

tive vs. unattractive, noticeable vs. not noticeable, cooperative vs. not cooperative, and persistent vs. gives up easily.

Brophy and Evertson found that although immature students presented frequent and serious problems to teachers, the teachers did not blame or reject them. They were able to criticize the behavior rather than the student and thus maintain a good personal relationship with such students. The teachers were not as positive, however, with students who were held responsible and blameworthy for their inappropriate behavior, especially if that behavior was frequent or severe.

Brophy and Evertson report this and other findings in the book, *Student Characteristics and Teaching*, (\$22.50), published by Longman Inc., 19 W. 44th Street, Suite 1012, New York, NY 10036.

The Future

CHRISTOPHER J. DEDE AND
ARTHUR J. LEWIS

■ NOVEMBER CONFERENCE

November 5-7 the Education Section of the World Future Society will hold its Fourth Annual Conference in Salt Lake City. The theme is "Educational Futures: Topics for a Human Agenda," an exploration of human capabilities. The Education Section is the professional association of educational futurists; its meetings bring together teachers, administrators, policy analysts, and the like for sharing of ideas and resources.

Keynote speakers include Robert Theobald, Jean Houston, Marilyn Ferguson, James Ogilvy, and Kathleen Redd. There will be specialized presentations in the areas of corporate and educational planning, futures curriculum, and futures research. The fastest way to learn about educational futurism and be linked into existing networks of resources is to attend an Education Section meeting. For more information and registration forms, write Dennis Van Avery, World Futures Conference, Westminster College, 1840 South 13th East, Salt Lake City, UT 84105.

Women in Education

NANCY S. OLSON

■ MATH/SCIENCE NETWORK

Why are women 2 percent of the engineering and 99 percent of the secretarial work force? Patterns of education and socialization discourage their entry into nontraditional occupations, says the Math/Science Network. By promoting participation of girls and women in math and science courses, the Network hopes to expand women's career options.

The Network holds a series of nationwide conferences each spring and refers speakers or career panels to motivate girls and women toward math and science. The Network also does some job referral in the Bay Area.

For more information contact Jan MacDonald, Coordinator, Math/Science Resource Center, Mills College, Oakland, CA 94613. (415) 430-2230.

■ NO ONE'S HOME

In a recent poll by *Parents* magazine, only 7 percent of the respondents thought their daughters would be homemakers exclusively. The majority thought their daughters would work because they want to or to help support a family. Three percent thought their daughters would be career women exclusively.

■ SEXISM AFFECTS MEN

The Tie That Binds: The Price of Pursuing the Male Mystique (\$1), a report tracing how sexism affects men and shapes their lives, and a kit of materials for ending sex bias in your school, *Cracking the Glass Slipper* (\$5), are available from the Project on Equal Education Rights (PEER). *PEER Perspective* is a free quarterly newsletter focusing on developments in Congress, the courts, the Department of Education, and schools. To add your name to the mailing list or order publications, contact: PEER, 1112 13th Street NW, Washington, DC 20005. (202) 332-7337.

■ TIPS AND CHALLENGES

Facing the Future — Education and Equity for Females and Males, a brochure

published by the Council of Chief State School Officers' Resource Center on Sex Equity, contains facts about equity issues and tips and challenges for elementary and secondary school teachers.

The brochure results from regional seminars on educational policy and sex equity held by the Council and the National Association of State Boards of Education. It was funded by the Women's Educational Equity Act Program of the U.S. Department of Education and the Ford Foundation.

A free copy of the brochure is available from Susan Baily, Resource Center on Sex Equity, Council of Chief State School Officers, 379 Hall of the States, 400 N. Capitol Street NW, Washington, DC 20001.

■ NORTHEAST COALITION

A New England organization to promote women in school administration recently expanded its membership base to include New York, New Jersey, and Pennsylvania.

The New England Coalition of Educational Leaders "helps members navigate the job market in educational administration. It helps women understand the job market and be competitive in it. Once they're in positions of leadership, NECEL members are provided support, which helps cut down the isolation an administrator might feel," said Lenor G. Hersey, Executive Director.

The group includes assistant principals through superintendents in public schools, central office administrators, and professionals in state departments of education. NECEL publishes a list of jobs available in educational administration and helps potential employers identify women candidates throughout the region.

Contact: NorthEast Coalition of Educational Leaders, Inc., P.O. Box 637, Lincoln, MA 01773. Phone: (617) 259-9298.

Learning Styles

RITA DUNN AND
NANCY RECKINGER

■ READING STYLES

The experimental Reading Style In-

ventory (RSI), developed by Marie Carbo, helps school people design effective reading programs based on diagnosis of individual reading styles. If a youngster needs movement, peer interaction, and tactual and kinesthetic input, for example, a reading program with manipulatives and permissible peer interactions would be prescribed rather than a formal reading group. On the other hand, the traditional reading group might be ideal for a student needing structure, who enjoys basal readers, and who prefers to work with adults and peers.

The RSI is a two-page, multiple-choice test containing 15 items administered to large groups of third to sixth graders in 15 to 30 minutes. An individual Reading Style Profile is provided along with suggested reading programs.

Teachers using the RSI must agree to answer questions about appropriateness and clarity of the language and suggest improvements. The RSI is available from Marie Carbo, 403 Titus Way, East Williston, NY 11020, for \$1. Include a self-addressed, legal-size envelope.

■ JUNG'S PERSONALITY TYPES

Jung's theory of personality types is the basis for several emerging ways of looking at learning style presented at the fourth Myers-Briggs Type Indicator (MBTI) conference at Stanford University last summer. Educators and businesspeople from as far away as Norway and Japan joined psychologists there to share information on styles.

Jung's emphasis was on four basic mental processes used by everyone but preferred and developed in different combinations and to different degrees in fairly consistent ways that become recognizable personality types.

The Myers-Briggs Personality Type Indicator was developed to make Jung's theory useful. It identifies preferred ways of perceiving the world (through the senses or intuitively); preferred ways of making decisions (based on objective data or subjective values); which of those two preferences is dominant; and whether attention is focused primarily on people and the world or primarily on ideas, insights, and theory. The result sorts people into 16 types

whose learning style needs can then be determined.

Information on the MBTI can be obtained from Mary McCauley, Center for the Application of Psychological Type (CAPT), 1441 NW 6th Street, Suite B-400, Gainesville, FL 32601.

Gordon Lawrence at the University of Florida has written *People Types and Tiger Stripes: A Practical Guide to Learning Styles* which explains the 16 types, how to use them in planning instruction, and how to understand teaching styles. (Available from CAPT, address above.)

Carolyn Mamchur at Simon Fraser University, British Columbia, explains the 16 types for classroom teachers in a book called *Insights*. Her focus is to train teachers to help students become aware of the way they learn best and to teach in a manner that respects each style.

David Keirse and Marilyn Bates developed a four-type temperament theory combining Jung's preferred function types with Kretschmer's temperament theory. Using the MBTI, they researched four temperaments and developed detailed descriptions of how people with these temperaments function as learners, teachers, managers, and mates in *Please Understand Me*. (Available from Prometheus Nemesis Books, P.O. Box 20, Del Mar, CA 92014).

Ten reports of research applying type theory to education make up the 1981 third volume of the journal *Research in Psychological Type* edited by Thomas Carskadon, Mississippi State University (Mississippi State, MS 39762). The lead article by Jeffrey Hoffman and Marianne Betkouski gives an overview of MBTI applications in education including the personality of preservice and inservice teachers, the effective teacher, administration and personality type, learning ability of students, and teaching styles. Data explain why schools function as they do and which personality style is the most effective teacher.

■ YOUNG GIFTED CHILDREN

A booklet on how to identify giftedness and then develop matching instructional programs was developed by the Allegheny Intermediate Unit's

Exceptional Children's Program. The text includes methods for verifying giftedness, describes implementation procedures, and explains how to recognize gifted teachers. A section on the identification of learning styles includes a rationale, an instrument for primary children, and student response forms.

For information: Kenneth R. Chuska, Program Administrator, Allegheny Intermediate Unit, Suite 1300, Two Allegheny Center, Pittsburgh, PA 15212.

■ BRAIN RESEARCH AND LEARNING STYLES

The relationships between individual learning style characteristics and how our brains function will be discussed at a conference in New Orleans, November 11-14, 1981. Clinical sessions will focus on models, the instruments they use, the research that supports their philosophies, and the schools involved in field testing. Model conceptualizers will speak side-by-side with practicing teachers and an overview report will be developed.

For information: Anne Smith, Program Director, National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091.

Bob L. Taylor and Robert C. McKean are both Professor of Education; University of Colorado, Boulder.

Janet Flegg is Editor, Institute for Research on Teaching, College of Education, Michigan State University, East Lansing, Michigan.

Christopher J. Dede is Professor, University of Houston-Clearwater, Houston, Texas; and Arthur J. Lewis is Professor of Education, University of Florida, Gainesville.

Nancy S. Olson is Senior Editor of Educational Leadership.

Rita Dunn is Professor, Division of Administrative and Instructional Leadership, St. John's University, Jamaica, New York; and Nancy Reckinger is Associate Professor of Teacher Education, California State University, Fullerton, California.

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