

PROPOSAL FOR NAIROBI HIGH SCHOOL

Rationale

At the present time, perhaps due to a developing Black Movement and Black Ideology, there is an upsurge of hostilities and open discrimination directed against bright and aggressively progress-minded young Black people. Particularly, this is true at predominantly white schools. Our own girls have been followed and threatened by white men, have met with hate-inspired literature and wall scribblings, as well as venomous diatribes broadcast through a loudspeaker system. Our students have been violently alone because neither administrators nor teachers were able to understand the fright and the dangers of their lonely position, and the subsequent reactions of these young ladies.

Nevertheless, the need for higher education of the young in our community is our top priority. We consider it necessary to eliminate the repeated confrontations of past months. They are destructive of academic balance and creative learning for the students involved. We shall educate our youngsters in our own private school, since the local public institution does not function as a college-oriented school.

School Operation

The Nairobi High School will open for the second semester of operation in the fall of 1969. Male and female students in the eighth through twelfth grades will be accommodated. Each student will receive instruction in the courses he has already started in a public school. A full time coordinator, two full time teachers, volunteer teachers and college students will compose the staff. Their primary objective being to give each student as much individual help as needed. In addition, students will be expected to undertake and complete projects in Blackology and Black Community Psychology, so that they may better understand their specific roles in the community, the nature of community organization and the purposes of education. All parents will be expected to enroll along with their sons or daughters in the high school and subsequently become active in the operation of the school. (See proposal for Parent Involvement)

Place

Classes will be held wherever space is available throughout the community. This will probably be parent's living rooms, churches or any space that existing schools will allow us to use. Headquarters will be at 1104 Saratoga Avenue in East Palo Alto. (Phone number 415-325-1389)

Time

The Nairobi High School will operate on the basis of a seven-day week. Classes will be held Mondays through Fridays in most subjects. However, due to the lack of financing and to the use of several volunteer teachers, the scheduled time for different classes will be somewhat flexible. Weekends will be employed for field-study trips to interview community students at various colleges, to the State Office of Education, to federal departments such as HEW, etc. At other times, week-ends will be used for study and performance in community projects, such as teaching in the East Palo Alto Day School, organizing a children's choir, etc.

Curriculum

Curriculum plans for the year commencing in October 1969 will be as follows: English at all grade levels, American history, Western Civilization, Black History, Government, Geometry, Algebra, General Science, Geology, Biology, Spanish, Swahili, Instrumental Music, Art, Industrial Arts, Applied Design, Photography, Business Education, Blackology, Black Community Psychology, African Dance and Physical Education.

MOTHERS for EQUAL EDUCATION

Proposal for Parent Involvement for Nairobi High School and Day School

Purpose

To meaningfully involve the parents of students and other committed people in all aspects of the school's operation. This would result in the parents receiving remuneration for their services, would expose them to the values of education and would create a cadre of people able to produce and maintain academic excellence in the Black community.

Requirements for Parent Counselors:

- A Parent Counselor must have students in attendance at Nairobi High School or Day School or must have shown a real interest in the attainment of a relevant education for students
- A Parent Counselor must respect and have a strong commitment to the students, parents and the Black community. Each Parent Counselor must believe that every child can learn. They must be willing to work countless hours with the churches, on the streets and with parents to create an environment in which our children can develop the intellectual tools and creative ability necessary to live in this complex society.
- A Parent Counselor, although holding a full-time position, must be flexible. He must be available for consultation, for just listening, to attend or hold a meeting, or to encounter a crisis at any odd hour. A Parent Counselor's work hours are long and irregular. They cannot be scheduled.
- A Parent Counselor must have out-going personality traits. He should be receptive to all types of people, willing and eager to learn and practice the art of working in a variety of ways with a variety of individuals.
- A Parent Counselor must be one who recognizes the differences between education and de-education as it affects Black children.

Goals of the Training Program:

That Parent Counselors may become familiar with all facts and intricacies of school-parent-community relationships.

That Parent Counselors attain confidence for their own job functioning.

That Parent Counselors may think of themselves as serving people. People have needs, desires, and problems. A counselor must deal with these, seeking solutions. The school and community will thereby be strengthened as they reflect the involvement of the Counselor with students, staff, parents and the community at large.

That Parent Counselors be able to use their own natural empathy toward others. They must become aggressive enough to think out a situation and move accordingly in a positive direction.

Subject Matter of Training:

- 1.) Dressing techniques as an aid in counselor effectiveness.
- 2.) How to make contacts, whether by phone, in person, in group meetings, etc.
- 3.) When and how to work with students.
 - a) How to listen to students.
 - b) How to gain their confidence
 - c) How to guide student discussions.
 - d) How to provide for students' needs
 - e) How to lead students into constructive attitudes.
- 4.) How to work well with principals and staff without becoming an integral part of the school.
 - a) How to be critical, but also tactful
 - b) How to hold attitude workshops for staff.
- 5.) How to organize parents around issues, rather than for gossip-and-coffee sessions.
 - a) Help parents to overcome their fear of the educational institution
 - b) Help parents to articulate what they know about the needs of their children, about the ways in which the school is failing.
 - c) Help parents to freely and critically discuss the methods and policies of the school, and to make their own, perhaps untried and inovative, suggestions for improvement.

- 5.) d) Encourage parents to participate in the educational process by their presence on the school campus, their contributions to the assemblies and classrooms, in teacher workshops, etc.
- e) Help parents to overcome the desire to be "the good parent," the cooperative one, even while the system destroys his own child.
- 6.) How to feel the pulse of the community.
 - a) To be able to communicate easily and interestedly with all groups, of whatever social and economic standards, in the community.
 - b) How to hold private information confidential

Methods to be Used in Training

- 1.) Have counselors attend In-Service workshops
- 2.) Wide open discussion groups.
- 3.) Expose Counselors to all programs and agencies in the community (good and bad)
- 4.) Workshops led by parents.

Duties

Counselors will be employed on a 12 month basis. Ten months during the school year and two months during the school vacation with community initiated programs.

Budget

	Per Annum
1 Counselor Coordinator:-	7,800.00
4 Parent Counselors (\$550.00 per month each)	\$26,400.00
Transportation	\$500.00
Supplies	\$300.00
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TOTAL	\$35,000.00

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