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 projects, 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, 1028 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 ROSENPAU

- 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 record-keeping 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
cope with this problem alone, so the
second year of the study will devote
energy to community approaches to
vocational and adult education,
practices. Obviously schools cannot
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 com-
pete for funds from the Department of
Education in Washington, you may
want to own a copy of Education
Department 1980 (A Resource Man-
ual for the New Federal Department
of Education). This 210-page, over-
sized volume covers the department's
history, organization (mission and
functions of the major program of-
ices), profiles of individual pro-
grams, and 1981 budget. Program
offices include elementary and sec-
dary education, postsecondary, re-
search 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 heri-
tage ($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 Na-
tional Press Building, Washington,
DC 20045.

MORE THAN 225 exemplary pro-
grams are described in the Depart-
ment 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 in-
dices: ERIC descriptors for all pro-
grams and a sectional cross-reference
index. All the Developer/Demonstra-
tor 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, cur-
riculum, desegregation, handicapped,
program evaluation, sex discrimina-
tion, postsecondary, and all the rest.
The Study of Politics and Education:
A Bibliographical Guide to the Re-
search 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 ad-
ministrative infrastructures. That's
especially true for those that are truly
isolated in sparsely populated coun-
tries. 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 re-
port on the NIE-sponsored research,
see Federal Aid to Rural Schools:
Current Patterns and Unmet Needs,
published at $5 by the Rand Corpo-
ration, Santa Monica, CA 90406.

LOOKING FOR IDEAS or ma-
terials 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 Ed-
ucation 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 Publica-
tions, 855 Broadway, Boulder, CO
80302.

TO HELP TEENAGERS become
more active in shaping their personal
and social growth—body, mind, feel-
ings, relationships—a new television/
film series provides an opportunity
for them to talk about important is-
ues. Each of twelve 15-minute color
programs dramatizes a common teen-
age challenge, such as accepting feel-
ings, aspiring toward careers, or un-
derstanding of self. The series, which
includes a teacher/leader guide, is
titled "On the Level." For informa-
tion, write AIT, Box A, Bloomington,
IN 47402.

A FREE CATALOG Special Ed-
cucation Materials 1980 describes 55
new special education products, in-
cluding child-use instructional ma-
terials, assessment instruments, equip-
ment, and training materials for
parents, educators, and others who
work with handicapped children.
Each entry tells where the product is
available, its price, developer, pub-
lisher, and the purpose, audience, and
content. Available from LINC Serv-
ces, 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 Tech-
ical Information Center, P.O. Box
62, Oak Ridge, TN 37830.

Learning Styles

BY RITA DUNN

A RECENT DOCTORAL dis-
sertation revealed that when reading
treatments were matched to per-
cipital learning styles, higher read-
ning scores resulted which were sta-
tistically significant at the .01 level.
In her dissertation at St. John's
University (1980), Marie Antoinetti
Carbo found that auditory students
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and are likely to learn to read better
through a phonics approach. Visual
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