

vide an accurate portrayal of the nature of life in that colony."

Further information is available from Kate Meek or Jerry Hayes, Sixth Grade Teachers, Harmon School, Aurora, OH 44202.

### Indiana Students Study Marine Ecology

Some Indiana students swim with sea turtles and barracuda and chase crabs on beaches in the Florida Keys—if they're lucky enough to take part in the marine and aquatic science education programs available in eight Indiana school districts.

For example, students at Munster High School may enroll in an Environmental Science Project. They first study the physical and biological characteristics of Indiana's lakeshore, including a two-day field trip. They also study the history of human settlements on the lakeshore, land use patterns through the years, and current environmental issues. Then they apply the same inquiry approaches to a salt water area—South Florida and the Keys—amassing considerable information prior to a ten-day trip scheduled during spring vacation. Students write a research paper comparing fresh water and salt water areas ecologically, geologically, culturally, and sociologically with recommendations con-

cerning the future of these locations. More than 80 students applied for the 24 class positions.

A noncredit program in marine biology, including a trip to Florida, is offered at Homestead High School in Fort Wayne. A summer school credit course in environmental education includes two weeks in Maine and Nova Scotia where students observe marine life, whaling, and fishing.

For more information: John Edington, Munster High School; Ronald Divelbiss, Leo Junior-Senior High School; or Jay Hammel, Homestead High School, c/o Jerry Colglazier, Science Consultant, Human Services, Room 229, State House, Indianapolis, IN 46204.

### Hispanic Reading Scores Improving

Nine-year-old Hispanics made twice the gains in reading made by all nine-year-olds between 1975 and 1980, according to the National Assessment of Educational Progress. The gain by these Hispanic students was important even if they were still reading below national levels. In 1980, nine-year-old Hispanic students averaged 60.3 percent correct while the national reading achievement average at age nine was 67.9 percent.

Another encouraging finding was that Hispanic students attending school in

big cities (population of 200,000) made substantial improvements during the second half of the 70s. The nine-year-olds' achievement increased by 8.4 percent and the overall performance of the 13- and 17-year-olds showed an upward trend.

The reading scores of older Hispanic students did not change significantly between 1975 and 1980; this was also true for all teenagers across the country.

NAEP made a special study of Hispanic students based on 1,500 out of 24,000 cases in the 1975 and 1980 reading assessments. Those who speak no English and those who drop out of school were not included in these assessments.

Three types of reading skills were assessed: (1) literal comprehension—the ability to identify single words, phrases, or facts; (2) inferential comprehension—the ability to infer a meaning not explicitly stated; and (3) reference skills—the ability to use reference materials such as a dictionary or an index.

For more information: "Performance of Hispanic Students in Two National Assessments of Reading," #SY-HR-50, a 16-page paper, can be ordered from the Education Commission of the States, 1860 Lincoln St., Denver, CO 80295, for \$1.

## Learning Styles

RITA DUNN AND NANCY RECKINGER

### Cultural Bias Model of Styles

The field of anthropology offers a cultural bias model to explain differences in how people perceive and manage their needs and resources.

The cultural bias model, according to anthropologists Mary Douglas, a professor at Northwestern University, and Michael Thompson who works in England and Austria, is built upon three dimensions of cultural space that result in five categories of people. The three dimen-

sions are (1) the degree of a person's social involvement, from individualized to collectivized; (2) the degree of socially imposed prescription a person follows, from egalitarian to hierarchical; and (3) whether the person manipulates others or is manipulated by others.

The five types that result are:

A. Individualist, egalitarian, manipulative. The entrepreneur. Has weak group ties and wants minimum control from any kind of government. Strategy is to increase resources to keep up with wages. A risk taker and a dynamic doer. Short-range goals. Independent and pragmatic.

B. Group oriented, strong hierarchical imposed prescription, manipulative. The hierarchist. Fond of rules and regulations. Strategy is to maximize re-

sources collectively. Balances long- and short-range goals. Primary goal is to maintain the hierarchy and his or her position in it. In constant conflict with "A" types; manipulates other types.

C. Strongly group oriented, egalitarian, manipulated. Survivalists. Deeply concerned with the human dimension. Long-range goals. Looking for ways to increase humanism. Idealistic.

D. Individualist in a strongly prescribed society who is manipulated. Has "A" type values but is unable to manage either wants or resources. Strategy is survival by relying on Lady Luck. Unable to participate in own life decisions, no matter how much he or she might want to.

E. Individualist, no prescription, and neither manipulates people nor is

manipulated by them. Avoids all coercive involvement. The hermit or loner. Always in control of both resources and wants.

Researchers emphasize that "one is not an 'A' type personality, but a person who chooses to act in the 'A' type cultural category." A person can act in different categories in different areas of life and can choose to move from one cultural category to another.

Many other models say that people are not one style exclusively or always operating in a preferred modality, but this anthropological stress on the dynamic nature of a person's style underlines that point.

The model provides a framework for understanding the tensions and interplay among different and sometimes conflicting values and goals of different styles of students, educators, and community members, according to Richard Caputo who first used the model in his work on minimizing social conflict over an energy policy for Western Europe at the International Institute for Applied Systems Analysis in Laxenburg, Austria.

Now returned to his position at the Jet Propulsion Laboratory and long actively involved as a participating parent in the alternative school in Pasadena, California, he is turning his attention to applications of the cultural bias model in the field of education. The model provides additional insight into learning styles, he says, by identifying what people perceive in the world, something about their goals, and their strategies for achieving them.

For more information: Richard Caputo, c/o J.P.L. 506-316, 4800 Oak Grove Dr., Pasadena, CA 91109.

### Multi-Talent Approach to Thinking Skills

Hewitt Elementary School in Trussville, Alabama, has developed a program to teach problem solving; communication using the cognitive, affective, and psychomotor domains; planning; forecasting; and decision making using a multi-talent and learning styles approach.

For more information: Jasper L. Faulkner, Principal, 425 Cherokee Dr., Trussville, AL 35173. Faulkner will present this program as part of an Action Lab at ASCD's Annual Conference in

Houston next March.

### Directory of Teachers Using Learning Styles

Gerald Wedlund is developing an international directory of teachers who use learning styles in working with students, which he hopes will enable supervisors and teachers to identify practitioners in their vicinity from whom first-hand learning styles information can be obtained.

The directory will include teachers' names, addresses, phone numbers, subjects taught, students' ages, methods of assessing learning styles, instructional activities and materials, results of evaluations, and other pertinent items.

Anyone knowing teachers currently working with learning styles is asked to send either the above information or simply the teachers' names and addresses to Gerald Wedlund, Principal, Cambridge Middle School, 428 2nd Ave., NW, Cambridge, MN 55008; or phone (612) 689-3030. Questionnaires will be sent to the teachers who are identified asking for information and their permission to be included in the directory. The directory will be available at the 1983 ASCD conference in Houston.

### Teaching to Different Styles

Texas ASCD has coordinated the efforts of 50 state administrators and teachers who each identified a set of instructional objectives and then designed Contract Activity Packages (CAPs), Programmed Learning Sequences (PLS), and Multi-sensory Instructional Packages (MIPs) to teach those objectives to students with unique learning style characteristics. These resources will be pooled in a statewide bank that will be available free of cost to its contributors.

Contact Wayne Berryman, President, TASCAD, Box 1622, Kilgore, TX 75662.

### Cerebretics International: A Brain-Based Group

Cerebretics is the proposed name for a discipline that applies modern knowledge of the human brain to human activities, such as childrearing, management training, education, violence, and other related social problems. Cerebretics Society International was organized

recently to promote knowledge of how the brain affects daily living and to develop a newsletter, hold or assist at meetings, plan conferences and programs, and stimulate worldwide concern.

For more information: Leslie A. Hart, 120 Pelham Rd., Apartment 6C, New Rochelle, NY 10805.

### New Learning Style Assessments

The P. K. Yonge Laboratory School at the University of Florida is involved in developing faculty expertise in identifying students' learning styles/and resources responsive to those varied characteristics. The school's director and statistician have developed two assessment devices to determine how well teachers recognize and adjust to individual styles in classrooms. The first is a self-report instrument labeled the *Learning Styles Accommodation Assessment*. The second is an observation device to be used by either a principal, a supervisor, or another teacher to determine whether—and the degree to which—the instructor is accommodating student differences. The latter is the *Learning Styles Observation Record*.

For more information: John M. Jenkins, Director, P. K. Yonge Laboratory School, College of Education, University of Florida, Gainesville, FL 32611.

### How Light Influences Human Behavior

Seasonal mood changes as strong as depression have been successfully treated merely by increasing the amount of bright, white light in the individual's environment. Norman Rosenthal, staff psychiatrist, and Thomas Wehr, Acting Chief of Clinical Psychobiology, both at the National Institute of Mental Health, documented the onset of depression and the mood elevations that resulted after lights were added; they also found that relapses occurred when the amount of light was reduced.

Rosenthal and Wehr found individuals in their studies to be susceptible to either negative moods or depression when lighting is inappropriate. This recent scientific data may provide the biological basis for Krimsky's findings that all youngsters correctly matched with their preferred level of illumination (brightly and dimly lit areas) achieved

statistically significantly higher reading comprehension scores than their unmatched classmates (.004).

References: Sandy Rovner, "Health-talk: New Light on Depression," Wash-

ington, D.C.: *The Washington Post*, Friday, May 21, 1982, p. B5; Jeffrey Stephen Krinsky, "A Comparative Study of the Effects of Matching and Mismatching Fourth-Grade Students

With Their Learning Style Preferences for the Environmental Element of Light and Their Subsequent Reading Speed and Accuracy Scores," Ed.D. dissertation, St. John's University, 1981.

## Law

PATRICIA M. LINES

### School Board Must Defend in Court Removal of Library Books

In July, the U.S. Supreme Court told the Island Trees, New York, school board that it must face trial in a lower court over its decision to withdraw several books from its school libraries.

According to Steven Pico and the other students bringing suit, Island Trees school board members obtained a list of "objectionable" books from a politically conservative organization and unofficially ordered several of these books out of school libraries. After these events, a specially appointed Book Review Committee recommended retention of five of the books, removal of two, availability upon parental approval for one, and indicated disagreement or indecision on the remainder. The board rejected these recommendations, returned one book to the library, and made another available with parental approval.

A U.S. district court granted summary judgment for the Island Trees board, based on the plaintiffs' complaint and other written statements. Summary judgment assumes allegations are true. Thus, the district court found that the plaintiffs' allegations, even if true, did not raise any legal issue and trial was therefore unnecessary.

The U.S. Court of Appeals for the Second Circuit disagreed with the district court and ruled that trial was necessary to determine the exact motivation underlying the school board's actions, indicating that if the board sought to suppress ideas, it had transgressed the first amendment.

While a majority on the Supreme Court affirmed the Second Circuit, only four Justices were willing to say that there may be constitutionally right and

wrong reasons for removing books from a school library. Justice White agreed with the result required by the plurality, but for obscure reasons. The remaining four Justices dissented vehemently, indicating that school boards should have unfettered authority to determine school library selections. They saw no distinction between adding or subtracting from a collection.

All plaintiffs and members of the reviewing courts agreed that the board could validly remove books for educational reasons. The issue was whether the board could take such action for any reason and whether it would have to explain such actions in court.

The four Justices in the plurality were of the opinion that school officials could not restrict access to ideas or social perspectives with which they disagreed. Justice Brennan, writing for the plurality, held that students have a right to receive information. The Supreme Court observed that the right is an "inherent corollary of the rights of free speech and press" because, first, the exercise of free speech rights would be futile if the audience was unavailable, and second, "the right to receive ideas is a necessary predicate to the recipient's meaningful exercise of his own rights of speech, press, and political freedom." While this right has been recognized in a variety of other contexts, this marked its first application to students in school.

Island Trees argued, among other things, that it had a responsibility to inculcate community values through the schools. Brennan responded:

But that sweeping claim overlooks the unique role of the school library. It appears from the record that use of the Island Trees school libraries is completely voluntary on the part of the students. Their selection of books from these libraries is entirely a matter of free choice; the libraries afford them an opportunity at self-education and individual enrichment that is wholly optional.

The approaches of the dissenting Justices varied, but all would defer to school board judgment. Justice O'Connor implied that she would defer totally

to school board judgment: "If the school board can set the curriculum, select teachers, and determine initially what books to purchase for the school library, it surely can decide which books to discontinue or remove from the school library so long as it does not also interfere with the right of students to read the material and to discuss it."

Powell, indicating that the school board had a responsibility to impart values to the students, appended without explanation excerpts from the books including racial slurs, street language, and one description of sexual intercourse in clear objective terms. Powell's opinion contained no indication that the overall content of the books or an assessment of a student's maturity and training were relevant.

As White saw it, the "unresolved factual issue . . . is the reason or reasons underlying the school board's removal of the books." Consequently, he believed that the case should be returned for trial and full development of the facts. However, it makes little sense to return a case for development of facts that are constitutionally irrelevant.

One important question remains: exactly what kinds of purposes will be considered valid or invalid by a majority on the Court. Brennan referred to "educational suitability," "good taste," "relevance," and "appropriateness to age and grade level," as "criteria that appear on their face to be permissible. . . ." Burger, joined by the other three dissenting Justices, also mentioned these criteria, implying, however, that the plurality should have given the Island Trees school board the benefit of the doubt and assumed the books were removed for these valid reasons.

Nor do the various opinions contain a clue as to why the Court did not apply its "open forum doctrine." Under this doctrine, the Court has held that once a governmental entity opens a forum for the expression of ideas, it may not selectively close it because of disagreement with certain ideas.

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