

The Search

Fred Rosenau

Career Education

Late in 1979 USOE's Office of Career Education released a full-dress, 364-page collection of project descriptions for nine career education programs that had been approved earlier by the Office of Education's "Dissemination Review Panel." These detailed descriptions provide information on development, materials and activities, staffing and management, costs, evidence of effectiveness, and so on. To obtain *Career Education Programs That Work* (stock #017-080-02058-1) send \$7 to Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. Or thumb through the publication at the nearest depository library; one copy of many such tomes is sent routinely to hundreds of libraries on the federal government's "depository" list. (Also, note that one-page descriptions of each of these nine programs, and more than 200 in other subject areas, are available in the sixth edition of *Educational Programs That Work*, which you can locate through the National Diffusion Network's State Facilitator (SF) in your own state. Your SF can link you quickly with the developers of programs anywhere in the United States.

The Office of Career Education also commissioned a review of all projects aimed at reducing sex stereotyping in career education. In 1979 it released a 72-page study that looks at the state of the art, promising approaches to some persistent problems, and descriptions of 30 projects that try to reduce stereotyping. An abstract is provided for each project, along with its target population and subject focus, materials available (if any), and name and address of the developer. Order *Reducing Sex Stereotyping in Career Education* (stock #017-080-02042-4) at \$3.50 from the Superintendent of Documents.

Other useful career education resources include the National Center for Career Education at the University of Montana, Missoula, Montana

59801; the Clearinghouse on Adult, Career, and Vocational Education at Ohio State University, Columbus, Ohio 43210; and the Women's Educational Equity Communications Network, 1855 Folsom Street, San Francisco, California 94103.

Funding

Getting grants seems to be one of the pet topics of most educators these days. Somewhere, in most school districts, someone is pursuing state and federal funding sources beyond the norm. Some districts subscribe to special services that claim to provide them with inside information about funding possibilities. Others go right to the source—the *Catalog of Federal Domestic Assistance*. Others subscribe to the *Federal Register* and *Commerce Business Daily*. Some write their own proposals for federal and state funds; others hire consultants to tackle that assignment on an as-needed basis. But if your district or institution isn't finding all the advance information it needs, you may want to ask questions of Education Funding Research Council (EFRC). That nonprofit organization charges \$196 per year for a subscription and provides you with *Education Funding News*, *Washington HOTLINE*, *Congressional Boxscore*, *Federal Aid Section Analysis*, *Retrieval Service*, and more. Write EFRC, 752 National Press Building, Washington, DC 20045.

In addition to general funding information, there are many specialized sources of financial aid. One resource of this type is *Educational Financial Aid for Women: An Information Packet*, a compilation of articles, resources, and brochures designed to help women. Price: \$4.50 plus 50¢ shipping cost. Order from Women's Educational Equity Communications Network, 1855 Folsom Street, San Francisco, California 94103.

Math

Diagnosis, remediation, motivation, problem solving, estimation, evaluation, calculators—you name it and "Research Within Reach" will be reporting on it through the R&D Interpretation Service (RDIS) of the Research and Development Exchange (RDx) sponsored at regional educational laboratories by the National Institute of Education. A dozen different bulletins (each four pages, 8½ x 11) are already available from the nearest regional exchange or from your state department's dissemination office. If you happen to be located in an "unserved" state, write RDIS CEMREL, Inc., 3120 59th Street, St. Louis, Missouri 63139.

If the problem is math anxiety, you can meet it head-on with a new classroom video series called "Mathways" designed for grades five through eight. The four 15-minute programs deal with four common sources of math fear—decimal points, percentages, areas, and volume. Animation is used to make these math problems concrete. For descriptions and information on preview, purchase, or lease, write AIT, Box A, Bloomington, Indiana 47402.

Then there's the recent National Assessment of Educational Progress report that summarizes 9-, 13-, and 17-year-olds' understanding of math concepts and principles. Send \$3.85 for *Mathematical Understanding* (Report #09-MA-04) to NAEP, Suite 700, 1860 Lincoln Street, Denver, Colorado 80295. You can also request the NAEP Newsletter, available at no charge.

Learning Disabilities

A brochure called "Plain Talk about Children with Learning Disabilities" offers tips on recognizing and coping with the learning disabled child. Consider such questions as "Why does he read SAW for WAS?" . . . "How come she could read all

those words yesterday, but she can't get a single one today?" . . . "Can't he stop talking for five minutes?" . . . "How could she put down the same answer to four different arithmetic problems?" The six-page brochure, adapted from *No Easy Answers—The Learning Disabled Child*, may be reprinted without permission from the National Institute of Mental Health (NIMH). A single copy may be obtained free from Consumer Information Center, Pueblo, Colorado 81009. Requests for up to 100 copies should be directed to Hilda Fried, Room 11A-25, NIMH, 5600 Fishers Lane, Rockville, Maryland 20857. It's DHEW Publication # (ADM)79-825. The full NIMH publication (*No Easy Answers*) is sold at \$3.25 (stock #017-024-00687-4) by the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Media Selection

Last September USOE's Office of Libraries and Learning Resources released a revised edition of *Aids to Media Selection for Students and*

Teachers. This 112-page guide lists bibliographies and journals that review books, periodicals, and audiovisual materials useful in elementary and secondary school instructional programs. Its four sections are: book selection sources; periodicals; sources of AV materials; and sources of multiethnic materials. Also included are a directory of publishers and an authority index. On a selective basis, and while supplies last, you can get a gratis copy by writing OLLR, School Media Resources Branch, U.S. Office of Education, ROB 3, Room 3125B, 400 Maryland Avenue SW, Washington, DC 20202.

Frontiers

If you already receive the *Bulletin of the National Science Foundation*, you'll know about publication of *Frontiers of Science—II*, a new collection of 34 of the best articles that originally appeared in *Mosaic* in 1977-78. The 277-page book, offering insight into current scientific research, is reportedly suitable for use in high school classrooms. So if your upper-level students want to know about

quarks or lasers or chemical oscillations, send \$6.50 to Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402, citing stock #038-00410-7. To get on the mailing list for the *NSF Bulletin*, write Publications Unit, NSF, 1800 G Street NW, Washington, DC 20550.

Testing

A 440-page report of a conference on research on testing (held in August 1979) includes the chairman's report on uses and criticisms of current tests plus recommendations on adjusting tests to cultural background and educational objectives. To order *Testing, Teaching, and Learning* (stock #017-080-02071-8), send \$2.25 to Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

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BEYOND EDUCATIONAL MYTHS: Uncovering Issues for the '80s

A conference to explore educational myths and the issues they obscure

April 11 & 12, 1980

- *Why do people insist on separating affect from cognition?*
- *How many pictures of women make a non-sexist textbook?*
- *Are Gifted and Talented programs a new form of social class segregation?*

Workshop leaders will include Jean Anyon, Jack Frankel, Maxine Greene, Colin Greer, Jack Nelson, William Pinar, and Mary Kay Terrault. Among the myths they will explore are:

MYTHS

Moral Education
Cultural Pluralism
Objective Testing
Theory vs. Practice
Career Education
Behavioral Objectives

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