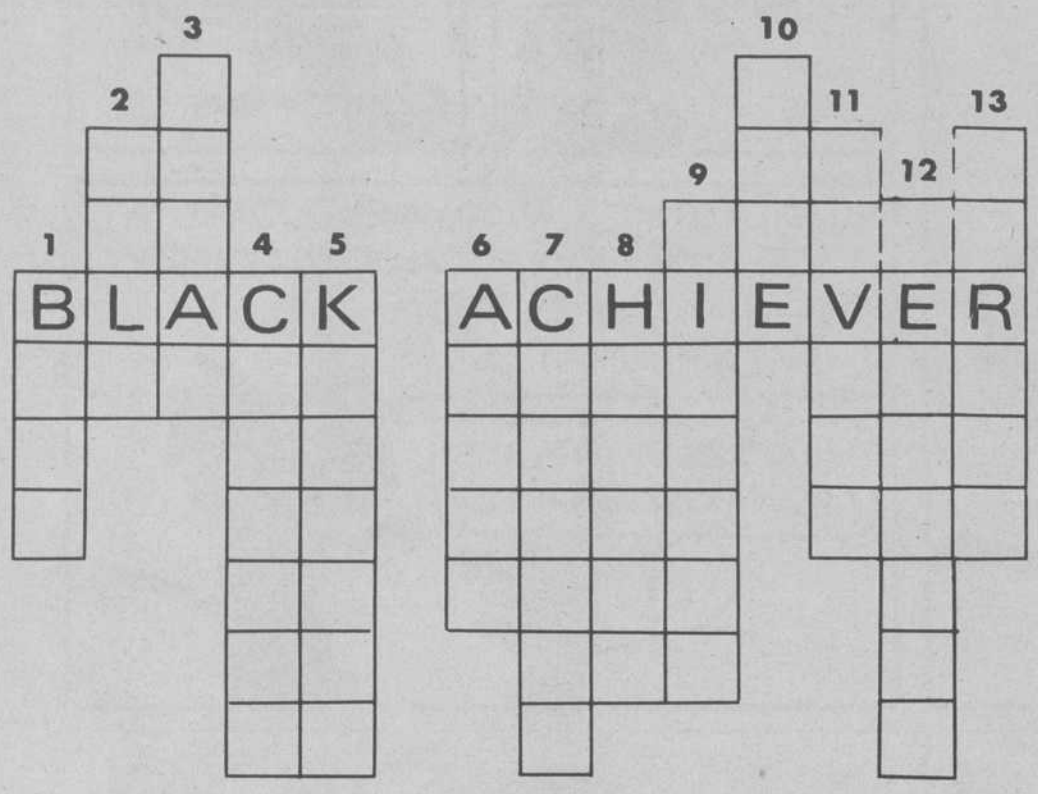
"WE ARE SOMEBODY" CORNER



BLACK ACHIEVER

1. Ernest Just was elected to Phi _____ Kappa Fraternity because of his high grades.
2. Just became a well-known national and international scientist in the study of the human _____.
3. He was presented the first Spingarn _____ by the NAACP.
4. Just earned a Ph.D. degree in zoology from the University of _____.
5. Just finished his courses at _____ Union Academy in three years.
6. He left Germany in 1933 when _____ Hitler came to power.
7. Just earned the B.A. degree from Dartmouth _____.
8. After graduation, his first job was at _____ University.
9. Just was a _____ in the field of zoology.
10. Dr. Ernest Just was a student in the meaning of _____.
11. Biology is the study of _____ things and the way they live and grow.
12. Just was the president of the _____ society at Kimball.
13. Just was the first American to be invited to work at the Kaiser Wilhelm Institute in _____, Germany.

(See Page 2 for Puzzle Answers)

TEACHER'S AND TUTOR'S GUIDE

The primary objective of ***The ADVANCER*** *is to fulfill a basic part of the reading motivational, comprehension enhancement and ego strengthening needs of our young and older adults not presently in any formalized public school system. Its secondary purpose is to serve as excellent supplemental reading for the large number of young people in public (and other) formalized schools where such help is indicated.*

This new learning enhancement tool is being put together on a volunteer basis (there are no paid staff either nationally or locally in AOIP) by experienced professionals who often have varying views concerning how (level-wise) such students should be approached. Since many of you, too, have opinions as reading specialists, we welcome your comments and would appreciate greatly your suggestions. Also, we invite—and urgently need—articles for inclusion in ***The ADVANCER****. Each article must include a set of questions for use in our Teacher's and Tutor's Guide.*

Since we may have to combine similar articles and significantly edit others, we feel it is best to maintain a policy of no credits. The objective of all of us is to do what we can to eliminate the awsomeness of illiteracy wherever it exists.

General Guidelines

This guide is primarily to arouse and maintain motivation in the student by continuously highlighting those elements in the articles which focus on issues of major concern to them: address their ego strengthening needs and sense of self; and convey productive alternatives to preconceived notions and ways of thinking that have hindered them from maximizing their potential.

This orientation can help make the necessary mechanical process that follows more meaningful and acceptable to the students—something that they can see as making sense and helpful to them. Accordingly, we suggest that you:

1. Utilize the *Who Am I Guide to Learning* if you have total non-readers.

2. Motivate student interest by introducing topics in *The ADVANCER* that show why they should be proud of being Black (or Hispanic). Also introduce situations that are sure to be of interest and meaningful to them.

3. Guide the reading of each article by posing self-interest questions using words from the text. If necessary, take a sentence at a time. As the student progresses, you can take a paragraph at a time.

Here are some suggested motivational and comprehension question:

Motivational and Comprehension Questions:

CLERK TYPIST—Ask: Where does Charles Gaines work? Who is Rev. Smith? How did Lillian Jackson learn about the job? What is Lillian doing to improve her typing skill? What kinds of things will Lillian have to type? Why does she want to work for the church? Where does she check the spelling of words she is not sure of? Do you use your dictionary everyday?

DID YOU KNOW THAT...—Ask: Which women belong to Lambda Kappa Mu Sorority? What do the local chapters do? How does the sorority help other Black organizations?

ERNEST EVERETT JUST: BLACK ACHIEVER—Ask: What did Ernest Just's father and grandfather do? How did the young boy help to support the family? What did Just have with him when he arrived in New York City? What honors did he win at Kimball Union Academy? Why did he study in the field of biology? Where was his first job? What is "cell physiology"? Why did Just leave Germany? What is the Spingarn Medal?

OUR GEOGRAPHY LESSON—Ask: How many Black people live in the state of Nevada? What city is the capital of Nevada? How many Puerto Ricans live in Nevada? How many Black elected officials does Nevada have? Who was Jim Beckwourth? Who was Jack Johnson?

MONTERREY: THE STORY CONTINUES—Ask: Why did England, France and Spain send troops to Mexico? What event took place on May 5, 1862? Why was Napoleon angry? Why did Juarez leave Mexico City? Why did Archduke Maximilian go to Mexico? Why did Napoleon think that the U.S. might enter the war in Mexico?

BLACK HISTORY LESSON—Ask: Who organized the first African Methodist Episcopal Church? Why did the Black members of St. George's leave the church? How many members does the AME church have today? Have you ever visited any of the historic AME churches? Why did Blacks withdraw from the John Street Methodist Church in New York City? Who was James Varick? When did the Colored Methodist Episcopal Church change its name?

THE WATER CYCLE—Ask: What is the "water cycle"? Where does rain and snow come from? Have you tried to do the demonstration?

An Important Complement

To help round out the motivational and ego strengthening begun here in *The ADVANCER*, the teacher or tutor also needs to:

1. Call the student's attention to some role models from their own community which are featured in the community-*building* newspaper carrying *The ADVANCER*.

2. Highlight for the student the articles and editorials of positive community-*building* happenings in this same newspaper, which serve to reinforce pride and hope in their future in a "real life" way.

3. Encourage the students to share both *The ADVANCER* and the larger community newspaper with their parents, relatives and friends, who also frequently suffer from similar feelings of hopelessness, despair and lack of pride in themselves.

Parents, relatives and friends who have been blessed with strong egos and a sense of hope still need the exposure to these communication vehicles so they can better relate to the students outside the classroom-type setting and be inspired to do an even better job of role modeling and building our communities. In these ways, our illiteracy victims will become even more secure, hope-filled and proud enough to be motivated to want to learn.