

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

modality and perhaps should be taught through a word recognition method. Children with *neither* auditory nor visual strengths ("nonpreference"), learned only through a tactual/visual treatment but might have achieved even better had a tactual/kinesthetic or multisensory approach been provided.

■ **LEADERSHIP** in the development of programs that teach students through their individual learning styles has been demonstrated by administrators, teachers, researchers, state education department officials, and editors throughout this nation. This is the first in a series that focuses on those who are contributing to emerging knowledge of the instructional theory of learning style:

■ **AN ENGLISH** Department Chairperson. In 1977, Michael Martin conducted a doctoral investigation to determine individual learning styles among high school students. The results of this study verified that it is virtually impossible for a single type of instructional program (traditional or alternative) to complement the style differences that exist among high school students.

When comparing youngsters who achieve independently, those who achieve through conformity, and those who are dependent upon others, Martin found that independent students functioned better in an alternative instructional environment where they achieved both higher grades and satisfaction with schooling. Conversely, dependent students fared better in a traditional program.

To incorporate the findings into his professional responsibilities at Bishop Carroll High School, Martin and his colleagues designed a pilot program to identify the learning style characteristics of 10th and 11th grade stu-

dents, using both *Cognitive Style Mapping* and *Learning Style Inventory* (LSI).

When computer feedback was obtained, participating teacher-advisors were asked to review the results with students that they knew very well, and ascertain each instrument's validity. The faculty believed that the information revealed would be valuable for the entire school.

In 1979 the LSI was administered throughout the entire school. Responses for the environmental, emotional, sociological, and physical elements were divided into three categories, "negligible, minor, and major." Color coding provided a visual profile which permitted easy recognition of individual characteristics and encouraged concentration on those that were important to each youngster. The original was given to the student and a copy was placed on file.

During the past year, "Learning: A Matter of Style," an ASCD videotape was used with both teachers and students to further develop school-wide understanding of how individuals learn. In these ways, Martin has used the knowledge gained through his own research to implement programs responsive to a developing understanding of learning styles.

■ **AN ELEMENTARY** School Principal. Eight years ago, an Assistant Principal in New York City began introducing various individualization strategies into P.S. #220, Queens. Working with a staff of essentially veteran teachers, Marcia Knoll gradually involved senior and new teachers, parents and students, and many segments of the community in the development of a new type of instructional program.

As knowledge of learning styles

developed, her staff began to observe the differences that were evident among their students and incorporated a Contract Activity Package and multisensory approach into daily instruction. Gradually, instructional packages and programmed sequences were added.

Located in New York City, this public elementary school has most of the problems of any large urban center. Its diverse student population speaks 15 different languages, experienced a 40 percent mobility rate between September 1979 and January 1980, and is grouped into classes of between 28 and 35. Despite these impediments, its scores on standardized tests in reading and mathematics have been among the highest in the district. Knoll's leadership was evident through her early adaptation of individualization strategies, the merge of those techniques with learning style data, the involvement of the many facets of her community, and the improved scores and attitudes of her student body.

■ **THE NATIONAL** Association of Secondary School Principals will conduct an institute on "Student Learning Styles: Diagnosing and Prescribing Programs" in Washington, D.C., November 20-22. For more information contact L. Anne Smith, NASSP, 1904 Association Drive, Reston, VA 22091.

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