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**Clyde Greeno\*** ([green@mathsense.org](mailto:green@mathsense.org)). *For Victims Of The Mathematics-Distress Syndrome: A Radical Alternative Curriculum*. Preliminary report.

Clinical research with mathematics-floundering adults readily discloses that the fundamental cause of MLD (Mathematics-Learning Distress) is a combination of (1) malcomprehension and (2) adverse emotional reactions to the learner's own awareness of personal malcomprehension.

Although the fundamental cause is that the traditional core-curriculum (arithmetic, basic algebra, intermediate algebra, college algebra) is wrought with text/teacher presentations which are not mathematically common-sensible to the students; that malady is accentuated by the traditional structure of those core courses. Typically, those are structured as ever judgmental gamuts (of scores, grades, and deadlines) along which the time-schedule commonly precludes comprehension-oriented instruction of under-prepared, MLD students.

Resolving that dilemma requires stepping "outside the nine dots" — by forsaking the traditional course structure, to provide an ALTERNATIVE EDUCATION curriculum (in arithmetic and algebra) — designed specifically to empower MLD-victims for future success in college-level courses. Such an alternative can be provided by any college having a "continuing education" program for its local community. A replicable model is gleaned from the MALEI Institute's Mathematical Learning Clinic. (Received September 23, 2006)