

# BLACK CHILD.....(Continued from Page 14)



Dr. Theodore Alexander, Polemarch of the Los Angeles Chapter of Kappi Alpha Psi Fraternity, was the guest speaker at a Phi Delta Kappa luncheon honoring Carrie Haynes for AOIP service.



This teacher uses *The ADVANCER* to help her 3rd and 4th grade classes learn to read.



AOIP tutors enjoy their work and share their enthusiasm with their students.



AOIP volunteers participate in many interesting ways. This group is participating in an AOIP Workshop.

ship of AOIP for this purpose is *Science Weekly*. It is designed to create high interest in thinking and develops skills needed to think to the maximum beginning at kindergarten and continuing to the eighth grade level.

#### Unique Predicament #5:

A lack of developed skills to score high on SAT and other examinations. This inability to deal effectively with certain kinds of tests manifests itself as a major roadblock in learning for many Black students. For a variety of reasons, test skill development has not been presented within formats that interest Black students.

#### AOIP-Recommended "Missing Link" Tool #5:

This instrument is called *Analogies and Black History*. This is a deeply-engaging and vital tool that is put within such an interesting and easily-digestible context that teachers and minority students at the eighth grade level hardly know that—upon completion and review of

some interesting Black history—they will have mastered every thinking skill needed to pass the SAT, PSAT and SSAT exams with high marks.

#### Unique Predicament #6:

Lack of a simple, effective way to raise reading scores for those woefully behind.

#### AOIP-Recommended "Missing Link" Tool #6:

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#### Unique Predicament #7:

Lack of a simplified and interest-capturing basal language arts mechanism for Black students which will enable teachers to have a consistent,

compensatory and integrated approach to language skill development.

#### AOIP-Recommended "Missing Link" Tool #7:

It is called the "Sequential Skills Development Series (SSDS) in the English Language Arts." SSDS instructional guides and workbooks provide an intensive vocabulary development exercise for each of the most frequently used words in the English language as identified by researchers and the publishers of the most widely used standardized tests.

#### Unique Predicament #8:

A lack of show of caring from—and a lack of interest by—so-called "successful" Blacks as far as the community-building concerns of the Black masses.

#### AOIP-Developed "Missing Link" #8:

It is called the *AOIP Local Unit Volunteer Support Project*. The well over 90 national Black-led organizations af-

filiated with AOIP have committed themselves to play major roles in fulfilling all of the "affective-oriented" aspects of learning not possible within any school in any major city.

Most of these tools listed—along with the predicaments they overcome—were chosen based on what was learned largely from the "Grape Street experience." Seven of the tools were developed—and are continuously updated—by a cross section of the most highly-skilled and successful educators in AOIP. Only one of these excellent compensatory and low-cost tools was developed by a highly-successful and unusually-sensitive educator outside the Black community.

Recommended for everyone is reading about the Grape Street Experience, which is told in *Good News On Grape Street: The Transformation of a Ghetto School* by Carrie Ayers Haynes. It is available from Three S Management, Los Angeles, California (213) 752-0663.