Chapman, C. (2003). *Effective leadership for school improvement*. New York: Routledge Falmer.
- Harris, A. (2002). *Effective leadership for school improvement*. Florence, KY: Routledge.
- Hersey & Blanchard. (1993). *Management of organizational behavior: Utilizing human resources* (6th ed.). Englewood Cliffs, NJ Prentice Hall.
- History Makers, (2011). Video – Retrieved from:
www.idvl.org/thehistorymakers/iCoreClient.html#/ands=11.
- Hogg, M. A. (2001). A social identity theory of leadership. *Personality and Social Psychology Review*, 5(3), 184-200.
- Huff, C. R., & Trump, K. S. (1996). Youth violence and gangs: School safety initiatives in urban and suburban school districts. *Education and Urban Society*, 28(4), 492-503.

- Hunt, J. G., Hosking, D. M., Schriesheim, C.A., & Stewart, R. (Eds.). (1984). *Leaders and managers, international perspectives on managerial behavior and leadership*. New York: Pergamon Press.
- Hycner, R. H. (1985). Some guidelines for the phenomenological analysis of interview data. *Human Studies*, 8(3), 279-303.
- Jacobs, T. O. (1972). *Leadership and social exchange* [Print No. 0073-3873]. Human Resources Research Organization.
- Janda, K. F. (1960). Towards the explication of the concept of leadership in terms of the concept of power. *Human Relations*, 13, 345-363.
- Jencks, C. & Phillips, M. (1998). The black-white test score gap: An introduction. In C. Jencks, & M. Phillips (Eds.), *The Black-White test score gap*. Washington, DC: Brookings Institute.
- Johnson, L. (2006). *Making her community a better place to live: Culturally responsive*
- Johnson, M., Crosnoe, R. & Elder, G. Jr. (2001). Students' attachment and academic engagement: The role of race and ethnicity. *Sociology of Education*, 74, 318-40.
- Jost, D. (1997). *The American heritage college dictionary* (3ed ed.). Boston: Houghton Mifflin Company.
- Karenga, M. (1980). *Kawaida theory: An introduction outline*. Inglewood, CA: Kawaida.
- Katz, D., & Kahn, R. L. (1978). *The social psychology of organizations*. Somerset, NJ: Wiley.
- Kirp, D. (2001). Retrieved from www.tnellen.com/ted/tc/movie.html.
- Kotchman, T. 1981. *Black and White styles and conflict*. Chicago: University of Chicago Press.

- Kotter, J. P., (1990). *A force for change: How leadership differs from management*. New York: Free Press.
- Kunjufu, J. (2002). *Black students-middle class teachers*. Chicago: African American Images.
- Landen, W. (1992). Violence and our schools: What can we do? *Updating School Board Policies*, 23(1), 1-5.
- Lassey, W. R., & Sashkin, M. (1983). *Leadership and social change*. Somerset, NJ: University Associates.
- Lean, mean' Principal gets call from Reagan. (1983, September 16). Philadelphia Inquirer.
- Lightfoot, S. L. (1983). *The good high school*. New York: Basic.
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Thousand Oaks, CA: Sage
- Lomotey, K. (1987, July). Black principals for black students-some preliminary observations. *Urban Education*, 22(2), 173-181.
- Lomotey, K. (1989a). *African American principals: School leadership and success*. Westport, CT: Greenwood.
- Lomotey, K. (1989b). Cultural diversity in the school: Implications for principals. *NASSP Bulletin* (pp. 81-88).
- Lomotey, K. (1993). African American principals: Bureaucrat/administrators and ethno-humanists. *Urban Education*, 27(4), 395-412.
- Marcus, A. C. (1976). *Administrative leadership in a sample of successful schools from the national evaluation of the emergency school aid act*. Santa Monica, CA: System Development Corporation.

- McGregor, D. (1960). *The human side of enterprise*. New York: McGraw-Hill.
- McGregor, D. (1985). *The human side of enterprise: 25th anniversary printing*. New York: McGraw-Hill.
- McGuire, C. K., & Ikpa, V. W. (2008). *Policy, leadership, and student achievement: Implications for urban communities*. Charlotte, NC: Information Age Pub.
- Merriam, S. B. (1998). *Qualitative research and case study applications in education*. San Francisco, CA: Jossey-Bass Publishers.
- Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation*. San Francisco, CA: Jossey-Bass Publishers.
- Mickelson, R. A. (1990). The attitude achievement paradox among black adolescents. *Sociology of Education*, 63, 44-61.
- Miller, L. S. (1995). *An American imperative: Accelerating minority educational advancement*. New Haven: Yale University Press.
- Monteiro, T. (1977). Ethnicity and the perceptions of principals. *Integrated Education*, 15(3), 15-16.
- Moustakas, C. E. (1994). *Phenomenological research methods*: Thousand Oaks, CA: Sage.
- J. (1990). Principal instructional leadership. *Advances in Educational Administration*, 1(B: Changing, 14(3), 137-149.
- National Youth Gang Center. (1997). *1995 National Youth Gang Survey*. [Program summary.] Washington, DC: U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention.

New Jersey (2009). *About the Governor*. Retrieved from:

<http://www.nj.gov/governor/about/>. NYTIMES – website

<http://query.nytimes.com/search/query?ppds=organdv1=EDUCATION%2C%20BOARD%20OFandv2=%20>

Noguera, P. (1999). Transforming urban schools through investments in social capital. *In Motion Magazine*. Retrieved from

<http://www.inmotionmagazine.com/pncap1.html>.

Northouse, P. G. (2007). *Leadership theory and practice* (4th ed.). Thousand Oaks, CA: Sage Publications, Inc.

Obiakor, F. E., & Beachum, F. D. (2005). *Urban education for the 21st century: research, issues, and perspectives*: Springfield, IL: Thomas Pub.

Peterson, E. A. (1997). *African American women and the emergence of self-will: The use of phenomenological research*. In K. M. Vaz (Ed.), *Oral narrative research with Black women* (pp. 156-174). Thousand Oaks, CA: Sage Publications, Inc.

Principal Clark drops dukes, gets big gift for school. (1988, January 21). *The Washington Post*.

Principal in Paterson is directed to reinstate 50 expelled students. (1987, December 11). *The New York Times*.

Principal says he'll relock school doors if necessary. (1986, February 6). *Philadelphia Inquirer*.

Pulley, B. (1996, October 31). No-nonsense Ex principal backs Zimmer on crime: In his own words. *New York Times*, 13.

Redding, S. G. (1990). *The Spirit of Chinese Capitalism*. Berlin: Walter de Gruyter.

- Reitzug, U. C., & Patterson, J. (1998). I'm not going to lose you! *Empowerment through Research in Education*, 28(1), 101-146.
- Rist, R. (1973). *The urban school: Factory for failure*. Cambridge, MA: MIT Press.
- Rosenbach, W. E., & Taylor, R. L. (1993). *Contemporary issues in leadership* (3rd ed.). Boulder, CO: Westview Press.
- Rossman, S. B., & Morley, E. (1996). Introduction. *Education and Urban Society*, 28(4), 395-411.
- Sanchez, J., Thornton, B., & Usinger, J. (2008). Promoting diversity in public education leadership. Retrieved from <http://cnx.org/content/m18745/1.2>
- Schools [2] with 2 remedies for drugs and violence: Discipline stressed in Paterson school. (1986, September). *The New York Times*.
- Shamir, B., House, R., & Arthur, M. (1993). The motivational effects of charismatic leadership: A self-concept based theory. *Organization Science*, 4, 1-17.
- Smith-Maddox, R. (1999). The social networks and resources of African American eighth graders: Evidence from the National Educational Longitudinal Study of 1988. *Adolescence*, 34, 169-183.
- Social Networking Site. (n.d.). Retrieved from: <http://eastsidehighghosts.ning.com>
- Spencer, M. (2003). Morgan Freeman. *Biography*, 7(4), 17.
- Spiegelberg, H. (1982). *The phenomenological movement*. Secaucus, NJ: Kluwer Academic.
- Stake, R., (1995). *The art of case study research*. Thousand Oaks, CA: Sage.

- Stephens, R. D. (1998). Safe school planning. In D. S. Elliott, B. A. Hamburg, & K. R. Williams (Eds.), *Violence in American schools: A new perspective* (pp. 253-289). New York: Cambridge University Press.
- Stogdill, R. M. (1948). Personal factors associated with leadership: A survey of the literature. *Journal of Psychology: Interdisciplinary and Applied*, 25, 35-71.
- Stogdill, R. M. (1974). *Handbook of leadership: A survey of theory and research*. New York: Free Press.
- Stogdill, R. M., & Coons, A. E. (1957). *Leader behavior: Its description and measurement*. Oxford, England: Ohio State University.
- Stoll, L., & Fink, D. (1996). *Changing our schools: Linking school effectiveness and school improvement*. Blacklick, OH: McGraw-Hill.
- Students (400) walk out, back Clark. (1989, March 14). *Press of Atlantic City*, New Jersey.
- Tillman, L. C. (2004). African American principals and the legacy of Brown. Review of urban school leadership in historical context. *Leadership and Policy in Schools*, 5(1), 19-36.
- Trnavcevic, A. & Vaupot, S. (2009). Exploring aspiring principals' perceptions of principalship: A Slovenian case study. *Educational Management Administration and Leadership*, 37, 85.
- U.S. Department of Health and Human Services, (2011). Retrieved from <http://aspe.hhs.gov/poverty/figures-fed-reg.shtml#dates>. U.S. Department of Health and Human Services.

- Van Manen, M. (1990). *Researching lived experience: human science for an action sensitive pedagogy*. New York: State University of New York Press.
- Venesky, R. & Winfield, L. (1979). Schools that exceed beyond expectations in teaching. *Studies in education: technical Report #1*. Arlington, VA ERIC.
- Weber, G. (1996). *Leading the instructional program*.
- Wellisch, J. B., MacQueen, H., Carriere, R., & Duck, A. (1978). School management and organization and successful schools. *Sociology of education*, 51(3), 211-221.
- Westwood, R. & Chen, A. (1992). Headship and leadership. In: R. I. Westwood (ed), *Organizational behavior: a Southeast Asian perspective* (pp.123-139). Hong Kong: Longman.
- Wilson, W. (1987). *The truly disadvantaged*. University of Chicago Press: Chicago.
- Yin, R. K. (2003). *Case study research: Design and methods*. New York, NY: Sage Publications.
- Young, R. (1988). A Process for Developing More Effective Urban Schools: A Case Study of Stowe Middle School The Journal of Negro Education, Vol. 57, No. 3, Urban Schools That Work (Summer, 1988), pp. 307-334
- Yukl, G. (1989). *Leadership in organizations*. Englewood Cliffs, NJ: Prentice Hall

APPENDIXES

APPENDIX A

INTERVIEW PROTOCOL

With permission granted interviews were audio taped, transcribed and coded. Allowing for contextual adjustments as appropriate, the following common questions guide this study:

I was striving to nudge students' memories as far back as (1982) twenty-nine years ago. The order in which I asked questions will helped the informants remember their high school days at Eastside High School. I began with demographic information, and then asked questions referring to their experiences as a student. I ask questions about Mr. Clark toward the end of the interview, in hopes to truly jog their memory of their high school experiences. I asked questions about their classes, extra-curricular, singing the alma mater activities, experiences with the Five-Percenters, leadership, violence, clothing and other occurrences to investigate some of the phenomena's at EHS. The in-depth nature of the interviews allowed for obtaining information regarding the students' life histories as I looked for emergent themes that arose.

APPENDIX B

Interview Questions for Students

Section I - Participant background/profile

- 1) What is your name?
- 2) What pseudonym (fake name) would you like to be called in the study?
- 3) Do you work? If yes, what is your job title?
- 4) What is your racial background?
- 5) Do you consider yourself poor, middle class or wealthy? Did anyone at EHS help influence you to go to college?
- 6) What college did you attend? Did you graduate from college?
- 7) Can you tell me some things that you are most proud of in your life?
- 8) How would you describe your life right now?

Section II - Experience at EHS

- 9) How long did you live in Paterson before attending EHS?
- 10) Do you have older siblings who attended EHS? If yes, did they graduate?
- 11) Please describe Paterson, New Jersey now if you can, and during your high school days.
- 12) Please describe EHS your high school days. (inside and outside)
- 13) What were your feelings about attending EHS?
- 14) Do you remember your first day at EHS? Did anything, particularly pleasant or unpleasant happen?

- 15) Can you tell me of your fondest memories about high school?
- 16) Can you tell me of your not so positive memories of high school?
- 17) What type of student where you at EHS? (Academically and behaviorally)
- 18) What kind of grades did you get?
- 19) Were you apart of the top 25 – highest grades?
- 20) Did you graduate from EHS? If yes, what year did you graduate from EHS?
- 21) During the time, you attended EHS; did you feel safe in the school?
- 22) During the time, you attended EHS; do you know if there were gangs at EHS?
- 23) Were you a part of any gangs at EHS?
- 24) During the time you attended EHS, in your opinion, was there violence at EHS?

How much? Often?

- 25) Do you know or remember if students were beaten up or had their popular items stolen? If yes, tell me what happened?
- 26) Did you have a fight or fights in High school? Did you notice a difference in the amount of violence before Mr. Clark came and while he was there? If yes, what were the differences? (Probing questions) what kind of violence? Did you witness this violence personally? What was the response of teachers, the principal, and parents?
- 27) Did you ever get suspended? If yes, why were you suspended?
- 28) During the time you attended EHS, were there any drugs or drug dealers in the school?
- 29) Were you part of a group called the Five-Percenter? Can you describe what kind of organization that is/was? Do you think Mr. Clark used any strategies to make EHS safer? If yes, what strategies do you remember?

30) Did you have to sing the Alma Mater? If yes, Alone? In a group? In the cafeteria?

(Probing questions) does the alma mater mean anything to you? Did singing the alma mater mean anything to you? Did singing the alma mater do anything for you as a student?

31) What impact if any did attending EHS have on you and your future?

Section III –Perceptions of Mr. Clark’s leadership style

32) What do you remember about Mr. Clark? Please describe any memories of you and Mr. Clark.

33) Did Mr. Clark have an impact on EHS?

34) Did Mr. Clark have an impact/effect on your life? If yes, how? What?

35) How he has impacted your experience as a student or your life.

36) Can you describe a specific incident or example of Mr. Clark’s leadership or strategies that encouraged you as a student?

37) Do you think Mr. Clark was a good principal? Why or why not?

38) What strategies do you think Mr. Clark used to reach, engage and or connect with his students?

39) What do you think about Mr. Clark’s leadership as principal at EHS?

40) Did Mr. Clark have any rapport with parents or support from parents?

41) Do you know if your parents had any expectations of a high school principal? If yes, what were those expectations?

42) Do you remember how your parents felt about Mr. Clark?

- 43) In your opinion, did Mr. Clark meet all of your parents' expectations? Describe your definition of a good leader? Do you think Mr. Clark was a good leader?
- 44) Can you describe a specific incident or example of Mr. Clark's leadership at EHS that illustrates leadership theory X and Y?
- 45) What do you think about Mr. Clark's leadership regarding academics? Extra-curricular activities? School safety?
- 46) Do you think Mr. Clark's leadership was strong or weak? (If the interviewee answers strong, then ask, do you think if his leadership were not as strong as it was, do you think he would have had the same impact?)
- 47) Do you remember how Mr. Clark treated the teachers and other administrators? (Probing questions) In your opinion, how did he treat them? Do you think he respected them? What caused you to think he did or did not respect them?
- 48) As an adult, do you think you could have worked with Mr. Clark? Why or why not?
- 49) Do you remember the movie *Lean On me*? Did you see the Movie *Lean on Me*? (Probing questions) What do you think about the movie? Where you in the movie? Do you think it told the truth about our lived experience at EHS? What do you think about the film? Do you have any thoughts about the film? How do you think Mr. Clark was portrayed in the film? How do you think the students were portrayed in the film? What do you think about the film makers? Did they tell the truth? Did they embellish the sto
- 50) If you could say something to Mr. Clark right now what would you like to say?

APPENDIX C

Interview Questions for Mr. Clark

- 1) Can you describe your first day at EHS?
- 2) Why did you decide to work at EHS?
- 3) Can you describe your leadership style?
- 4) What leaders do you admire?
- 5) If you had to describe your experience at EHS in one word, what would that be?
- 6) Describe the type of impact you think you had on students?
- 7) Describe two or three of your fondest memory at EHS?
- 8) Describe your not so fondest memory EHS?
- 9) What are some of the major controversies you remember?
- 10) Can you describe what happened?
- 11) Did you have any physical altercations with students at EHS?
- 12) Did you have any physical altercations with teachers at EHS?
- 13) How would you like to be remembered? By students? Teachers? Media? Educational leaders?
- 14) Do you think you were a good principal for EHS? Please explain.
- 15) Would you change anything if you could do it all over?
- 16) What impact do you think your experience at EHS had on your life?
- 17) Why did you leave EHS?
- 18) Where you forced to leave EHS?
- 19) Do you think you were treated fairly?
- 20) What was your relationship like with the teachers and administrators?

- 21) What was your relationship like with the students?
- 22) Do you think you were treated fairly by the media? Explain.
- 23) What was the significance of the bat? Bullhorn?
- 24) Do you remember any major violence at EHS prior to your appointment as principal?
- 25) Where there any major violent situations at EHS while you were principal?
- 26) Are you aware of the Five Percenter at EHS?
- 27) Can you describe the Five-Percenters?
- 28) Did you have a relationship with the Five-Percenters?
- 29) Can you talk about your relationship with the Latino students?
- 30) Can you describe your relationship with the White students?
- 31) Can you describe your relationship with the African American students?
- 32) Can you describe your relationship with the Hispanic students?
- 33) How would you describe your life right now?
- 34) Are you satisfied with what you did at EHS?
- 35) What advice would you give to principals who are coping with the same challenges you faced at EHS?
- 36) Do you think you were successful?
- 37) How do you measure success?
- 38) If you could speak to your students right now, what would you like to say to them?
- 39) How do you feel about me doing this research for my dissertation?

APPENDIX D

Interview Questions for Teachers and Administrators from Eastside High School

- 1) What is your name?
- 2) What pseudonym (fake name) would you like to be called?
- 3) Are you male or female?
- 4) If yes, what is your job title?
- 5) Please tell me what you do for a living?
- 6) What is your cultural background?
- 7) Please describe Paterson, New Jersey the way it was in the 1980's -1990's.
- 8) Can you describe Paterson, New Jersey now?
- 9) When did you work at Eastside High School?
- 10) Did you have a choice in what high school you were to work? Why? Why not?
Can you explain?
- 11) Do you remember any rumors about Eastside prior to your employment? If yes,
what were the rumors?
- 12) So, what made you decide to work at Paterson Eastside high school instead of
another school?
- 13) Are you aware of any negative/bad things that happened at Eastside prior to your
employment? If yes, what happened?

- 14) Were you concerned, scared, frightened or had any feelings about working at Eastside High School?
- 15) Do you still work at Eastside High School?
- 16) How long did you work at Eastside High School?
- 17) What year did you leave Eastside High School?
- 18) Why did you leave?
- 19) Can you tell me of your fondest memories about Eastside High School?
- 20) Can you tell me of your not so positive memories of Eastside High School?
- 21) Do you remember your first day at Eastside High School?
- 22) Who was the principal at that time?
- 23) Did you have a relationship with that principal? If yes, can you explain?
- 24) Can you describe what Paterson Eastside high school was like before Joe Clark?
- 25) If you were a teacher or administrator prior to Joe Clark, do you think you the students learned anything at that time before Joe Clark?
- 26) What was the academic/teaching environment like?
- 27) Can you describe the outside environment of Paterson Eastside High School?
- 28) What kind of teacher/ administrator where you in at Eastside?
- 29) Where you an advisor or coach, mentor?
- 30) Can you describe the students during your time at Eastside?
- 31) If you were a teacher /administrator prior to or after Joe Clark, what was the academic/teaching environment like?
- 32) How would you describe the students at Eastside? Poor? Middle class? Wealthy?
- 33) Were students robbed for their materialistic things?

- 34) Do you know or remember if students were beat up or had their popular items stolen? If yes, tell me what happened?
- 35) Were there any drugs or drug dealers in the school?
- 36) Can you describe what the security was like?
- 37) Did you feel safe in the school?
- 38) Do you know if there were gangs at Eastside High School?
- 39) In your opinion, was there violence at Eastside High School? How much? Often?
- 40) Did you ever get suspended? If yes, why were you suspended?
- 41) How did you feel about Joe Clark when you were there as a high school teacher/administrator?
- 42) Please describe your relationship with Mr. Clark?
- 43) Do you remember any controversies at Eastside? If yes, what controversies?
- 44) How do you feel about those controversies that you talked about?
- 45) Did Mr. Clark have an impact/effect on your life? And if yes, how?
- 46) Do you think Mr. Clark used strategies in how he did things?
- 47) What do you think about Joe Clark's leadership?
- 48) Do you think Joe Clark's leadership was strong or weak?
- 49) Do you think if his leadership were not as strong as it was, do you think he would have had the same impact?
- 50) Do you think Mr. Clark used strategies to reach and or connect with the students at Eastside?
- 51) What strategies do you think Mr. Clark used to reach and or connect with his students?

- 52) Do you think Mr. Clark was a good principal?
- 53) Did Joe Clark meet all of your expectations?
- 54) Do you think Mr. Clark was a good leader?
- 55) Describe your definition of a good leader?
- 56) Do you remember how Mr. Clark treated the teachers and other administrators?
- 57) In your opinion, how did he treat them?
- 58) What was it like to work with Mr. Clark?
- 59) Is there anything else you would like to share?
- 60) Please describe any memories of you and Joe Clark.
- 61) Can you tell me some things that you are most proud of in your life?
- 62) Can you tell me about some of your accomplishments?
- 63) If you could say something to Joe Clark right now what would you like to say?
- 64) Did you remember the movie Lean On me?
- 65) What do you think about the movie? Where you in the movie? Do you think it told the truth about our lived experience at Eastside High School?

APPENDIX E

CONSENT FORM FOR ALUMNI

Georgia State University
Department: College of Education - Educational Policy Studies
Informed Consent Form - Alumni

Title: A PHENOMENOLOGICAL CASE STUDY OF MR. CLARK'S LEADERSHIP:
THE POINT OF VIEW OF STUDENTS, TEACHERS AND ADMINISTRATORS AT
EASTSIDE HIGH SCHOOL

Principal Investigator: Hayward Richardson, Ed.D.
Student Principal Investigator: Olandha Pinky Miller, Ph.D. Candidate

I. Purpose:

You are invited to participate in a research study. The purpose of the study is to see what, if any effect, Mr. Clark's strategies and leadership style as principal of Paterson EHS had on your life. You are invited to sign up because you are alumni who attended EHS. A total of 10-22 people will be recruited for this study. Participation may involve up to four hours of your time (1-2 hours twice) over the next two months.

II. Procedures:

If you decide to participate, you will be asked to have two 1-2 hour interviews with Olandha Pinky Miller (a former EHS student from 1982 to 1986). During these interviews, you will be asked questions about EHS and Mr. Clark. The interviews will take place at Olandha Pinky Miller's home - 7853 Mohansic Park Lane, Lithonia GA 30058 or at your home or over the phone. A speakerphone will be used to audiotape the interview. The interviews will be audio taped via phone or in person.

III. Risks:

In this study, you will not have any more risks than you would in a normal day of life.

IV. Benefits:

Participation in this study may not benefit you personally. However, signing up for this study may benefit you by allowing your voice/story to be heard. We hope to gain information about Mr. Clark's leadership that will assist principals, superintendents, and school board members as they lead the nation's inner-city schools.

V. Voluntary Participation and Withdrawal:

Participation in research is voluntary. You do not have to be in this study. Signing up for this study is unpaid. If you decide to be in the study and change your mind, you have the right to drop out at any time. You may skip questions or stop at any time. You will not lose any benefits.

VI. Confidentiality:

We will keep your records private to the extent allowed by law. Olandha Pinky Miller and Dr. Hayward Richardson will have access to the information you provide. Information may also be shared with those who make sure the study is done correctly (GSU Institutional Review Board, the Office for Human Research Protection (OHRP)). We will use a pseudonym rather than your name on study records. The information you provide will be stored in a locked filing cabinet, all typed materials will be kept on a computer, equipped with an up-to-date Symantec Anti-Virus program with a built-in firewall and Windows Defender. Your name and other facts that might point to you will not appear when we present this study or publish its results. The findings will be summarized and reported in group form. You will not be identified personally. Information from the interviews may result in published articles, dissertations, and presentations at professional conferences.

VII. Contact Persons:

Contact Dr. Hayward Richardson (404) 413-8261) and or Olandha Pinky Miller at (404) 713-3895 if you have questions about this study. If you have questions or concerns about your rights as a participant in this research study, you may contact Susan Vogtner in the Office of Research Integrity at 404-413-3513 or svogtner1@gsu.edu.

VIII. Copy of Consent Form to Subject:

If you are willing to volunteer for this research and be audiotaped, please say I give you permission to audio tape this interview and I agree to participate in this Mr. Clark research study.

Participant

Date

APPENDIX F

CONSENT FORM FOR MR. CLARK

Georgia State University
Department: College of Education - Educational Policy Studies
Informed Consent Form

Title: A PHENOMENOLOGICAL CASE STUDY OF MR. CLARK'S LEADERSHIP:
THE POINT OF VIEW OF STUDENTS, TEACHERS AND ADMINISTRATORS AT
EASTSIDE HIGH SCHOOL

Principal Investigator: Hayward Richardson, Ed.D.
Student Principal Investigator: Olandha Pinky Miller, Ph.D. Candidate

I. Introduction/Purpose:

You are invited to participate in a research study. The purpose of the study is to learn about your strategies and leadership style as principal of Paterson EHS. You are invited to sign up because you are Mr. Clark, former principal of EHS. Signing up may involve up to four hours of your time (1-2 hours twice) over the next two months.

II. Procedures:

If you decide to participate, you will be asked to have two 1-2 hour interviews with Olandha Pinky Miller (a former EHS student from 1982 to 1986). During these interviews, you will be asked questions about your leadership style, strategies utilized and experience as principal at EHS. The interviews will take place at Olandha Pinky Miller's home - 7853 Mohansic Park Lane, Lithonia GA 30058 or at your home in Gainesville, Florida or over the phone depending on your pleasure and availability. A speakerphone will be used to audiotape the interview.

III. Risks:

In this study, you will not have any more risks than you would in a normal day of life.

IV. Benefits:

Participation in this study may not benefit you personally. However, signing up for this study may benefit you by allowing your voice/story to be heard. We hope to gain

information about your leadership that will assist principals, superintendents, and school board members as they lead the nation's inner-city schools.

V. Voluntary Participation and Withdrawal:

Participation in research is voluntary. You do not have to be in this study. Signing up for this study is unpaid. If you decide to be in the study and change your mind, you have the right to drop out at any time. You may skip questions or stop at any time. You will not lose any benefits.

VI. Confidentiality:

We will keep your records private to the extent allowed by law. Olandha Pinky Miller and Dr. Hayward Richardson will have access to the information you provide. Information may also be shared with those who make sure the study is done correctly (GSU Institutional Review Board, the Office for Human Research Protection (OHRP)). Your full name will be used in the study. You will be identified in this study as Mr. Clark. The information you provide will be stored in a locked filing cabinet, all typed materials will be kept on a computer, equipped with an up-to-date Symantec Anti-Virus program with a built-in firewall and Windows Defender. Your name and other facts that might point to you will appear when we present this study or publish its results. Information from the interviews may result in published articles, dissertations, and presentations at professional conferences.

VII. Contact Persons:

Contact Dr. Hayward Richardson (404) 413-8261) and or Olandha Pinky Miller at (404) 713-3895 if you have questions about this study. If you have questions or concerns about your rights as a participant in this research study, you may contact Susan Vogtner in the Office of Research Integrity at 404-413-3513 or svogtner1@gsu.edu.

VIII. Copy of Consent Form to Subject:

If you are willing to volunteer for this research and be audio taped, please say I give you permission to audio tape this interview and I agree to participate in this Mr. Clark research study.

Participant - Mr. Clark

Date

APPENDIX G

CONSENT FORM FOR TEACHERS, ADMINISTRATORS and STAFF

Georgia State University
Department: College of Education - Educational Policy Studies
Informed Consent Form - Alumni

Title: A PHENOMENOLOGICAL CASE STUDY OF MR. CLARK'S LEADERSHIP:
THE POINT OF VIEW OF STUDENTS, TEACHERS AND ADMINISTRATORS AT
EASTSIDE HIGH SCHOOL

Principal Investigator: Hayward Richardson, Ed.D.
Student Principal Investigator: Olandha Pinky Miller, Ph.D. Candidate

I. Purpose:

You are invited to participate in a research study. The purpose of the study is to see what, if any effect, Mr. Clark's strategies and leadership style as principal of Paterson Eastside High School (EHS) had on your life. You are invited to sign up because you are a teacher, administrator or staff member who worked at EHS. A total of 10-22 people will be recruited for this study. Participation may involve up to four hours of your time (1-2 hours twice) over the next two months.

II. Procedures:

If you decide to participate, you will be asked to have two 1-2 hour interviews with Olandha Pinky Miller (a former EHS student from 1982 to 1986). During these interviews, you will be asked questions about EHS and Mr. Clark. The interviews will take place at Olandha Pinky Miller's home - 7853 Mohansic Park Lane, Lithonia GA 30058 or at your home or over the phone. A speakerphone will be used to audiotape the interview. The interviews will be audio taped via phone or in person.

III. Risks:

In this study, you will not have any more risks than you would in a normal day of life.

IV. Benefits:

Participation in this study may not benefit you personally. However, signing up for this study may benefit you by allowing your voice/story to be heard. We hope to gain information about Mr. Clark's leadership that will assist principals, superintendents, and school board members as they lead the nation's inner-city schools.

V. Voluntary Participation and Withdrawal:

Participation in research is voluntary. You do not have to be in this study. Signing up for this study is unpaid. If you decide to be in the study and change your mind, you have the right to drop out at any time. You may skip questions or stop at any time. You will not lose any benefits.

VI. Confidentiality:

We will keep your records private to the extent allowed by law. Olandha Pinky Miller and Dr. Hayward Richardson will have access to the information you provide. Information may also be shared with those who make sure the study is done correctly (GSU Institutional Review Board, the Office for Human Research Protection (OHRP)). We will use a pseudonym rather than your name on study records. The information you provide will be stored in a locked filing cabinet, all typed materials will be kept on a computer, equipped with an up-to-date Symantec Anti-Virus program with a built-in firewall and Windows Defender. Your name and other facts that might point to you will not appear when we present this study or publish its results. The findings will be summarized and reported in group form. You will not be identified personally. Information from the interviews may result in published articles, dissertations, and presentations at professional conferences.

VII. Contact Persons:

Contact Dr. Hayward Richardson (404) 413-8261) and or Olandha Pinky Miller at (404) 713-3895 if you have questions about this study. If you have questions or concerns about your rights as a participant in this research study, you may contact Susan Vogtner in the Office of Research Integrity at 404-413-3513 or svogtner1@gsu.edu.

VIII. Copy of Consent Form to Subject:

If you are willing to volunteer for this research and be audiotaped, please say I give you permission to audio tape this interview and I agree to participate in this Mr. Clark research study.

Participant

Date

APPENDIX H

CONSENT FORM FOR IN-PERSON

Georgia State University
Department: College of Education - Educational Policy Studies
ALUMNI - Informed Consent Form – In Person

Title: A PHENOMENOLOGICAL CASE STUDY OF MR. CLARK'S LEADERSHIP:
THE POINT OF VIEW OF STUDENTS, TEACHERS AND ADMINISTRATORS AT
EASTSIDE HIGH SCHOOL

Principal Investigator: Hayward Richardson, Ed.D.
Student Principal Investigator: Olandha Pinky Miller, Ph.D. Candidate

I. Purpose:

You are invited to participate in a research study. The purpose of the study is to see what, if any effect, Mr. Clark's strategies and leadership style as principal of Paterson EHS had on your life. You are invited to sign up because you are alumni who attended EHS. A total of 10-20 people will be recruited for this study. Participation may involve up to four hours of your time (1-2 hours twice) over the next two months.

II. Procedures:

If you decide to participate, you will be asked to have two 1-2 hour interviews with Olandha Pinky Miller (a former EHS student from 1982 to 1986). During these interviews, you will be asked questions about EHS and Mr. Clark. The interviews will take place at Olandha Pinky Miller's home - 7853 Mohansic Park Lane, Lithonia GA 30058 or at your home or over the phone. A speakerphone will be used to audiotape the interview. The interviews will be audio taped via phone or in person.

III. Risks:

In this study, you will not have any more risks than you would in a normal day of life.

IV. Benefits:

Participation in this study may not benefit you personally. However, signing up for this study may benefit you by allowing your voice/story to be heard. We hope to gain information about Mr. Clark's leadership that will assist principals, superintendents, and school board members as they lead the nation's inner-city schools.

V. Voluntary Participation and Withdrawal:

Participation in research is voluntary. You do not have to be in this study. Signing up for this study is unpaid. If you decide to be in the study and change your mind, you have the right to drop out at any time. You may skip questions or stop at any time. You will not lose any benefits.

VI. Confidentiality:

We will keep your records private to the extent allowed by law. Olandha Pinky Miller and Dr. Hayward Richardson will have access to the information you provide. Information may also be shared with those who make sure the study is done correctly (GSU Institutional Review Board. We will use a pseudonym rather than your name on study records. The information you provide will be stored in a locked filing cabinet, all typed materials will be kept on a computer, equipped with an up-to-date Symantec Anti-Virus program with a built-in firewall and Windows Defender. Your name and other facts that might point to you will not appear when we present this study or publish its results. The findings will be summarized and reported in group form. You will not be identified personally. Information from the interviews may result in published articles, dissertations, and presentations at professional conferences.

VII. Contact Persons:

Contact Dr. Hayward Richardson (404) 413-8261) and or Olandha Pinky Miller at (404) 713-3895 if you have questions about this study. If you have questions or concerns about your rights as a participant in this research study, you may contact Susan Vogtner in the Office of Research Integrity at 404-413-3513 or svogtner1@gsu.edu.

VIII. Copy of Consent Form to Subject:

If you are willing to volunteer for this research and be audio taped please sign below

Participant

Date

APPENDIX I

CONDITIONS AT EASTSIDE HIGH SCHOOL

FIVE PERCENTER'S AND GANGS AT EASTSIDE

The Five-Percenters were a group of male and female students, who decided they wanted to follow this student run organization that was considered an offshoot of the Muslim religion. They were a prevalent and popular group of students who appeared to have a great influence on a large number of students at EHS.

Johnson (2006) stated that the Five-Percenters was founded between 1963 and 1964 in Harlem, New York, by Clarence Smith who was also known as Clarence 13X and was called Allah by his students (Allah is defined as God or father). Leaving the nation of Islam Temple Number Seven located in Harlem, New York, where Malcolm X was also a member and served as his teacher. Clarence 13X disagreed with the Nation of Islam over the identity and nature of God. Clarence 13X began teaching the Five Percenter members to believe that the original Black man is God and the original Black woman is planet Earth, and with the powers of being gods and earths, people can transform and possess their true potential by meditation, study, physical, and spiritual fitness (Johnson, 2006).

Johnson (2006) stated that the Five Percent nation believed that 10% of the people of the world know the truth of existence and those elites opt to keep 85% of the world ignorant and under their controlling thumb. The remaining five percent are those who know the truth and are determined to enlighten the rest of the world thus they are called the Five Percent nation (Johnson, 2000 P. 1). The Five-Percenters firmly believed that

they are the Five Percenter of Black men with "knowledge of self: they know their divinity and use this knowledge to release the hidden resources of the Black man. Once a man has tapped into his hidden talent, he is been considered a god (Swedenburg, 1997). Johnson (2006) stated that the Five-Percenters were taught an elaborate philosophical system called "Supreme Mathematics" and "Supreme Alphabet" combining ordinary numbers and words they find spiritual messages to guide them through life. These teachings are passed on through oral tradition, much like the griots of West Africa (Johnson, 2006).

Advancement in the lessons was based upon the student's memorization, recitation, comprehension, and practical application of the 120 Lessons, sometimes referred to as degrees (Johnson 2006). The Five-Percenters would challenge each other in terms of memorization and recitation to determine comprehension of the lessons taught (Johnson, 2006).

According to Muhammad (2007) Clarence 13X was murdered in 1969 in a housing project in Harlem, New York, and his students took the responsibility of spreading his message across the nation, which eventually found its way into the hip-hop culture and the prison inmate system. Five-Percenters sometimes have been considered an offshoot of the nation of Islam. The Five-Percenters have also been perceived as posing a threat or as gang because of some criminal and other anti-social acts committed by a few members (Wakeel, 2007).

According to Mr. Clark & Picard (1989) "EHS was an open-air, cash and carry drug market" and his aim was to shut down the "drug business permanently" (p.51). He argued that "the best way to get drugs out of a school is to keep them from getting in"

(Clark & Picard, 1989, p. 51). Mr. Clark also stated that “Ghetto youths have been murdered because of the hats they were wearing”, “murdered because the hat identified the youth as a member of a particular gang” (Clark & Picard, 1989, p. 43). As he began to implement policies and procedures such as increasing security, locking the doors, and monitoring incoming and outgoing traffic, Mr. Clark stated that he received “death threats” from the “doped-up hoods” that he began to keep out of the school (Clark & Picard, 1989, p.45).

From my personal experience, several students were robbed, beaten, and had their popular expensive clothing, sneakers and jewelry stolen from them both inside and outside of the school. During that period of time, there was a mixture of street cliques, gangs, as well as religious oriented cliques/gangs. Some of the student gangs were separated by race, African American, Hispanic, Dominican, and Jamaican decent, but there was one particular group of students who called themselves the Five-Percenter who believed that they were gods and they were leaders of the Muslim faith. The Five-Percenter would strive to recruit other students to join their group. Some students who agreed to become members of this group were beaten up if they did not learn the verbal “lessons for the day” which they were supposed to learn by a given time period. Some of the female students, who were Five-Percenter, dressed in three-quarter length garb and covered their heads with scarves and were called queens.

According to Clark & Picard (1989) , the Five-Percenter were a “radical offshoot of the Black Muslim Faith,” which began in Harlem, NY, in the “wild 1960s” (p. 109). Although Mr. Clark thought “some of them might have done good things somewhere.” (p. 109). Mr. Clark described the Five-Percenter leadership as being “under

the direction of the deadbeat gurus who organized and incited them, were insidious contagion to the minds and souls of poor Black youths seeking self-importance, adventure and panaceas” (Clark & Picard, 1989, p. 109). Mr. Clark described them as a “holier-than-thou bunch that were to lead some of their people (ten percent) out of modern-day bondage and unto salvation, while the majority of the Black people as well as everyone else on the planet were damned” (p. 109).

Johnson (2006) stated that the Five-Percenter were founded around 1963 in Harlem, New York, by Clarence Smith, who was also known as Clarence 13X. He began teaching the Five Percenter members to believe that the original Black man is God and the original Black woman is planet Earth. Johnson stated that

The Five-Percenters confidently trust that they are the top Five Percenter of African American men who have knowledge of themselves: they know their theology and practice this awareness to release the hidden resources of the African American man. Once a man has tapped into his hidden talent, he is then considered a god (Swedenburg, 1997). Five-Percenters sometimes have been considered an offshoot of the nation of Islam. The Five-Percenters have also been perceived as posing a threat or as a gang because of some criminal and other anti-social acts committed by a few members (Wakeel, 2007).

In 1984, there were race riots in Paterson, New Jersey, which began at EHS involving the Five-Percenters, Hispanics, Dominicans, African Americans, and Jamaicans. According to Clark & Picard (1989), a fight erupted outside of the schoolyard gate between a Black male and a Hispanic male. Racial epithets were shouted and a “near mêlée began” whereas “several students who were fighting received scrapes and bruises.”

There were race fights throughout the night and the next day in all sections of the city between the Five-Percenter, Hispanics, Dominicans, African Americans, and Jamaican youths. Some students were hurt and some were arrested by the police. The following day, Eastside High School student attendance was less than half of the 90% that normally attended. Students and parents were frightened and stayed home as a result of the race riots (Clark & Picard, 1989, p. 110).

Due to the increasing viciousness and gang presence in schools, administrators were looking for ways to safeguard the protection of students and teachers. Efforts included installing security equipment such as metal detectors, alarms, cameras, and, limiting entry to school grounds, increasing police and security presence, and conducting gang awareness and education programs (Huff and Trump, 1996). According to Mr. Clark, many of these security measures were costly and were not considered by the Board of Education because of budget cuts and increased operating costs (Clark & Picard, 1989).

From my lived experience, Mr. Clark had a focus on order and structure. Mr. Clark's program for keeping the drugs and drug dealers out of EHS involved making the school a fortress that the drug pushers could not penetrate." (Clark & Picard, 1989, p.51) Specifically, Mr. Clark replaced door locks and old fences and removed ineffective security guards from the school. He also kept an eye on the kids who would most likely open the door and let the drug pushers in the school. Mr. Clark stationed security guards outside of the school near the entrance fences, even though some of the teachers were fearful because they felt the school would be "guard-less" inside. However, Mr. Clark instituted a plan for teachers and administrators to serve as in-school security. Teachers

stood in the corridors before and between class periods, in addition, the administrators roved along the corridors until students were settled in their classrooms. Mr. Clark initiated an Identification Card System that was rigorously enforced (Clark & Picard, 1989).

My experience with fellow students indicated that the majority of the students who attended EHS were recipients of free or reduced-price lunch, welfare, food stamps, and Medicaid, and lived well below the poverty line. According to Clark & Picard (1989), the national average for single-parent households in the inner-cities is between 50 and 60% and “it’s the same for Eastside High School. More than half the kids come from single-parent homes and we all know that this parent is almost always the woman. The men are gone and the children have no fathers” (Clark & Picard, 1989 p. 73).

APPENDIX J

PUBLISHED ARTICLES AND NEWSPAPER CITATATIONS – JOE CLARK

Published on September 16, 1983, Philadelphia Inquirer, The (PA)

LEAN, MEAN' PRINCIPAL GETS CALL FROM REAGAN

President Reagan called the principal of Paterson Eastside High School yesterday to commend the former drill instructor for his tough approach to discipline. "He said students had too much latitude. He applauded this type of toughness and strictness," Principal Joe Clark said shortly after he received the 2 p.m. call, which he said lasted about five minutes. Anson Franklin, an assistant press secretary to Reagan, confirmed that the call was made but said he had no details of the conversation.

Published on May 24, 1984, Philadelphia Inquirer, The (PA)

COACH IS GIVEN WALKING PAPERS AFTER STROLL DURING SCHOOL SONG

EHS principal Clark, who has drawn plaudits from President Reagan for his strict discipline, has fired the women's basketball coach after he was seen walking around the school auditorium while the school song was being played. Clark has gained a reputation for adhering to old-fashioned values and techniques to improve education and to instill pride in the inner-city school.

Published on January 12, 1986, The Record (New Jersey)

OLSEN SACKED AS EHS FOOTBALL COACH SCHOOL PRINCIPAL SAYS DECISION WAS PROMPTED BY IMPROPRIETIES

Chris Olsen was fired Friday as the EHS football coach by Principal Clark, barely a month after Clark had given him his continued "complete support. ""Coach Olsen will not be Coach Olsen at EHS, effective immediately," said Clark by phone Friday night. "Out of my respect for Mr. Olsen and his family, he can remain a teacher here at EHS; however, he will not be the football coach."

Published on January 14, 1986, The Record (New Jersey)

WHY PRINCIPAL FIRED THE COACH

Ex-coach Chris Olsen allowed students to play football even though they were failing to meet academic standards, and he was unable to relate to the community, Principal Clark of Paterson's EHS said in listing his reasons for firing the coach.

"I don't want to destroy this man's future, but I can't destroy the future of the kids in Paterson," Clark said yesterday.

Published on January 15, 1986, The Record (New Jersey)

FIRED COACH GETS THREATENING CALL

"That's it," Chris Olsen shouted into the phone last night. "The battle lines have been drawn." Olsen, who was fired Friday as EHS football coach, was seething over a threatening phone call that had shaken his wife, Susan, about 25 minutes before he got home yesterday. "She said [the caller] kept asking for me," Olsen said, adding that the caller used obscenities and threatened to "get me. "Livid, Olsen said, "I've bit my tongue long enough. Now you're talking family, home and survival".

Published on February 6, 1986, Philadelphia Inquirer, The (PA)

PRINCIPAL SAYS HE'LL RELOCK SCHOOL DOORS IF NECESSARY

A principal who reluctantly removed padlocks from the doors of his inner-city high school at the order of fire officials said he would replace the locks and "take the consequences" if he feels his students are in danger from criminals on the outside. "I would rather be safe than sorry," said Principal Clark, a former military drill instructor whose efforts to combat crime within EHS have gained him fame as a strict disciplinarian.

Published on March 3, 1986, The Record (New Jersey)

TURNING EHS HIGH AROUND

Editor, The Record: All over America, especially in the Northeast, high schools are a civic problem. Only a few years ago, we in Paterson had white flight from EHS. William Kline was the principal and conditions were terrible. The white teachers wanted out and so did the white students, and out they went. Then Clark became principal. Clark was a disciplinarian. I wrote Mr. Clark congratulating him and offering my assistance.

Published on March 3, 1986, The Record (New Jersey)

EHS COACH FACES TOUGH TASK

The honeymoon was brief for Barry Rosser, the newly appointed EHS football coach. In announcing the appointment, Principal Clark reportedly made it clear that if Rosser intends to keep the job for more than one year he had better win. How's that for pressure?" I can't even comment on that," Rosser said by phone last night. "It's something that's very hard to respond to, so I don't try.

Published on December 27, 1987, NY Times, The (NY)

JERSEY PRINCIPAL AND BOARD CLASH ON SUSPENSION OF STUDENTS

The Board of Education and the controversial principal of EHS, Clark, have locked horns over the principal's suspension of about 60 seniors and his hard-nosed discipline. (Alfonso Navarez, 1987)

Published on January 10, 1988, NY Times, The (NY)

FOLLOWING THE RULES

"It's hard to argue with success," Dr. Frank Napier Jr., superintendent of schools in Paterson, N.J., said in 1983, speaking of Clark's first year as principal of Paterson's EHS. Hard, maybe, but last week the Paterson Board of Education started an argument that could result in Mr...

Published on January 12, 1988, Philadelphia Inquirer, The (PA)

CLARK CHARGES ARE DROPPED BUT PRINCIPAL CONSIDERS WASHINGTON MOVE

A prosecutor dropped contempt charges yesterday against EHS principal Clark after the tough-talking administrator agreed he should not chain school doors shut. Clark also said

he would probably be leaving soon to take a job in the Reagan administration. Clark, who once kept the school's doors chained to keep drug dealers out, was charged with violating a court order that school exits be kept open for safety reasons during school hours.

Published on January 14, 1988, NY Times, The (NY)

PATERSON PRINCIPAL: A MAN OF EXTREMES

Getting a measure of EHS, the inner-city school whose principal, Clark, patrols hallways with bullhorn and baseball bat in hand, isn't easy. Last year a state monitoring team tried, and barely got in the door. (Sara Rimer, 1988)

Published on January 15, 1988, Washington Post

PRINCIPAL GETS A DELAY

The city school board postponed disciplinary action against principal Clark, saying it violated the state's open-meetings law in its handling of the case. The violation voids a decision last week to begin disciplinary proceedings against Clark, who has won the praise of President Reagan for his tough approach to running the high school. Clark is accused of insubordination and unbecoming conduct.

Published: January 15, 1988, Washington Talk: Briefing;

JOB FOR BULLHORN AND BAT

If the Board of Education in Paterson, N.J., is unhappy with Clark, the school principal who maintains order with a bullhorn and a baseball bat, there could be a place for him in the Reagan White House. Gary Bauer, Assistant to the President for Policy Development, has invited him to Washington to see if he wants a job. "Maybe we could take him with us up to the Hill," a White House official quipped. The New Jersey school board is not happy with Mr. Clark's tendency to expel students he has described as "leeches, miscreants and hoodlums." Whether he'll find any miscreants or hoodlums during a White House assignment is probably a function of political interpretation, and timing.

Published on January 15, 1988, Philadelphia Inquirer, The (PA)

PATERSON BOARD ADMITS ERROR IN SPAT WITH PRINCIPAL

The school board said yesterday that it erred in acting to discipline bullhorn-toting principal Clark but that it would start from scratch to draw up insubordination charges against him. Vickie McDonald, an attorney for Clark, filed suit in Superior Court to stop the board from punishing the EHS principal for kicking 60 students out of school without consulting with the board.

Published on January 16, 1988, NY Times, The (NY)

STUDENT DISCIPLINE, PRINCIPAL DISCIPLINE

Can Clark, the two-fisted school principal in Paterson, N.J., survive the conflict with his Board of Education? The White House says it wants him for a full-time position, but he has agreed only to an unpaid consultancy. Whatever games are being played on that front, Mr. Clark need not lose his job as principal unless he forces the board to dismiss him.

Published on January 27, 1988, NY Times, The (NY) Education;

LESSONS

Clark won't go away. The contentious principal of EHS, one of education's more arresting figures, weekly has something to say. But each time he raises his bullhorn to his mouth and calls for discipline, each time he expels another "hoodlum" or "miscreant," as he calls those he adds to this city's flotsam, Joe (Michael Norman, 1988)

Published on February 12, 1988, NY Times, The (NY)

PATERSON'S BOARD DROPS ITS CASE AGAINST CLARK, BUT ORDERS INQUIRY

The Paterson Board of Education tonight voided its insubordination proceedings against Clark, the principal of EHS, but directed two schools officials to investigate the expulsion of 66 students by Mr. Clark last month and to recommend what action, if any, to take against him.

Published on February 12, 1988, NY Times, The (NY)

RAP GROUP IN SALUTE TO PATERSON PRINCIPAL

Run-DMC, the rap group, treated about 3,000 students at EHS today to a high-decibel salute to the school's principal, Clark.

Published on February 12, 1988, Philadelphia Inquirer, The (PA)

RUN-DMC AIDS TOUGH PRINCIPAL

Run-DMC gave two 30-minute concerts at EHS in Paterson, N.J., yesterday, and at a news conference gave a strong show of support for the principal, Clark. He is under fire for his get-tough policy of running the school. "Our principal wasn't as strict as Clark, and we needed somebody like that," said Joseph Simmons, who heads the rap group.

Published on June 16, 1988, NY Times, The (NY)

WHY PATERSON SCHOOL PRINCIPAL HAS ADMIRERS

Augustus F. Hawkins presents a reasonable summary to show that Clark, principal of EHS in Paterson, N.J., is no role model for troubled schools ("This Educator Is No Star," Op-Ed, June 6). He is probably right, but he seems...

Published on June 25, 1988, Philadelphia Inquirer, The (PA)

HOLLYWOOD TRANSFORMS PATERSON EHS HIGH PRINCIPAL CLARK IS BACK IN SPOTLIGHT

When Hollywood rolled into the parking lot of EHS two months ago along with trailers, technicians, makeup artists, actors and publicists, no one in this city was surprised. It was only a matter of time. There are not many celebrities in Paterson and major movies are rarely filmed here. But by last week, students in EHSs' main hallway bypassed cameramen without displaying any interest in the famous actor waiting for his next scene.

Published on June 25, 1988, Philadelphia Inquirer, The (PA)

TRANSFERRED CUSTODIAN PUTS BLAME ON CLARK

The former chief custodian at Paterson's EHS praised by his superiors as a model employee during his 11-year tenure at the school says he was demoted by a principal jealous of his salary. Custodian Theodore W. Mullins's \$65,000 income for the 1985-

1986 school years became the focus of a controversy last month over the district's overtime policies.

Published on November 7, 1988, Press of Atlantic City, The (NJ)

BATTER UP CLARK TAKES LAW AND ORDER DRIVE FROM SCHOOL TO POLLS

Principal Clark patrols the halls of EHS with the confidence of a military man inspecting territory won from a vanquished enemy. And in a real sense, that's what the former Army Reserve sergeant is doing. He took over the besieged high school in 1982, when drug pushers and muggers terrorized students and faculty alike. No more. The flamboyant Clark took to the halls with his trademark 36-inch baseball bat. He bullied out those he derisively calls "punks, pathological deviants.

Published on February 8, 1989, NY Times, The (NY)

STUDENTS SEE FILM ON PRINCIPAL'S WAR

Up on the screen was the principal, Clark, in the person of Morgan Freeman, the actor, storming through EHS, keeping order with his trademark bullhorn and baseball bat. (George James, 1989)

Published on February 11, 1989, NY Times, The (NY)

JURY REJECTS HARASSMENT SUIT

A Passaic County jury has ruled in favor of the principal of EHS here, Clark, in a lawsuit in which he was accused of intentionally inflicting mental stress on a teacher, a lawyer said today. Adam Mujica, said that Mr. Clark and other school employees had harassed him after four students accused him of sexual misconduct over four years.

Published on March 14, 1989, NY Times, The (NY)

TOPICS OF THE TIMES; A PRINCIPAL'S PUNISHMENT

Clark, the bat-wielding, bullhorn-toting principal of EHS in Paterson, N.J., has been suspended for five days, with pay, for allowing a striptease at a school assembly last month. Given Mr. Clark's history of bizarre and autocratic behavior, this "punishment" amounts to nothing more than a brief vacation.

Published on May 29, 1989, Press of Atlantic City, The (NJ)

CLARK SATISFACTORY AFTER HEART SURGERY

Hard-nosed high school principal Clark, celebrated for his tough discipline and the subject of the recent movie "Lean on Me," underwent successful open-heart surgery Sunday to replace an infected aortic valve. Clark, 52, known for his bombastic rhetoric and for wielding a baseball bat while patrolling the corridors of EHS High in Paterson, was reported in satisfactory condition after about four hours of surgery at Newark Beth Israel Hospital.

Published on July 9, 1989, Press of Atlantic City, The (NJ)

CLARK TO GIVE UP BAT AND BULLHORN

Principal Clark said Saturday that his steel-fisted reign over the inner-city high school he ran for eight years apparently is over, thanks to a City Council of "transvestites" and

"vermin". Clark, who was released Saturday from Newark Beth Israel Medical Center following heart surgery six weeks ago, said his biggest accomplishment was showing that "Black and Hispanic students in the inner city can behave" Educating them is another story," he said.

Published on February 8, 1990, Press of Atlantic City, The (NJ)

EX-PRINCIPAL CLARK ATTACKS PUBLIC EDUCATION

Former high school principal Clark, whose bat-wielding cleanup of a New Jersey high school became the subject of a motion picture, says he no longer wants to be a part of public education. Public education is "institutionalized child abuse," Clark told 200 Lowndes County High School students at Valdosta State College Tuesday. "American education is in the absolute doldrums of stagnation.

Published on June 9, 1990, Press of Atlantic City, The (NJ)

PRINCIPAL CLARK SPARS WITH COUNCIL OVER WAGES

Clark, the controversial principal who ruled EHS with a baseball bat and a bullhorn is involved in another war of words, this time with the city council over his retirement buyout. Council members, who voted earlier this week to sue the city's school board over the \$170,000 buyout, are "a bunch of spineless moth-bitten serpents," Clark told the Record of Hackensack.

Published on September 28, 1996, Philadelphia Inquirer, The (PA)

PHOTO CAPTION

Under fire again for his discipline methods, former Paterson principal Clark put 12 teens in handcuffs and leg irons at the Essex County Youth Detention Center, which he directs. ``I made them accountable for their diabolical behavior," Clark said yesterday. As a principal, he was tough on disruptive students.

APPENDIX K

PERMISSION TO CITE INTERVIEW – CHANNEL 13

Permission to cite the video and place in appendix
Joe Clark Interviewed by Rafael Pi Roman (1994)
New Jersey People – Channel 13 WNET

- Courtesy of Thirteen/ New Jersey Public Broadcast Authority, New Jersey People #113
Thank you for following up for me. Unfortunately, I cannot afford it. I will cite what I have.

BertaniJ@wnet.org writes:

The length of the program is 28m02s.

-----Original Message-----

From: Pseldonmiller@aol.com [mailto:Pseldonmiller@aol.com]

Sent: Monday, June 06, 2011 3:33 PM

To: Bertani, Jennifer

Subject: Re: FW: New Jersey People, #113

Can you please tell me how long the original taping was? I only have about ten minutes of the video.

In a message dated 6/6/2011 2:54:15 P.M. Eastern Daylight Time, BertaniJ@wnet.org writes:

The original air date is 1/11/94.

-----Original Message-----

From: Pseldonmiller@aol.com [mailto:Pseldonmiller@aol.com]

Sent: Monday, June 06, 2011 2:42 PM

To: Bertani, Jennifer

Cc: pseldonmiller@aol.com

Subject: Re: FW: New Jersey People, #113

Hi Jennifer,

Thank you very much!!! Can you please tell me the year the video was taped and please know that I accept and will abide by the following guidelines pertaining to utilizing - "Courtesy of Thirteen/ New Jersey Public Broadcast Authority, New Jersey People #113." for my dissertation.

The interview will be cited and the transcript of the entire interview will not be included as an appendix. Although, I may want to show the clips from YouTube as part of your dissertation presentation, you can do that, with no charge.

In a message dated 6/6/2011 12:09:34 P.M. Eastern Daylight Time, BertaniJ@wnet.org writes:

Pls send me a return email saying that you accept the following:

The interview will be cited as follows:

- Courtesy of Thirteen/ New Jersey Public 269 ast Authority, New Jersey People #113

The interview will be cited and the transcript of the entire interview will not be included as an appendix. If you require a dub of the interview, we will charge you. Although, if you just want to show the clips from YouTube as part of your dissertation presentation, you can do that, with no charge. I'm trying to do this as informally as possible because if I write up a formal agreement, there is an administrative fee of \$100.

Thanks!

-----Original Message-----

From: Pinky Miller [mailto:pseldonmiller@aol.com]

Sent: Monday, June 06, 2011 11:50 AM

To: Bertani, Jennifer

Subject: Re: FW: New Jersey People, #113

Ok awesome!!! Can you please provide the correct citation information? I don't want to cite YouTube ;) Sent via BlackBerry by AT&T

From: "Bertani, Jennifer" <BertaniJ@wnet.org>

Date: Mon, 6 Jun 2011 11:15:49 -0400

To: <pseldonmiller@aol.com>

Subject: RE: FW: New Jersey People, #113

*****You can cite them both, not a problem. But if the full transcript will be part of the appendix, then we do charge a fee.**

-----Original Message-----

From: Pinky Miller [mailto:pseldonmiller@aol.com]

Sent: Monday, June 06, 2011 11:06 AM

To: Bertani, Jennifer

Subject: Re: FW: New Jersey People, #113

I would like to cite the interview transcript within the dissertation. And cite the website where they can find the video as well.

APPENDIX L

Joe Clark Interviewed by Rafael Pi Roman (1994)
New Jersey People – Channel 13 WNET

- Courtesy of Thirteen/ New Jersey Public Broadcast Authority, New Jersey People #113

Interviewer: Now couple of points from that clip [*Lean on me* movie]. First the quote, "you treat them like animals that's exactly how they behave" but, isn't throwing 300 students out? And periodically you threw more out. Isn't that more like treating them, treating them like, like animals? But not inside the school, but outside of the school, more like garbage that you can discard?

Joe Clark: No, just the opposite. What I was saying is that the school should be a citadel of learning and that you cannot permit a handful of individuals to cause chaos and pandemonium. The ambience and the environment must be conducive for learning, a safe place for students and for teachers. Not all young people can function in a traditional setting. Thus it should be the responsibility of the bureaucracy to make sure that alternative methods of education exist for those individuals who cannot function.

Interviewer: But if there are no alternative methods, basically what you were doing is throwing these kids... their last hope for survival or success out, and letting someone else deal with them.

Joe Clark: No, I am convinced that you cannot force 16, 17 and 18 year old young people to go to school. If they don't want to go to school, then I think that it is incumbent upon us to make sure that they go and get a job somewhere, and learn how important an education is. And thus whenever they make up their minds that they need an education, make sure that the doors of opportunity are open for them. I guess in short, what I am saying is that we cannot permit the majority to be imbrued, and stained by a minority of individuals who are not concerned about education.

Interviewer: Well, what one of the other things that that clip showed was, as you called it your autocratic attitude toward your teachers. Why did you have to be so tough on them as well? After all, during your tenure, 100 teachers quit on you. Was that necessary?

- Joe Clark: I have become a great champion of and for teachers. Because I realized that by in large teachers are dedicated and committed. They are just manipulated by a bureaucracy that has them (inaudible) and fettered. I don't blame the woes and the vexations of this educational system on teachers.
- Interviewer: But you did, at least according to the movie, you blame them plenty.
- Joe Clark: No, I took back a school that was out of control. I took it back from a multiplicity of individuals, a large number of individuals. And concentrated it at the doorsteps of the individual who is ultimately responsible and that was and is the principal. If there is anything wrong with education today it's due to pusillanimous, cowardly principals who are afraid to assume the responsibility of their job and make schools orderly and safe for students and for dedicated and committed teachers.
- Interviewer: Alright, you will agree that the ultimate goal of the school is to educate, then to have excellence, educational excellence. Now it's clear that you had, you established discipline and at East high and that order reigned. But the statistics on the education of excellence were not as good, at least according to the statistics that I read, through your tenure math scores increased by 6%. Correct me, if I'm wrong on this this, this is what I've wrote in a couple of different places. The reading level did not increase and the dropout rate shot up from 13% to 21%. Now, if you figure in the fact that you had thrown out a lot of the people who would ordinarily depress the test scores and who would be the ones who most likely would drop out. One might assume that things got worse educationally speaking? No?
- Joe Clark: No, number one if in fact my dropout out rate was 22% that's 30% lower than the national norm in inner cities. The national norm is 50%, so in fact that if those statistics are true then I should be lorded and praised and given a Purple Heart for in-fact having one of the lowest dropout rates in the nation. And might I state very candidly about putting out 300 students. That took courage. Maybe in-fact, I may have been the bravest American in education, because nowhere else in the annals of American history has had the gall to do it. So it took courage. It took courage to stand on the resolve and the resolve was simply that I wanted the building to be safe and orderly for the vast majority of young people.
- Interviewer: What about the test scores? How do you explain the...

Joe Clark: My test scores went up. I think that anyone who knows about education knows that if a student goes to school, the test scores are going to automatically go up by osmosis and for nothing else. So to try to and affix the blame for a lack of high scores on this mere compilation of mortality is probably made of the stuff that makes tomatoes grow. Because education first of all does not...

Interviewer: If you're going to take the credit you got to take the blame.

Joe Clark: Yes, I can take the heat. Education does not begin at the high school. It begins in the womb, grades 1,2,3,4,5,6,7 and if in fact children are coming to the high school unable to read and write or function, you can't blame the teachers nor the principal. You have to blame the bureaucracy.

Interviewer: Some of your contemporaries while you were principal. Also tried different methods than yours to achieve both discipline and educational excellence. And some using very different methods than you seem to have succeeded; for example, Deborah Myers in East Harlem by using a method of cooperation with the parents, with the students, increasing democracy between the teachers and the students. Was able to achieve both and they criticize you for only emphasizing one aspect of the two prong attack.

Joe Clark: I am not quite sure the size of Deborah Myers School. I don't know if it was the high school or if it was an elementary school. I do know that there were 3500 students at Eastside high school in Paterson. And I do know that there could be no learning and there cannot be any learning without discipline. Discipline is the absolute essence of education. So your first step has to be discipline, your second step of course has to be begin to deal with facets of the curriculum, and educational philosophy that does not just began at the high school, it starts back in preschool. Remember a child's mind is totally developed by the age of five. And if you missed them then, then the arduous task begins to try and bring about a rejuvenation that is very, very difficult. And I defy anyone to tell me that they are going to take individuals are reading at third, fourth, fifth and sixth grade levels and make them astute individuals who are capable of doing calculus.

Interviewer: Well let me... I want to go back to the last clip, talking about cooperation. One of the problems you had was a lack of cooperation with the school board. I believe, at least the movie portrayed it that way. And one of the points of contention was your insistence that the doors being chained up,

to keep the drug dealers out. If we could look at the clip what happens
[Clip of the movie *Lean on me*]

Joe Clark: (Giggles)

Interviewer: (Giggles) another example of the emblematic bat. Now chaining doors, keeps drug dealers out keeps but it also keeps students in... in case of fires? Wasn't that dangerous?

Joe Clark: Yes.

Interviewer: And could you have worked with the school board and come to some kind of way that you can keep the doors open and keep the drug dealers out?

Joe Clark: That school board, probably not indicative of most, was an impotent school board that could not see the forest for the trees. And I had to make a statement. I had to take a chance. Do I let thugs and hoodlums come in here and create havoc in my school? Raping and pillaging, selling drugs, shooting? Or do I chain the damn doors?! And take a chance, I chained the doors and defied the Board of Education and assailed the Board of Education for not having doors, magnetic doors that could preclude this situation from occurring.

Interviewer: You almost got fired because of that, but you prevailed. The students apparently supported you and so did many parents...

Joe Clark: And America.

Interviewer: And America of course, how could I forget? Speaking about recalcitrant school boards, as you know, where we are right now, Newark [New Jersey] is a city that, a school system, that the state has been trying to take over and it has been fought tooth and nail by the school board and the local superintendent. I wonder, what are your thoughts on the whole school takeover and the Newark school situation?

Joe Clark: Newark is my home. I was educated in Newark, Monmouth Street School, Cleveland, graduate of Central high school. This was a great academic town during my era.

Interviewer: Are you for the state takeover of the school system?

Joe Clark: I don't want to talk about Newark. Let's talk about takeovers in general. I say that public education in America is brain dead. Our young people are being cheated out of an education, especially in the inner-city. And I don't know that takeover is necessarily the answer but there has to be some

accountability. What I think has to happen, is that choice must be implemented wherein we need to rethink...

Interviewer: Like the voucher system? Where the Governor Whittman [New Jersey Governor] is talking about, Chundler, over in Jersey City

Joe Clark: Yes, we must rethink the educational paradigm. Take the tax dollar from the bureaucrats, give it to the parents, and empower the parents to make some decision as to where they want to send their children.

Interviewer: Whether it's private or public?

Joe Clark: It can be public, private or parochial. And I think that we can take...

Interviewer: Wouldn't that be the death of public schools?

Joe Clark: Well listen... we have to understand...

Interviewer: It's already dead, you're saying?

Joe Clark: It's brain-dead. But let me just back up for one minute. We have to understand that we live in a democracy and a democracy is no place for monopoly. Public education is a monopoly therefore there is no competition and no accountability.

Interviewer: But the issue of school takeover raises a whole lot of problems, aside from whether it hurts the public school or not. For one thing, for example, the state will have to intervene to decide to accredit schools. For example David Koresh, could become the David Koresh high school. On public money, kids could have gone to David Karesh. How would you deal with problems like that? That anybody can start its own school and the state would be paying for it.

[(1993) A leader of the Branch Davidian religious sect in Waco Texas, believing himself to be the final prophet -- near 100 men and children lost their lives and gunfire with FBI and the Bureau of Alcohol Tobacco and Firearms (AFT)]

Joe Clark: A wide array of schools will emerge. Anything is better, almost than the fraudulence that is being perpetrated against inner-city youth throughout this country.

Interviewer: Well let me go back to Newark, I know you want to generalize but I want to talk about Newark. Because again and again, you know we have people on this show and the other show that I do. And there seems to be, even by

the best leaders there is silence when it comes to taking on the school board, the Newark school board and superintendent. There is a fear of it and what is that fear?

Joe Clark: May I state this? The reason why I am reticent, my dear friend is the superintendent of schools Eugene Campbell, I love him immensely and I will not castigate him. I will say however, that inner-city public education throughout the nation should be taken over. Because something is wrong, our kids are being cheated, and denied a quality education.

Interviewer: Well, one of the reasons that many politicians hesitate to take on your friend the school superintendent and the school board because immediately if they are attacked for being racist, do you think there is something to that?

Joe Clark: That has just about as much meaning as mammary glands attached to the buttocks of a male bovine. That doesn't make any sense whatsoever. And I am so sick and tired of these little mutants going around assailing everybody as a racist. When most of the time it's not true.

Interviewer: So what is true?

Joe Clark: Their attitude, ineptitude, their academic and managerial inferiority. The fact is that we have Black mayors, Black superintendents, Black fire chiefs, Black of police chiefs, and the Damn (inaudible) Caesar works now than they ever were. And that has nothing to do with racism. That has to do with an inept administration, not necessarily in Newark and a declivity in the family structure, lack of the community working together in a cooperative manner, a lack of involvement of the churches at the level it ought to be involved. All of these things are inherent in the problem that seems to be infesting public education.

Interviewer: So what's happened?

Joe Clark: We are still working towards that objective. I guess in essence what I am saying is that we must begin to stop coddling hoodlums and criminals and began to have some type of accountability in our society.

Interviewer: Do you approve of his idea of putting into practice of having police surround the worst high schools?

Joe Clark: I believe sincerely that metal detector doors are an anathema of public education. I don't believe the security guards inside of the building.

Interviewer: But outside?

Joe Clark: Yes, security guards should patrol the exterior of the building. You should be able to have some control over members of the family inside the school. The main thing of course is to keep the thugs and the hoodlums from entering the building and causing havoc.

Joe Clark: I will be a galvanizing force on the lecture circuit where I am very popular throughout this country. I've established my own management Consortium that will be responsible for trying to help bring about rejuvenation in the decadent inner-city environment.

Interviewer: You ran for office once a few years ago, and you failed, would you be willing to do that again to put your ideas out there?

Joe Clark: No, I don't know that you empower people necessarily politically anymore. I happen to be a Republican. And this is a County where it's ten to one Democratic so I don't think I have much of an opportunity. I feel very, very comfortable going around the nation, exciting and motivating and stimulating individuals to try and take charge of their own lives and empowering themselves and attacking a decadent educational system that is rendering inner-city blacks, whites and Hispanics as academically inferior to whites and Asians.

Interviewer: Thank you Mr. Clark for joining us today, it's been a real pleasure

Joe Clark: Thank you.

Interviewer: Good luck in whatever you decide to do.

APPENDIX M

EASTSIDE HIGH SSCHOOL ALMA MATER

Fair Eastside, by thy side we'll stand and always praise thy name

To ever, lend our hearts and hands to help increase thy fame

The honor, of old Eastside high calls forth our loyalty

So cheer, for dear old Eastside high lead on to victory

Written by Catherine Peragallo Miller

APPENDIX N

Permission for the use of the Instructional Leadership Inventory

From: Jana [mailto:janaam@wideopenwest.com]
Sent: Tuesday, October 05, 2010 9:15 PM
To: Jana Alig
Subject: FW: Pinky Seldon-Miller sent you a message on Facebook...

Dear Pinky,
I am providing my permission for the use of the Instructional Leadership Inventory and the corresponding data and graphs. If you add or get additional information to further my understanding of instructional leadership. Please send it to me.
Thank you,
Jana M. Alig

Jana M. Alig, Ph.D.
Principal, Herbert Mills Elementary
6826 Retton Road
Reynoldsburg, Ohio 43068
614-367-2160

-----Original Message-----
From: Facebook [mailto:notification+yzasf4ty@facebookmail.com]
Sent: Sunday, October 03, 2010 10:32 PM
To: Jana Alig
Subject: Pinky Seldon-Miller sent you a message on Facebook...

Facebook

Pinky sent you a message.



Miller October 4, 2010 at 12:32am
Re: Permission to copy/cite/adapt your dissertation tables
Thank you very much! can you please send me the approval to my work email - pinky.miller@usd.edu so that I can make a copy of it for my appendix?

Thanks so much!