

non-honors student. This curriculum stresses understanding of proportional calculations and takes most of its examples from real-life activities.

Information and a free newsletter may be secured from William Boelke, Department of Applied Mathematics, Central Connecticut State College, New Britain, CT 06050.

■ **IF TEACHERS FOSTERED** pupils' intuitive problem-solving skills, they might be better at solving mathematical problems. Three mathematics education researchers reached this conclusion in a study done at the Wisconsin Research and Development Center for Individualized Schooling.

In the study, 43 first-grade pupils who had not received any instruction in formal arithmetic computation were requested to solve a number of verbal problems representing basic addition and subtraction computations. While most of the pupils were able to work the problems correctly, they used a variety of strategies based on their analyses of the problems. According to James Moser of the University of Wisconsin—Madison, older students, when given a verbal problem, frequently look for a rule to apply the computations skills they have been taught and are less likely to think through a problem than the uninstructed pupils.

The research team speculates that because symbolic addition and subtraction are taught prior to verbal problems, these pupils have no reason to use their natural intuition in solving verbal problems. Another of the researchers, Thomas Carpenter, argues that pupils' natural problem-solving skills are being bypassed.

The research suggests that pupils will be better problem solvers if verbal problems are taught first and then, based on these experiences, symbolic addition and subtraction are taught.

Part of a three-year analysis of how children learn beginning mathematical skills, the study is funded by the National Institute of Education. For additional information, write to James Moser, Wisconsin Center, 1025 W. Johnson Street, Madison, WI 53706.

■ **THE LOS ANGELES** school district has introduced the year-round plan in 39 elementary and six junior

high schools as a means of relieving overcrowded conditions. In 35 elementary schools, the 45/15 schedule (45 teaching days followed by 15 vacation days) is followed while in the remaining ten elementary and junior high schools the 90/30 schedule (90 teaching days followed by 30 vacation days) is used.

The program, part of the district's desegregation plan, calls for dividing each school's enrollment into four groups and adopting a staggered schedule whereby only three groups are in school at any given time. A fourth group is always on vacation. All schools, including regular and year-round schools, will be on break during the traditional winter recess, scheduled December 22-January 2; however, only regular schools will have the traditional spring vacation.

■ **THE WISCONSIN R&D** Center has published *Community Relations for Schools* by M. Lynn Karges and B. Dean Bowles. The 150-page guide describes how schools may develop a model community relations program. The basic elements of a community relations program identified in the guide are: assessing needs, planning the program, implementing the program, and evaluating the program. The work, including 33 sample materials from effective community relations programs, was developed from actual school experience and studies conducted by the R&D Center's home-school-community relations project. Copies are available for \$4.75 from the Center Document Service, 1025 West Johnson Street, Madison, WI 53706. Check or purchase order must accompany order.

■ **OYSTER RIVER HIGH** School (Nurham, NH) and York High School (York, ME) are the locations for the development of an interdisciplinary study of the marine environment which relates mathematics, science, history, language, social studies, art, and music. Under the direction of Michael Andrew and Eleanor Milliken, teams of teachers and students planned the program.

According to an article in *The Core Teacher*, published by the National Association for Core Curriculum, Inc., the aim of the project is to encourage students to investigate the natural and social history of the area, to become aware of the importance of

local marine resources, to acquire an informed and open mind about coastal management practices, and to share their knowledge with others. The curriculum involves extensive field studies. Students make films, slide-tapes, field guides, TV and planetarium programs, and other teaching-learning materials for use by other students.

The developers have chosen to use the acronym **ASHORE** to designate the project. This stands for "A Science-Humanities Oceanographic Response to Education." Information regarding the curriculum project is available from William Sowers, Assistant Superintendent, Oyster River Cooperative School District, Somersworth, NH 03878.

Information Resources

BY FRED ROSENAU

■ **WHAT PERCENTAGE** of the children in your schools comes from one-parent families? And what percentage of those are low achievers? How do they compare with other children in terms of tardiness, truancy, and discipline? The findings from a continuing nationwide study may astonish you and may cause you to begin thinking about what needs to be done by administrators, counselors, and teachers to identify and help these students. The study, conducted by the National Association of Elementary School Principals and /I/D/E/A/, cautions that "one-parent children are at risk both in their personal lives and . . . in their schooling. . . . These children require far more help and attention from the school than they currently receive." Perhaps you'll be surprised to discover that 20 percent of children in elementary school and 15 percent in secondary school live in one-parent families. The study directors believe that the first step for schools is a frequently updated recordkeeping system that can keep track of changes in student family status. Another recommendation is that conferences with the custodial parent be held at the parent's convenience, without causing

the parent to take time off from work. After collecting data on 18,000 students in 26 public school systems, the researchers have found that "reduced parenting" has a negative effect on achievement, making it important for the schools to review their current practices. Obviously schools cannot cope with this problem alone, so the second year of the study will devote energy to community approaches to help meet the needs of children and their families. For information or for a copy of the study report (\$1 for postage and handling), write NAESP, 1801 N. Moore Street, Arlington, VA 22209. Title: *The Most Significant Minority: One-Parent Children in the Schools*.

■ **IF YOU AND YOUR** colleagues expect to communicate with or compete for funds from the Department of Education in Washington, you may want to own a copy of *Education Department 1980 (A Resource Manual for the New Federal Department of Education)*. This 210-page, oversized volume covers the department's history, organization (mission and functions of the major program offices), profiles of individual programs, and 1981 budget. Program offices include elementary and secondary education, postsecondary, research and improvement, special education and rehabilitation services, vocational and adult education, bilingual and minority language, and overseas dependents. In these pages you can unearth such tidbits as the estimated average funding award in various programs: metric ed (\$33,000), consumers' ed (\$52,000), basic skills (\$118,000), ethnic heritage (\$50,000), women's equity (\$150,000), gifted/talented (\$50,000), and community schools (\$54,000). Available at \$30 per copy from Feistritzer Publications, 1261 National Press Building, Washington, DC 20045.

■ **MORE THAN** 225 exemplary programs are described in the Department of Education's just-released catalog, *Educational Programs That Work* (7th edition, Fall 1980). There are 13 new programs and this year's edition includes two additional indexes: ERIC descriptors for all programs and a sectional cross-reference index. All the Developer/Demonstrator projects currently funded by the

National Diffusion Network are featured as in previous editions. Available at \$5.50 (payment with order) from Order Dept., Far West Laboratory, 1855 Folsom Street, San Francisco, CA 94103.

■ **IT'S POLITICS**, BUT not the presidential election. Instead this item deals with local, state, and federal educational politics—the courts and schools, finance, accountability, curriculum, desegregation, handicapped, program evaluation, sex discrimination, postsecondary, and all the rest. *The Study of Politics and Education: A Bibliographical Guide to the Research Literature* is now available for \$4.50 from ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403.

■ **YOU'VE CERTAINLY** heard that rural school districts, much in the news this past summer, may have severe, unmet educational "needs," that it's difficult for them to attract staff, and that they have weak administrative infrastructures. That's especially true for those that are truly isolated in sparsely populated counties. A recent study also suggests that spending an equal number of dollars per student may not ensure equity for a rural district. For a detailed report on the NIE-sponsored research, see *Federal Aid to Rural Schools: Current Patterns and Unmet Needs*, published at \$5 by the Rand Corporation, Santa Monica, CA 90406.

■ **LOOKING FOR IDEAS** or materials focusing on American ethnic groups? Now there's a large-size, 150-page catalog available that may help meet your needs: *Ethnic Heritage Studies Program Catalog (1974-79)*, produced for the Department of Education by the Ethnic Heritage Studies Clearinghouse. The federal program (Title IX, ESEA) funded more than 300 projects in 49 states, the District of Columbia, and five territories. Projects are indexed by ethnic group and by geographical area. An appendix of statistical data is included. Send check or purchase order for \$9.95 to SSEC Publications, 855 Broadway, Boulder, CO 80302.

■ **TO HELP TEENAGERS** become more active in shaping their personal and social growth—body, mind, feelings, relationships—a new television/

film series provides an opportunity for them to talk about important issues. Each of twelve 15-minute color programs dramatizes a common teenage challenge, such as accepting feelings, aspiring toward careers, or understanding of self. The series, which includes a teacher/leader guide, is entitled "On the Level." For information, write AIT, Box A, Bloomington, IN 47402.

■ **A FREE CATALOG** *Special Education Materials 1980* describes 55 new special education products, including child-use instructional materials, assessment instruments, equipment, and training materials for parents, educators, and others who work with handicapped children. Each entry tells where the product is available, its price, developer, publisher, and the purpose, audience, and content. Available from LINC Services, 829 Eastwind Drive, Westerville, OH 43081.

■ **WITH THE APPROACH** of cold weather, you may be ready for a free list of Department of Energy (DOE) educational materials. If so, write to the Education Division, Office of Consumer Affairs, U.S. Dept. of Energy, Room 8G082, Washington, DC 20585. In addition, films that may be borrowed gratis—some 190 of them—are available from DOE Technical Information Center, P.O. Box 62, Oak Ridge, TN 37830.

Learning Styles

BY RITA DUNN

■ **A RECENT DOCTORAL** dissertation revealed that when reading treatments were matched to perceptual learning styles, higher reading scores resulted which were statistically significant at the .01 level.

In her dissertation at St. John's University (1980), Marie Antoinetti Carbo found that auditory students (high auditory/low visual) learned best through their auditory modality and are likely to learn to read better through a phonics approach. Visual students (high visual/low auditory) learned best through their visual

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