We have additional evidence, not included in the article in question, that confirms Katz's second point. We found that different student groups had similar characteristics over time (University of Illinois: 1975–1981) and across geographical location (Illinois and California). However, it should be recognized that while our data showed group means to be similar, individual scores of our students varied on all dimensions of both inventories (i.e., one score showing a 10-point increase in the reflective-observation dimension of the LSI, another showing a 42-point decrease in the teacher-structured dimension of the LPI). Not all students conform to the mode. Therefore, Katz's premise that the students' learning styles fit perfectly with the University of Illinois program could not be valid for a certain number of the students. Also, what about occupational therapy students in other programs with different teaching/learning methods? The students that did not fall within the mode also did not change their learning styles or preferences. This fact would tend to add evidence to Kolb's contention that learning style is stable over time (2).

In light of Kolb's contention, Katz questioned what we would expect, implying why raise the question at all. Putting aside the points that (a) we were also examining the Learning Preference Inventory and (b) the appropriateness of confirming previous research, we cited three studies in which the question of teaching/learning methods' effect on learning preferences was raised (3–5). We felt we were in a good position to test those researchers' questions/indications for further research.

We reasoned as follows:

- The teaching/learning methods of our program differed markedly from those that most of our students had experienced previously.
- We could provide a situation in which students were exposed to new and different teaching/learning methods.
- Evidence of change in our students would indicate an area of study that would have a high probability of producing useful results.

This study was our attempt to find evidence for or against a proposition which was identified by other researchers as a possibility. Is not that what scholarly activity is all about?

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REFERENCES


Home Health Care

I must commend the excellent coverage given in the November 1984 AJOT of what can be a very complicated and foreign subject—home health care. The articles are all very well written, clear, and obviously well researched. The information in the articles is accurate and realistic. I have brought three of the articles to the attention of our five supervisors and all our occupational therapists.

Thank you for devoting an entire issue to Home Health Care. We in the field appreciate the work you did in this issue.

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