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A study of Jane Lea Maynard's
workbook to develop ability to
distinguish between affective language
and report language.

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Project

A STUDY OF JANE LEA MAYNARD'S
WORKBOOK TO DEVELOP ABILITY TO DISTINGUISH
BETWEEN AFFECTIVE LANGUAGE AND REPORT LANGUAGE

Submitted by

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In Partial Fulfillment of Requirements for
the Degree of Master of Education

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TABLE OF CONTENTS

CHAPTER	Page
I. THE PROBLEM	1
II. REVIEW OF RESEARCH	9
III. ANALYSIS OF DATA	25
IV. SUMMARY AND CONCLUSIONS	42
V. SUGGESTIONS FOR FURTHER RESEARCH	47
BIBLIOGRAPHY	49
APPENDIX I	52
APPENDIX II	53
APPENDIX III	54

CHAPTER I
THE PROBLEM

Statement of the Problem.-- The problem is to study the 1957 Boston University Thesis of Jane Lea Maynard, entitled, " A Workbook to Develop Ability to Distinguish between Affective Language and Report Language," to determine what problems one classroom teacher, not subjectively involved in construction of the material, might have in presenting it to an actual group of students.

Purpose.-- The purpose of this writer in studying Miss Maynard's Workbook was almost wholly restricted to a consideration of form, mechanics, phrasing, word choice and potential ambiguity, and to a study of the organization and sequence of concepts in the work, insofar as all these matters aided or hindered one classroom teacher in presenting Miss Maynard's workbook exercises and the Test.

This study does not deal directly with the effectiveness of the Workbook in bringing about an increase in students' ability to distinguish between affective language and report language. Of course, the writer would not have used students' time on the project if the material had not seemed to promise some improvement in students' power to discriminate between emotive language and report language.

Procedure.-- A general introduction to the work was given. Separate sections of the Workbook were mimeographed and distributed to the students. After a specific introduction to ideas contained in a section, the section was read and discussed by the class. Questions included at the end of each exercise were used as pre-tests. Time limitations often required that these tests be oral rather than written. Then material was re-presented or reviewed. Thereafter, pertinent sections of the Test were used as final evaluation. Where time did not permit at least an oral review of questions in a workbook section, the first testing on parallel material in the Test is called a "pre-test."

The material was taken over a period of eight weeks. During the first week approximately three forty-minute periods were required for the work. This time was reduced to two periods after the first week. The Test was given in three sections and took nearly one period per section. The teacher made a memorandum of special difficulties encountered during the testing period.

Justification of the Problem.-- The Conference on the Basic Issues in the Teaching of English, through Joseph Mersand, Chairman, approved and incorporated into its Conference Report the suggestion of Dr. Arno Jewett that a teaching of critical thinking and an instruction in "elementary" semantics is one of the more important tasks facing teachers of English today. ^{1/}

^{1/}Joseph Mersand, Chairman, "The Basic Issues in the Teaching of English," Midwest English Review (Winter-Spring, 1959-60), 1:27.

Construction of materials for critical thinking and the teaching of semantic principles is an indispensable step in carrying out this task. Evaluation of constructed materials by persons actively engaged in the teaching of English is the second important phase in carrying out the task.

Scope and Limitations.-- The study of a workbook dealing with the development of the ability to distinguish between report language and affective language brings the examiner into the broad field of critical thinking and into the field of "general semantics."

However, after a consideration of what is included in these two areas mentioned, the scope of this paper will be narrowed to focus on the concepts and principles most specifically related to report language and affective language, namely: symbolization, reality, referents, denotation, connotation, abstraction, generalization, stereotype, judgment, inference, and the figurative language of the simile and metaphor.

The paper will emphasize the experimental use by one teacher of Miss Maynard's Workbook in a Grade XI college preparatory group of twenty-two students, although portions of the material were used on a Grade XII college preparatory group and on a Grade XII general group.

Definition of Terms.

Critical thinking may be defined ^{1/} as the mental operation in which a thinker uses one, several, or all of the following abilities: (1) identifying a central issue, (2) recognizing underlying assumptions, (3) evaluating evidence or authority, and (4) drawing warranted conclusions.

Item (3) is further subdivided into these abilities:

- a. to recognize stereotypes and cliches
- b. to recognize bias and emotional factors
- c. to distinguish between essential and incidental
- d. to distinguish between relevant and non-relevant
- e. to recognize the adequacy of data
- f. to determine whether facts support a generalization
- g. to check consistency.

General Semantics. This term may be defined simply as the "study of word meaning, or word-fact relationship." ^{2/} One may prefer the more involved definition given in 1950 by the International Society for General Semantics. ^{3/} General semantics is declared to be: "The study and improvement of human evaluative processes with special emphasis on the relation to signs and symbols, including language."

Report language. Jane Maynard in the Introduction to

^{1/}Edgar Dale, "Teaching Critical Thinking," Educational Digest, (May, 1959), 24:29.

^{2/}Rodney V. Everhart, "Why Not Teach Semantics?" Elementary English, (December, 1957), 34:548.

^{3/}M.M. Kendig, editor, General Semantics Bulletin, Institute of General Semantics, Lakeville, Connecticut, 1950, p. 18.

her Workbook defines report language as language that denotes; "that is, primarily it refers to or points to physical objects (referents) in the physical world."^{1/}

According to Cleveland A. Thomas^{2/} the word "Report" refers to "a statement which can be verified and which is free, or at least relatively free, of inference, judgment, and loaded terms."

Affective language. "Affective language is that language which suggests or implies something in addition to its plain sense meaning."^{3/} Its purpose is to arouse emotion and in order to analyze it we must consider (1) the feeling of the communicator, (2) the tone used in expressing the communication, and (3) the intention of the communicator.^{4/}

Denotation. S. I. Hayakawa gives us the definition of denotation as "extensional meaning" of an utterance,^{5/} or a

^{1/}Jane Lea Maynard, A Workbook to Develop Ability to Distinguish Between Affective Language and Report Language, Unpublished Master's Thesis, Boston University, Boston, 1957, p.9.

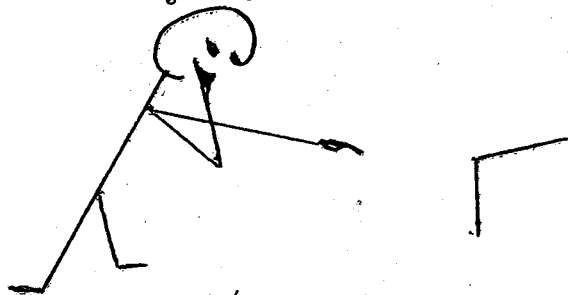
^{2/}Cleveland A. Thomas, "Semantic Concepts for Secondary School English," English Journal, (March, 1960), 49:189.

^{3/} Jane Lea Maynard, op. cit., p. 11.

^{4/}Hugh Walpole, Semantics, W. W. Norton and Company, Inc., New York, 1941, pp. 51-52.

^{5/}S. I. Hayakawa, Language in Thought and Action, Harcourt Brace and Company, New York, 1949, p.58.

meaning which can be explained by pointing to something outside of the communicator. He indicates that if a word, like "chair", is denotative, the speaker cannot express its meaning in additional words, but can place his hand over his mouth and point to the object.



Connotation. Hayakawa^{1/} declares that connotation is "intensional meaning," suggested inside one's head, which must be expressed by uttering more words. If the speaker can place a hand over his eyes and experience the situation of having words spinning in his head, an utterance is probably connotative:



Hayakawa's test indicates that some utterance may have both extensional and intensional meaning.^{2/}

Reality. Reality may be defined as objects and events

^{1/}Loc. cit.

^{2/}Op. cit. p. 59.

which are not to be considered as static things but as a process ever-changing.^{1/}

Symbolization. This is the making of "anything that stands for or represents something else."^{2/}

Referents. These are the objects or situations to which a word or label refers.^{3/}

Abstraction. This term will be defined according to ideas suggested by Hakawayas. It is the process of mentally noting resemblances and ignoring differences between, or among, objects and situations.^{4/}

Generalization. A generalization is a proposition asserting something to be true either of all members of a certain class or of an indefinite part of that class.^{5/}

Judgment. A judgment is the communicator's approval or disapproval of a subject.^{6/} Semanticists appear to use the term in this restricted sense, for the most part, with an unfavorable connotation.

^{1/}Wendell Johnson, People in Quandaries, Harper and Brothers, New York, 1946, p. 498.

^{2/}F.A.Philbrick, Understanding English: An Introduction to Semantics, The Macmillan Company, New York, 1947, p. 22.

^{3/}Stuart Chase, The Tyranny of Words, Harcourt, Brace and Company, New York, 1938.

^{4/}S.I. Hayakawa, op. cit., p. 167.

^{5/}Editorial Staff, American College Dictionary, Random House, New York, 1955.

^{6/}S.I. Hakawayas, op. cit., p. 42.

Inference. June Maynard gives a traditional definition of inference as "an hypothesis or guess about the unknown made on the basis of the known."^{1/}

Simile. This term may be defined as a figure of speech that makes a comparison of two unlike objects with like or as expressed.^{2/}

Metaphor. "A metaphor is an implied comparison of unlike objects. Metaphor does not employ like or as."^{3/}

^{1/}Jane Lea Maynard, op. cit., p. 13.

^{2/}J.C.Tressler, and Henry I. Christ, English in Action, Course 4, (Sixth Edition), D.C. Heath and Company, Boston, 1955, p. 236.

^{3/}Loc. cit.

CHAPTER II
REVIEW OF RESEARCH

Special Limitation. Because James B. Phillips^{1/} has conducted a literature research in the field of General Semantics which is brought up to 1955, and Jane Lea Maynard's^{2/} extensive research in the same field is brought up to June 1957, this writer re-traced ground covered by Phillips and Maynard where it was necessary to do so in order to grasp the fundamental concepts in the subject, familiarity with the writings of key figures in the field, - such as Alfred Korzybski, Stuart Chase, Wendell Johnson, S.I. Hayakawa. These authorities, naturally, referred to and analyzed the statements of other writers in the field: C.K. Ogden and I.A. Richards, Irving Glicksburg, Catherine Minteer; but some of these latter authorities, particularly Ogden and Richards, were accepted on secondary authority.

The idea of bringing Phillips and Maynard's research up to date, to June 1960, seemed to be more profitable

^{1/}James B. Phillips, "Exercises in General Semantics for Senior High School," Unpublished Thesis, Boston University, Boston, 1955, pp. 6-23.

^{2/}Jane Lea Maynard, op. cit., pp. 15-72.

and originally productive than to re-trace ground already covered. Therefore, the focus of this search, though not its perimeter, was the question: What does the literature in the field of education say about critical thinking and the teaching of semantics in the period starting with June 1957 and closing at the end of June 1960?

Reiteration of Importance of the Subject. Everhart^{1/} seems to have distilled the underlying assumptions of some recent writers about the need to teach critical thinking and a semantic approach to language. He writes that:

"...too many children and adults allow rote learning and stereotype reasoning to dissipate the ability to arrive at sound conclusions. They often accept blindly certain ambiguous analogies, fallacious assumptions and opinions not predicated on facts, with little regard to objective evaluation."

The difference in behavior of the person trained in semantic thinking is emphasized by Edward Murray. Where the non-semantic-minded thinker is often in a quandary caused by blocked, distorted, or confused communications, the thinker disciplined in semantics can ask the right questions which will start a search for the necessary facts. Having in hand actual illustrations, instances and "first-order data," such a person is in a much better position to launch important action.^{2/}

^{1/}Rodney Everhart, op.cit., p.548.

^{2/}Edward Murray, "Semantics and Group Processes," Education Digest, (January, 1960), 80:289.

Semantic Concepts Defined and Evaluated. A definite contribution seems to have been made recently in the field of semantics in an article by Cleveland Thomas.^{1/} "Several years" prior to publication of this article, Thomas had set up a listing of 55 principles of semantics. He asked "41 specialists in the teaching of English" to rate these principles in the order of their importance to a teacher of English. Thomas declared that "75% or more of the 41 rating specialists developed the following picture, a value judgment, on what constituted the most important semantic concepts, from an English teacher's point of view:

- (1) language and symbolism
- (2) context
- (3) metaphor
- (4) abstractions
- (5) uses of the language^{2/}

New attempts to Clarify Meaning of "Critical Reading." The failure of educators to agree on a meaning for the term "critical reading" says Gertrude Williams^{3/} and E. Elena Sochor^{4/} has been a serious obstacle to a definite program

^{1/}Cleveland A. Thomas, "Semantic Concepts for Secondary School English," English Journal (March, 1960), 49:186-191.

^{2/}Ibid., p. 187.

^{3/}Gertrude Williams, "Provisions for Critical Reading in Basic Readers," Elementary English (May, 1959), 36: 323-331.

^{4/}E. Elena Sochor, "The Nature of Critical Reading," Elementary English (January, 1959), 36:47-58

for the improvement of critical reading. Williams found that in reader programs "what some writers listed as critical reading skills others designated as interpretive skills. In some cases literal comprehension skills were included as critical reading abilities.^{1/} " In her own listing of seven skills which comprise the critical reading ability,^{2/} Williams lists

- "(1) comparing and contrasting
- (2) predicting the outcome of events"

categories which might not be considered a part of the listing of critical reading skills.

This writer wonders why Williams made a separate category out of the term "critical thinking" when she was listing the separate reading skills found in an analysis of 10 readers. Williams appears to have applied this label "critical thinking" to describe testing material found in 1 out of 10 readers. Even if the reader used the term, Williams' acceptance of it as one of the categories under "critical reading" illustrates her point that there is confusion among the authorities.

Gray^{3/} does not consider critical reading and critical thinking two separate processes but illustrates that the two activities are one interlocking, inter-dependent process:

As a good reader engages in critical thinking he ... first of all endeavors

^{1/}Gertrude Williams, op.cit., p. 327.

^{2/}Ibid., p. 328.

^{3/} William S. Gray, "Interpreting Language: An Essential of Understanding," Monograph, National Council of Teachers of English, Appleton-Century-Crofts, Inc., New York, 1954, p. 26.

to understand clearly what the author has said before he expresses judgment concerning it. This often calls for careful re-reading. Then comes a process of recalling everything he knows concerning these facts -- he may have to exert considerable effort to get other facts to confirm or refute the author's view. He must check again the soundness of his conclusions.

Triggs'^{1/} definition of "critical reading" as a process that is "the interpretation of symbols" indicates that the critical thinking aspect is not separable from the reading aspect. Sochor's cryptic description of critical reading as "going beyond what is stated,"^{2/} also indicates that critical thinking is a necessary part of critical reading.

The definitions given by Trigg and Sochor for "critical reading" illustrating that this is intrinsically bound up with the term "critical thinking" also show that critical reading (along with critical thinking) is not separable from semantic processes either. (See the list of semantic concepts compiled by Cleveland Thomas on p.3 of this chapter.)

Sochor, in another work, has gone far beyond a definition of critical reading. Whereas Williams simply listed certain skills which she felt belonged in the critical thinking process, Sochor conducted a study that seems to have been

1/ Frances Oralind Triggs, "Promoting Growth in Critical Reading," Education Digest (September, 1959) 25:42.

2/ E. Elena Sochor, "The Nature of Critical Reading," op. cit., p. 48.

both intensive and wide, in an effort to isolate and label, with some precision, the individual skills that comprise the critical reading ability.^{1/} Although Sochor limited her study to critical reading in the social studies, this does not appear to make her findings much less significant for the teacher of English. Sochor lists the following as eight of the more important separable skills of critical reading:

- (1) sensing semantic variation among words
- (2) distinguishing the central theme of a selection
- (3) making an inference
- (4) identifying a generalization
- (5) applying information to a problem
- (6) sensing the relevancy of ideas
- (7) determining the relationships among ideas
- (8) identifying the author's purpose

Lest the reader assume (2), (3), and (5) above are carelessly listed and are mere literal comprehension skills masquerading as critical reading skills, it is necessary to note Sochor is definite on this point in her third statement under

^{1/} E. Elena Sochor, "Literal and Critical Reading in Social Studies," op. cit.

General Conclusions:^{1/}

3. Individual critical reading comprehension skills appear to be relatively independent of the ability to comprehend literally in social studies.

One must balance this statement against the one made in her later article,^{2/} published January, 1959, in which different phrasing changes the emphasis of her previous statement but does not contradict it. In her later article, Sochor declares that "...the relationship between literal and critical reading, though substantial, is not high enough to assume they are the same ability."

William S. Gray, in his description of the critical reading process,^{3/} demonstrates that literal comprehension skills are both a necessary basis for critical reading performance and, occasionally, an inseparable part of the very process of critical reading. Trigg states that critical reading involves use of all the lower level reading skills but demands more.^{4/}

^{1/}E. Elena Sochor, "Literal and Critical Reading in Social Studies," op. cit., p. 53.

^{2/}E. Elena Sochor, "The Nature of Critical Reading," op. cit. p. 49.

^{3/} William S. Gray, op. cit. p. 46.

^{4/} Frances Oralind Triggs, op. cit., p. 44.

Roberta Green warns the English teacher against expecting too clear-cut a separation of the skills of critical reading in practice, declaring that the factors in critical thinking are numerous, overlapping, and inter-related.^{1/}

One critical thinking and reading ability not stressed by other writers is given full attention by Edgar Dale, who urges that English teachers implant in the minds of their students the habit of questioning statistics, and the habit of insisting that these be as capable of verification as though they were verbal statements. "They [students] can learn that statistics are sometimes used the way a drunk uses a lamp-post, for support rather than illumination."^{2/}

In the literature of the past three years attention has been given to the question, At what age, or on what educational level, can the student absorb principles of critical reading and semantics?

Apparently, Lucia Pomeroy^{3/} believes that five-year-olds are not only capable of absorbing semantic ideas at the kindergarten level, but are actually doing so under the guidance of

^{1/}Roberta Green, "Teaching How Language Works," English Journal, (January, 1958), 47:25.

^{2/} Edgar Dale, op. cit., p. 31.

^{3/} Lucia Pomeroy, "Semantics for the Scooter Set," Grade Teacher (October, 1959), 41:18.

sensitive teachers. The author describes two situations in which the teacher has given such semantic force to the sentence "It was an accident" that the words permit good behavioural adjustments. What Hayakawa might term "symbolic strategies."^{1/} One little girl spills milk, uses the semantically forceful sentence, and goes for a sponge with no sense of embarrassment or failure. A boy who steps on his classmate's hand while both are on the jungle gym uses the same sentence and is able to stifle the incipient rage of his victim before the incident can amount to a serious disturbance.

This idea that semantic principles can be introduced to students in the very first years of schooling is not new. William S. Gray^{2/} had already advocated this in a suggested lesson development of the story, "The Little Red Hen," in which he urged teachers to use such questions as "Do you think the Little Red Hen could really talk?" (checking the symbol of language against reality); "Is this a true or a make-believe story?" (checking against a child's experience), and "Why do you think so?" (forcing the youngster to support a judgment with evidence.

Betts^{3/} reinforces the idea that kindergarten is not too

^{1/}S.I. Hayakawa, op.cit., p. 146.

^{2/}William S. Gray, op.cit., p. 26.

^{3/}Emmett A. Betts, "Reading is Thinking," Education Digest, (May, 1959), 24:48.

soon for critical reading and thinking and declares that many kindergarten children learn to judge between highly relevant and totally irrelevant statements.

The early introduction of a critical attitude toward language should then be followed by a refusal to accept "mere verbalism" at any stage of the student's development; kindergarten, elementary, intermediate, or secondary. The student should be required to think about ideas behind language rather than to accept word manipulation.^{1/} Note, too, Trigg^{2/} also advocates continuing to stress critical reading at every level, as well as challenging each child to use whatever critical ability he has. Roberta Green maintains that no one of the concepts of critical thinking is beyond the ability of the high school student.^{3/}

Methodology. How should the English teacher proceed to teach critical thinking and semantic concepts? This question appears in recent literature despite the fact that writers have shown that a teacher may begin to present these ideas in classroom situations in kindergarten and develop them while discussing traditional literature materials such as "The Little Red Hen."

^{1/}Emmett A. Betts, op.cit., p. 44.

^{2/}Frances Oralind Trigg, op.cit., p.44.

^{3/}Roberta Green, op.cit., p. 25.

It seems to this writer that the question lying beneath the surface is whether an English teacher should set up a regular program for teaching critical reading (and thinking) and related semantic principles, or should one develop the critical concepts wherever they seem to be a natural outgrowth of the reading comprehension, literature or composition work.

Ethel Maney insists that classroom teachers must recognize the fact that critical reading ability is best developed by providing special instruction in each special skill.^{1/}

The incidental and accidental method of teaching critical thinking was criticized by Edgar Dale who advanced the opinion that this method of teaching was the reason why the frequently approved goal of critical thinking was so inadequately realized.^{2/}

Dale, although disapproving any incidental unplanned manner of presenting critical and semantic methods of dealing with language, does approve of strengthening the student's reception of critical and semantic principles by letting these principles guide the way in which a museum tour is planned, or a mathematics lesson is taught, or a school election run. This fanning out of the operation would enlist

^{1/}Ethel S. Maney, "Literal and Critical Reading in Science," Journal of Experimental Education, 26:62.

^{2/}Edgar Dale, op.cit., p. 29.

the support of teachers in other subject fields than English.^{1/}

Not only does Virginia Durham maintain that teachers, particularly those on the secondary level, must plan to teach semantic principles as a separate content division of English, but she gives what amounts to an exhibition lesson for teaching the concept of symbolism.^{2/} She also gives some helpful suggestions about handling the idea of abstract generalization.

That specialists in Social Studies, Mathematics and the Sciences should share the English teacher's responsibility for teaching meaning is also maintained by Roberta Green who says that the ideas in critical thinking are not learned in isolation but need to be absorbed into every subject field taught.^{3/}

Sochor declares that critical-reading-skills tests of subjects other than English should be inserted in the content areas even at the elementary school level.^{4/}

These current instances remind the writer of Hayskew's observation in 1949 that "semantic insight" has already come from all sorts of disciplines, "not only from linguistics,

^{1/}Edgar Dale, op.cit., p.29.

^{2/}Virginia Durham, "A Semantic Approach to High School English," Clearing House, (January, 1958), 32:273-76.

^{3/}Roberta Green, op.cit., p. 25.

^{4/}E. Elena Sochor, "Literal and Critical Reading in Social Studies," op.cit., p.54.

philosophy, psychology, and cultural anthropology, but also from attitude research and public opinion study, from new techniques in psychotherapy, from physiology and neurology, from mathematical biophysics and cybernetics.^{1/}

One article discovered describes a method whereby the work done by the English teacher and other subject teachers can be supplemented. Ellen Lamar Thomas gives a word picture of the "critical reading laboratory" in her high school center. Although the laboratory is said to be "similar in appearance to commercially-prepared reading laboratories" the plan seems simple, the results colorful and attention-getting. The very captions above specific sections, which contain bright-hued packets filled with samples of writings that violate the principles of sound thinking, comprise in question form a list of critical reading concepts;^{2/} for example, "Does this writer speak with authority?" "What kind of evidence would you require?" or "Who would want you to believe this?" There could be such a laboratory in the corner of the English classroom.

Perspective in Semantics. A few negative ideas were noted in the research of recent literature.

Terry Hawkes replied in a succinct and definite manner to B. Guyer, who tried to apply the principles of semantics

^{1/}S. I. Hayakawa, op. cit., vi.

^{2/}Ellen Lamar Thomas, "A Critical Reading Laboratory," Education Digest (May, 1960), 35:45-47.

to problems in linguistics, that linguistics scientists had found it "the height of folly to attempt the juxtaposition of meaning and structure, except on a very advanced level (which has yet to be reached)."^{1/}

This feeling that semantics does not improve everything is probably a healthy reaction to the extreme views of some enthusiasts like Korzybski, Ogden, Chase, and Hogben. (As far as this writer has read, Hayakawa seems to have distinguished himself by the moderation of his zeal.) These authorities, if read closely, have views extreme enough to dismiss most law, philosophy, religion, even logic, as nonsense, on the theory that these have no denotative basis, or demonstrable reality. Ellen Lamar Thomas^{2/} evidently feels it necessary to warn teachers against an extremist viewpoint, saying that "we shall profit little if we leave our students with questions substituted for convictions," letting them develop the attitude that there is little that is true or believable in the world.

Again, Bergen Evans, in his article on the word "semantics" chides some devotees for carrying the symbolization ideas to unbearable lengths.^{3/}

What seems to be another warning reminder to semanticists

^{1/}Terry Hawkes, "Linguistics and the Teaching of English," College English, (April, 1959), 20:372.

^{2/} Ellen Lamar Thomas, op.cit., p. 47.

^{3/}Bergen Evans, and Cornelia Evans, A Dictionary of Contemporary American Usage, Random House, New York, 1957, pp. 439-40.

comes from Cleveland Thomas^{1/} that the words "report language," "emotive or affective," must not become moral classifications "good" or "bad." Report language can pass on false information and affective language may include the "sublime majesty of Paradise Lost," that classroom teachers must permit students to remember that honest and effective users of the language can achieve "miracles."^{2/}

Summary. Recent literature in the fields of critical reading, critical thinking, and semantics continues to stress the importance of these subjects and to declare that materials for classroom use are scarce.

Good literal comprehension reading is generally considered a prerequisite of critical reading. Its skills should not be confused with critical reading skills although there are a few categories under each of the two types of reading ability which seem either overlapping or very closely related.

The critical thinking process cannot be separated from the critical reading process, which is made up of skills that can be labeled with some distinctness.

The majority of current writers in the field appear to think that the separate skills of critical reading

^{1/}Cleveland Thomas, op.cit., p. 191.

^{2/}Ibid.

should be taught and tested for by all subject teachers. Two writers elaborate on helpful classroom techniques; one writer describes a critical reading laboratory.

Semantics is not necessarily a cure-all for the special problems arising in the field of linguistics. Semantics should not leave students in a state of total skepticism, nor should it be over-stressed to the point where desirable creative thinking is stultified.

While the abuses and dangers of affective language must be pointed out to the student, the term "affective language" should not acquire an unfavorable connotation. Teachers and students must remember its ennobling and inspirational power.

CHAPTER III
ANALYSIS OF THE DATA

The Population.

The group primarily considered in the data was a Grade XI college preparatory division of a suburban high school. There were 22 students in the group, ranging in chronological age from 16-1 years to 17 years of age. "Intelligence" quotients for the group were taken from scores achieved on the New California Test of Mental Maturity^{1/}. Scores range from 92 to 128. In a discussion of these scores with the guidance director of the school, the writer learned that the director felt scores on the test in question "ran low" and this statement is in accord with the writer's opinion concerning the mental capacity of the group.

Portions of the workbook exercises were tried out on a Grade XII college preparatory class by the writer. The time appeared to be well-spent but no data were kept on this group because time devoted to the work did not warrant it.

Sections of the workbook and a few sections of the Test were tried out on a Grade XII general group. Data were kept on this group but have not been included. The group was so large that classroom discussion was necessarily limited and absence in the group was frequent and scattered.

^{1/}Elizabeth T. Sullivan, Willis W. Clark, and Ernest Tiegs, New California Test of Mental Maturity, California Test Bureau, Los Angeles, 1950.

The table on page 27 includes chronological age and mental age for each of the 22 students in the Grade XI college preparatory group and performances on six sections of the Test.

Interpretation of Data.

In Sections IIA and IIB the least number of errors is 0; the greatest is 1. In Sections II C and II D the least number of errors is still 0, but in II C the greatest number of errors is 4 while the maximum number in IID is 10.

Least number of errors in Section III is one and the greatest number is 5. Section III also shows a pattern of recurring error for numbers 1, 2, 5, 8, 9, and 10.

Meaning.

Students performed best on Section I (Symbolization), Section II C (Connotations in single words), Section II A (Referents), and II C (Connotation in statement form).

Performance on Sections II B and Section III does not appear to be so good but may, in fact, have been so good that ambiguities in certain of the Test items were highlighted. Analysis of the troublesome items has been included in the "Analysis" section.

Results on II D were poor, (an outcome probably due in part to an unexpected blending of the ideas of Abstraction and Connotation, a matter which will be taken up at greater length in the Analysis.

SUMMARY OF ERRORS MADE BY
GRADE XI COLLEGE PREPARATORY GROUP
IN SIGNIFICANT SECTIONS OF TEST

Student #	C.A.	M.A.	Sections					Section
			I *	IIA	IIB	IIC	IID	III **
1.	16-3	113	3	2	8	2	5	1,2
2.	17	102	3	2	7	3	-	1,8,10
3.	16-1	110	-	-	4	2	9	1,8,10
4.	16-9	116	-	1	1	3	9	1,2,9
5.	16-5	128	3	3	3	2	8	1,8
6.	16-11	104	3	2	3	2	8	1,4,5,7,10
7.	16.7	113	3	1	4	3	9	-
8.	16.9	124	3	4	-	4	abs.	abs.
9.	16.3	119	3	2	4	4	7	2,5,10
10.	16.2	113	3	-	3	2	2	1,5,8,9,10
11.	16.10	102	3	2	0	2	4	1,2,9,10
12.	17.0	109	abs.	abs.	abs.	2	8	1,2,9,10
13.	17.1	112	-	6	3	3	10	2
14.	16.8	110	-	2	1	0	6	1,8,9,10
15.	16.4	92	3	-	abs.	0	6	1,2,7,9,10
16.	16.8	98	3	6	4	2	0	1,9
17.	16.2	110	3	2	3	abs.	abs.	abs. (Left)
18.	16.9	106	-	2	5	3	5	1,7,8,9,10
19.	16.11	94	3	5	6	0	9	1,8,9
20.	16.4	109	3	2	0	4	0	1,5,10
21.	16.8	113	3	2	0	4	0	1,5,10
22.	16.5	112	0	4	0	3	6	1,3,4,5,6

* - Columns present the number of the item that was an error.
Remaining columns give total number of errors for section.

Analysis.

1/
In Question II A, three students could not attempt to tell whether No. 9, "peony" was denotative or connotative because they did not know what a peony was. This suggests that a word which does not seem to present a vocabulary problem to the testmaker, may present such a barrier to the student that he is unable to display the higher discriminating power because a lower-level reading skill presents a problem.

There seemed to be no discernible pattern of error in Question II A, the average number of errors being 2. No student agreed entirely with the key; and one student had but a single error.

Question II A. Some responses give evidence that discrimination between specific and connotative is more difficult for students who are highly receptive to tenets of creative writing. For all pieces of creative writing in the course of the year the writer has given no more than 3 A's and 10 A-'s. The four lowest scorers have been the recipients of 5 of these high grades. Three of these lowest scorers have received an A grade for one term.

This fact caused the writer to examine certain items in II A again.

Why did a student not think the words "Mr. William Channing" denotative? Answer suggested: There could be in the world of reality, a number of Mr. William Channings.

1/See Appendix III, p. 81.

Why did not one boy, a "High Honor" student consider No. 8, "pencil" denotative? Suggested answer: He is confused by another semantic idea: the generic term versus the specific term. It cannot be denied that while "pencil" is a concrete term, as contrasted with "writing instrument", still it is far from specific as to what kind, whose, etc. Probably clearer teaching is needed to keep the student from confusing two semantic concepts which have much in common, i.e., denotative and specific, from being considered synonymous. Actually, in this instance, the testmaker might solve the difficulty by putting in "Scriptowriter" until the student gains more practice in the nuances of answering a question like the above.

Another student who has seemed quick to learn in the class did not think No. 1., "an orange" denotative. Upon reflection, it does seem that the prefix surrounds the term with such vagueness that the student would feel inhibited against checking it as "denotative." It might be well for the testmaker to avoid placing any indefinite articles before words she wishes the student to check as denotative. After all, in the classroom, it is difficult to teach the meaning of denotation without using "specific" or "definite" as a synonym for denotative. "An orange" hardly seems, to a student, to be a definite or specific idea. Perhaps a change in the directions, forcing the student to check

"connotative" if he does not choose "denotative" might show him that "denotative" is here used to mean a word which is non-connotative.

Summary of Observations on Question II A.

1. Seemingly, ordinary words like "peony" can present a meaning problem that prohibits the practice of the higher-level discriminatory skill.
2. There can be considerable disagreement about whether an item is denotative or connotative. Such items must be scrutinized by persons other than the testmaker so that the number of disputable items can be reduced.
3. There is apt to be a confusion of the ideas "general" and "specific" with the ideas connotative and denotative. Directions which ask the student to check the words that are "denotative" should be avoided. Force the student to check the word as "connotative" if he rejects "denotative" for a specific item. This might clear up some ideas in the testmaker's mind, too.
4. The powerful precept of the semanticist that "no two things are identical in the world of reality" can be applied by the student in the denotative-or connotative test section so that he refuses to classify items like "Mr. William Channing" as "denotative." Again, the mechanics of directions might come to the testmaker's aid. Force the student to check such an item as "connotative" if he rejects it as "denotative."

Question II B. ^{1/}When forced to select between denotative or connotative one student scored 100%; two others had only 1 error. Lowest scores were probably due to having missed

^{1/}See Appendix III, pp. 81-82.

the class explanation because of absence. The median number of errors was 3.5 from 12 items.

It could be significant that students who often scored high in objective-type tests on difficult content had a tendency to have as their three errors numbers 1, 6, and 8; i.e., "education," "independence," and "taxation." Query: Does the "good" student's ability to grasp abstract generalizations tend to convince him that the abstractions, which he may understand better than the "poorer" student, are denotative, or definite? Students may need to heed Hayakawa's warning that one must never permit himself to take a fixed position on any rung of the "abstraction ladder"; even on the highest level.^{1/} Nor should a teacher allow a student to feel that because he understands a high-level abstraction, this comprehension makes the abstraction denotative. Some form of Hayakawa's "ladder of abstraction"^{2/} should be put on the board. In fact, another time, this writer would put a double form of his "ladder of abstraction" on the board.^{3/} (See Appendix).

Another teaching device might explain to the student that although an abstraction is reasonably well understood, it, the abstraction, cannot be specific. If asked to take

^{1/}S.I. Hayakawa, op.cit., p. 178.

^{2/}Ibid, p. 168.

^{3/}Appendices I and II.

a picture of "education" or "independence" could you settle definitely on a photograph that would give us a picture of "education" or "taxation?" You could show a kindergarten class coloring pictures, small boys watching a construction gang in the street, or a man reading a book, but you could not take a picture of "education"; this word is faceless and formless. You can show a driver paying for gasoline at a station; stopping to pay a toll; a picture of a check with the tax deduction column filled in; but "taxation" is faceless and formless until you descend the ladder of abstraction.

Part II C. Could students distinguish sufficiently between report and effective language to tell whether a word had an "Unfavorable" or "Neutral" or "Favorable" connotation.
1/

Suggested Mechanical Revision: Place "Favorable" in the first column, "Unfavorable" in the second column and "Neutral" in the third. In the first exercise in the Workbook the development of these related ideas (p. 137) starts with "Neutral" and goes on to "Favorable," then "Unfavorable." The Workbook quizzes on the material are set up in three columns, i.e.,

	Favorable Connotation	Neutral Denotation	Unfavorable Connotation
1.	artist	actor	"ham"

1/See Appendix III, pp. 82-83.

It is suggested that this order, plus the word "connotation" under "Favorable" and "Unfavorable" and the word "denotation" under "Neutral" would be a little easier on the students, for the first test on the material. Note that Section IV^{1/} of the test which includes the same type material, but in a harder test because it is in sentence form, preserves the order of thought inculcated in the Workbook exercises. Perhaps some would say that it is a better test if students are forced to re-arrange the concepts for themselves. However, this writer advocates changing the order in Section II C to correspond with the Workbook order of teaching because Section II C is the first test on the material and should not be made too difficult.

The writer further advocates keeping Section IV questions and headings in the Workbook order because it is a more difficult test on such material.

Two sections come between II C and IV and the writer wonders if the placement of them is advantageous for these reasons:

1. Both sections break into the testing of Favorable-Unfavorable-Neutral discrimination.
2. Section III is irritating for the teacher who does not like to "trick" students. Students are asked whether certain statements "Report" or convey "Feeling"; i.e., whether the writer is giving a factual or an emotional communication. But there is

^{1/}See Appendix III, pp. 84-87.

a middle column the student is asked to check, - "U" for "Uncertain", - if he feels indecisive about whether the writer used report language or affective language. In the Key no answers are labelled as "Uncertain." All are either Report or Feeling. The student is allowed to vacillate. When he does, the answer is marked incorrect and the student penalized.

Another aspect in the examination of Section II C is the question of the validity of 4, or approximately 26% of the items:

- "3. boost", - is listed as "Unfavorable." This writer feels the context to be "Favorable" particularly in light of polio "booster" shots, and "boosters" for Boy Scouts, or Girls Scouts, etc.
- "8. ambition," - This writer might not answer "Favorable," Caesar, Napoleon, Hitler, etc.
- "9. quiet," - is listed in the "Favorable" group in the answer key. What of the nervous "quiet" before battle; hospital "quiet"; the sudden "quiet" of a two-year old in the next room; the cowardly "quiet" of those who should speak up?
- "10. to bargain with" - is listed as "Unfavorable" in answer. In these days when it is compulsory under law for union and management to bargain, "Unfavorable" is a questionable answer; the words "to bargain with" have a favorable connotation among lawyers settling claims.

"15. to lobby,"- This word was unknown to eleven students. Maynard lists it as "Unfavorable"; the current interpretation might very well be favorable. A lobbyist is simply a propagandist and his aim is the deciding factor in his respectability today!

It is recommended that these four items be dropped, revised or their answers not counted in the scores.

Actually these four questions could be molded into a teaching device to show that the connotation of some words is highly subjective. Some individuals who think along certain lines, or have special subject leanings, or subject knowledges would be able to argue over whether a word was Favorable, Unfavorable, or Neutral in connotation. The idea that connotation differs among individuals might then be reinforced.

Number 14 in II C "to decorate" was responsible for eight errors. These students chose the connotation "Neutral." "To decorate" is listed as "Favorable" in the key. Of course, to students with a strong Latin background the verb "decoro" means to "make beautiful" but over half of the members of this class had dropped Latin.

They may have been thinking of a sentence such as: "The walls were decorated with coarse cartoons and foul language." in which the faintly satirical use of decorate

is forgotten as decorate takes on the connotation of its context. The students, obviously, knew that "to decorate" can have a favorable meaning, - sometimes.

If one did not count the errors in Numbers 3, 8, 9, and 10 in Section II C, but did count the error on Number 14, "to decorate," the average number of errors would be reduced to 2; four students would score 100%; three would score 93%. Then the average score in this test for distinguishing Favorable and Unfavorable connotation would be 86.6%. This figure, it is felt, could be raised even higher by additional classroom practice.

Section II D.^{1/} This section, II D, had to be merely a pre-test. The scores showed an average of only 43.3%. The appearance of this section, which is very difficult, at this point, seems to disturb the students. In it they are asked to indicate whether a question is a "non-sense" question or "one that can be answered in report language." Some were so confused at this point that they were given permission to omit this question and go on to Section III.

Some of the difficulties encountered with this section may be due to the difficulty of this material. This teacher felt that the Workbook's Exercise 7, "Words Without Referents", pp. 125-129, was badly placed in the book as was the following exercise, Number 8, "Change of Meaning with Time and Place," pp. 130-133; both interrupted ideas

^{1/}See Appendix III, p. 83.

associated with denotation and connotation. The teacher understands that Miss Maynard was following a logical sequence, one followed by Hayakawa.

An abstraction, however, is too faceless and formless to have a denotation and so questions like "What is truth?" "What is art?" can never be answered in report language. The student must link up denotation and abstraction at sometime but one asks, - Must it be before he has reviewed and deepened his ideas about denotation-connotation?

It is sometimes a waste of time for a teacher to spiral back. Let the idea of denotation-connotation and report-affective settle. Thereafter, one may go back and review "denotative" and suggest that it has another link-up than with connotation! Then introduce the idea of questions that are abstractions; elicit reasons why they appear vague, develop the idea that the vagueness, the abstraction, comes from an inability of the abstraction to denote anything in the world of reality, of concreteness; then show that "abstract" can be the opposite of "denotative" just as "connotative" was, but in another sense.

If this idea seems incomprehensible you might suggest that just as "one" and "many" can be opposite ideas, so can "one" and "none." As "many" and "none" are in no way synonymous but each can be opposite to "one", "connotative"

and "abstract" although not synonymous to each other, can both be opposite ideas to "denotative."

It is to be noted that Section IV avoids the "trick-the-student" implications of Section III by having 2 of the 16 items contain passages which the Key terms "Neutral," thereby justifying the framing of each question in the Favorable-Unfavorable-Neutral frame. However, one of the two "Neutrals," No. 8 is hardly a clear "Neutral." Seven students had trouble with the item. This writer tried the question on three adults, all on a post-college level. To the question which read:

- "_____ 8. Kefauver strikes a "folksey" tone in his speeches.
The writer's attitude toward Kefauver is:
- a. Favorable
 - b. Unfavorable
 - c. Neutral

there were three different responses. The first chose neutral saying that the choice was made because the individual was doubtful whether it was favorable or unfavorable. The second person replied "favorable" (the Key answer), because "folksey" meant "Mid-western, average people, the common-men"; an ordinary American. The third said the answer would be "unfavorable" since the writer sounds as though he is "looking down" on Kefauver; analyzing him like some laboratory specimen; that the writer's attitude was also a "seeing-through-his-pitch" superior-

better-than-thou feeling, which was not an approving or friendly attitude, and was most closely related to the term "Unfavorable."

Item No. 8 presents rather vividly the difficulties entailed in teaching discrimination between report and affective language.

Section V^{1/}. This section was used as a pre-test only. The students did very poorly on it. It is suggested that its difficulty has little to do with vocabulary and much to do with the fact that a combination of several concepts of critical thinking in one short test item can be dealt with only if the student has a strong grasp on each concept and a mental outline of the relationship of the concepts to each other. The writer feels that giving additional time to each concept and reorganizing the over-all sequence of development of concepts, as suggested, will bring students up to a point where they can handle a question like questions in Part V.

Section VI. -- Again, the difficulties in this section were not those of vocabulary, but arose from the tight combination of concepts in each brief selection.

Section VII.-- This material was comparatively easy for the group. The teacher relates this fact to the highly readable presentation of the material on "Generalizing" in the workbook section which was taught just before the work on "Stereotype" which makes up another interesting, even enjoyable, section.

^{1/}See Appendix III, pp. 87-90.

VIII. The writer suggests that having Part A, Part B, and a Part (a) and Part (b) of Part B is confusing in class discussion and in working with a correcting key. Part A is easily separated from Part B of which the author might make just one, undivided question.

However, since Part B is now two sections, it is necessary to talk of its section (a) and (b). Section (a) provided no real difficulty for students but its accompanying section (b) became very taxing to these Grade XI students after Item 4.

Summary of Vocabulary Difficulties
in Test

<u>Section</u>	<u>Word</u>
IIA	peony
IIB	liberalism
IIC	lobby
III	left-wing
IW	grilled phonics conceded coralling "folksy" stalked
V	gave impetus
VI (used only as pre-test)	neoclassical
VII " "	unionism
VIII (Not used in <u>this unit</u>)	miniature thunder when he fled (context insufficient to show whether adjective or noun)

CHAPTER IV
SUMMARY AND CONCLUSIONS

Reproduction of Material.

The writer recommends that any teacher who intends to try out the exercises in Miss Maynard's workbook should mimeograph for the students the sections on Generalization, Stereotype, Judgment and Inference, as well as copies of reading ladders to illustrate the section on Abstraction. It also seems mandatory to run off copies of either Miss Maynard's material on Symbolization or some of this material with the teacher's revisions and his own personalized introduction. It is advisable to do sufficient research on the topic of Symbolization to enable the teacher to give a simple but lucid lesson on the subject.

Sequence Problems in the Workbook.

The writer advises that the section on over-reacting to symbolic language, pp. 109-111, be omitted from the lessons on Symbolization until English teachers are given more time than most of them have now. The writer would take up the denotation-referent material immediately after the first work on Symbolization.

It is also suggested that the denotation and referent ideas be developed slowly and thoroughly and that the teacher

then proceed immediately to the material on connotation and teach the coupled ideas of denotation and connotation so that the two major uses of denotation in critical thinking can be compared and confusion on the test avoided.

One wonders whether the section on "Words Without Referents," Exercise 7 in Part I is properly placed. This section and its companion material "Sense - Non-Sense" seems to be related to a full development of the idea of the referent and should therefore follow Exercise 4 ; in fact, it should be part of the first unit.

At first the writer was very much confused by the placement of Exercise 5, "Context," directly after denotation-referent and was forced to neglect the material. The writer now thinks that this section might be brought in very conveniently much later, after the teacher has presented the second use of denotation (as an opposite to connotation). A real advantage might accrue from the placement of the "context" concept after "connotation."

Also, this writer does not feel that Exercise 6 on "Abstractions" comes in the best sequence, placed as it is between Exercise 5 on "Context" and Exercise 7 on "Words Without Referents." It would seem that the material on abstractions should be placed with material far ahead, on p.189 in the workbook which is the section dealing with

"Generalizing." Another section this writer feels should be placed with "Generalizing" in Part IV is the section on "Stereotype" which finishes Part III. "Stereotype" is not very much separated from "Generalizing" insofar as the number of pages between them is considered, but concluding Part III with "Stereotype" and beginning Part IV with "Generalizing" makes the two concepts appear to be unrelated. Some logical re-arrangement of the material on these three major ideas is necessary. One might use

Abstraction (the basis for generalization)
 Generalization (the result of abstraction)
 Stereotype (a result of generalization)

Another workable order might be

Generalization
 Abstraction
 Stereotype

since one might maintain successfully that the processes of abstraction and generalization are so closely related there is no sequence involved, that either one may be taught first.

Part V, the section dealing with figurative language, might well comprise a separate workbook. However, Exercise 5 (pp.227-231) on the "Unreliability of the Verb 'To Be'" is perhaps in danger of being buried in this figurative language section; a teacher whose time was limited might not reach

this material in the time available.

This work might be placed near the material on denotation and referents, although it is not recommended that it be taught laboriously at that point.

The writer also regrets placement of Exercise 6, which takes up the matter of "Connotation in Metaphor," in the final section of the workbook, Part V. Why not use Part I of this Exercise 6 as a reinforcement of the "Connotation" section? A hidden metaphor, and particularly metaphors contained only in the verb, is often the reason why a statement has a subtly "Unfavorable" connotation. If the teacher's time is limited he need not use Part II of Exercise 6 on the "Connotation in Metaphor" although it appears to be an excellent teaching device for composition work. However, one must consider seriously whether Part II might not distract too much from a stress on critical concepts and the "see-through-words" attitude of the unit.

Finally, the writer suggests that certain key ideas in the workbook might be better taught in the following order:

- Symbolization
- Referent
- Denotation
- Sense - Non-Sense
- Denotation (again)
- Connotation
- Metaphor
- Context

Abstraction)
Generalization) may reverse
Stereotype
Opinion
Judgment
Inference

CHAPTER V

SUGGESTIONS FOR FURTHER RESEARCH

1. Try out the workbook exercises on a larger number of students.
2. Let two groups of teachers attempt to handle the workbook material in the following manner to see if greater depth teaching can be managed:
 - a. Have Group I work with the concepts of Symbolization, Referent, Connotation, Denotation and Non-Sense, and in addition the concepts of Abstraction, Generalizing, and Stereotype, doing the work as thoroughly as possible.
 - b. Have Group II try to omit as much of the work on Symbolization, Referent, Denotation, Connotation, and Non-Sense as may be possible (some of this work needs to be included); then let Group II do the same work that Group I does on Abstraction, Generalizing, and Stereotype, and go on to do as thorough work on Opinion, Judgment, and Inference as time permits.
3. Allow two separate groups of teachers to work on the figurative-language section, Part V. Direct the first group to use all of the material in this section, including critical thinking material; instruct the

second group to exclude as much as possible the material directly related to critical thinking and reading. Compare results of the work of both groups by a test instrument that measures ability in both critical thinking and creativity.

4. With control and experimental groups evaluate the effectiveness of Jane Lea Maynard's Workbook in developing ability to distinguish between affective language and report language.

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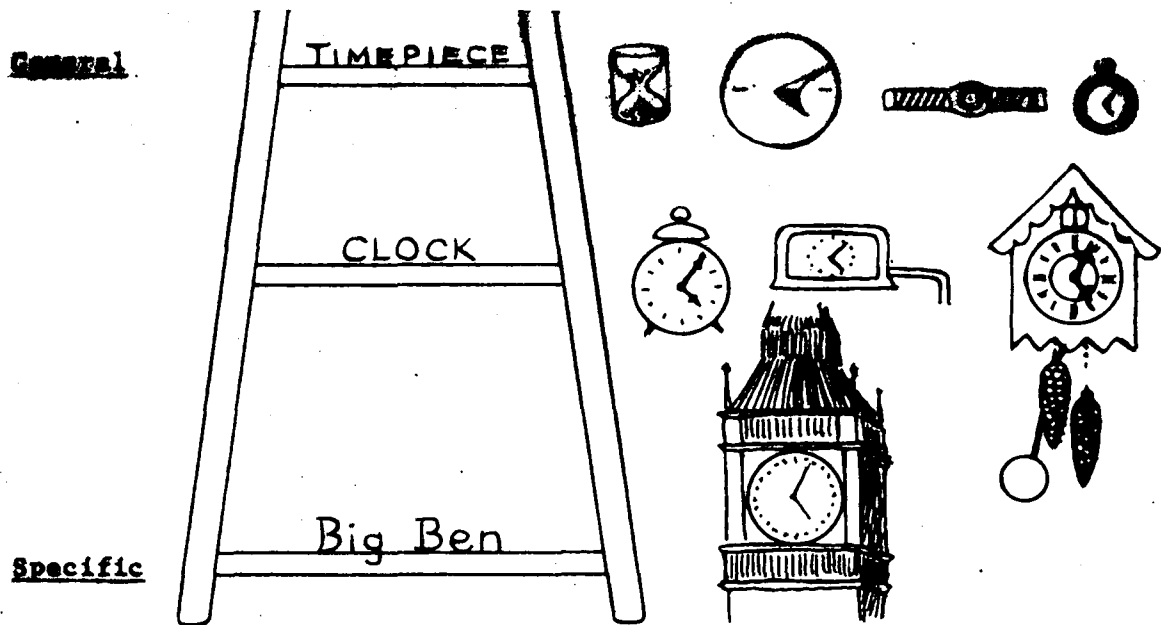
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Jane Maynard's

LADDER OF ABSTRACTION

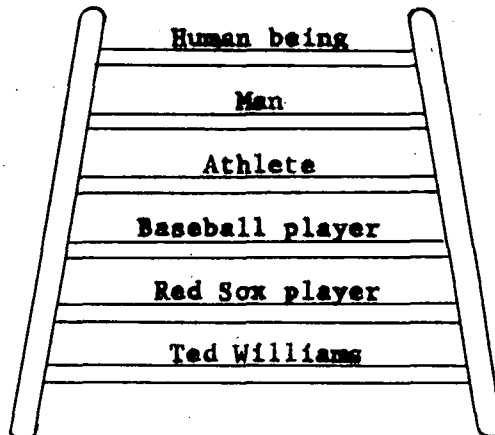
This is how it might look.



There are several kinds of clocks. There are many kinds of timepieces. But there is only one Big Ben.

You can do the same thing for the word Ted Williams.

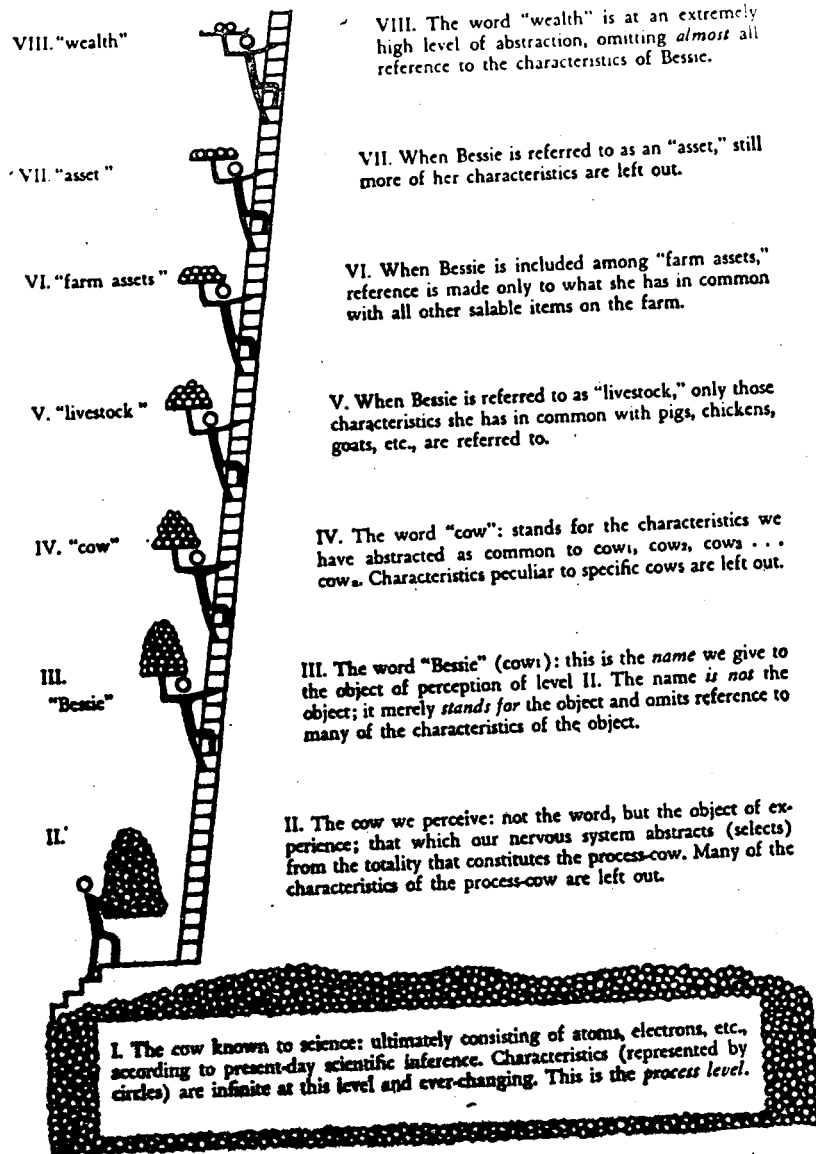
General



Specific

Hayakawa's ABSTRACTION LADDER

Start reading from the bottom *UP*



APPENDIX III

Mimeographed Test Sections from
Jane Maynard's Thesis, pp. 81-97.

TEST

1. Read each statement which follows. In the parentheses at the left of each statement, put the letter of the item which best completes it.
- () 1. What do the following have in common: horse, running, track, a picture of a man with black boots, black riding breeches, a red coat, a white ascot tie, and a black cap with a large visor.
- They are all names for things.
 - They all have to do with horse racing.
 - They are all symbols.
 - They all have to do with horses.
- () 2. A picture of a penguin with the words, "Smoke Kools, Smoke Kools" coming from its mouth, when analyzed, is:
- A Kool Cigarette.
 - A device used to fool the public.
 - A picture.
 - A symbol for Kool Cigarettes.
- () 3. When people get angry at a picture of a red flag with a hammer and sickle in the middle of it, they are showing:
- That they are patriotic Americans.
 - That they dislike Communism.
 - That they are reacting to a symbol.
 - That they are emotional.
- () 4. When women cry through sad motion pictures:
- They are interested in the story.
 - They are confusing the symbol with the thing for which it stands.
 - They are remembering some sad incidents in their own lives and, therefore, are sympathetic with the characters in the story.
 - They are being emotional over nothing.

() 5. A symbol is:

- a. Anything which stands for or represents something else.
- b. A mathematical sign.
- c. A type of modern painting.
- d. A term used by psychologists and psychiatrists.

II.

A. Below in column I is a list of words. Read each one. Then list in column II the numbers of those words which have specific denotations.

I	II
1. an orange	_____
2. animal	_____
3. Carter's ink	_____
4. Mr. William Channing	_____
5. furniture	_____
6. food	_____
7. an Ugher portable typewriter	_____
8. pencil	_____
9. peony	_____
10. human being	_____

B. Below is a list of words. Read each one. Write in column I the numbers of those words which are denotative; in column II write the numbers of those words which would be likely to have connotations.

	I <u>Denotative</u>	II <u>Connotative</u>
1. education	_____	_____
2. liberalism	_____	_____
3. pillow	_____	_____

	<u>Denotative</u>	<u>Connotative</u>
4. shoe	_____	_____
5. cow	_____	_____
6. independence	_____	_____
7. clutter	_____	_____
8. taxation	_____	_____
9. personality	_____	_____
10. gossip	_____	_____
11. cigarette	_____	_____
12. studious	_____	_____

C. Below is a list of words. Read each one. Then decide whether the word is unfavorable, neutral, or favorable, and put the number of the word in the column in which you think it belongs.

	<u>Unfavorable</u>	<u>Neutral</u>	<u>Favorable</u>
1. window	_____	_____	_____
2. honor	_____	_____	_____
3. boost	_____	_____	_____
4. criminal	_____	_____	_____
5. automobile	_____	_____	_____
6. steal	_____	_____	_____
7. book	_____	_____	_____
8. ambition	_____	_____	_____
9. quiet	_____	_____	_____
10. to bargain with	_____	_____	_____
11. teacher	_____	_____	_____

	<u>Unfavorable</u>	<u>Neutral</u>	<u>Favorable</u>
12. attain	_____	_____	_____
13. to talk with	_____	_____	_____
14. to decorate	_____	_____	_____
15. to lobby	_____	_____	_____

D. Below are some questions. On the line at the left of each one, indicate whether the question is a non-sense question (N) or one which can be answered in report language (R).

- _____ 1. Should everyone be educated?
- _____ 2. How many minutes is the examination supposed to take?
- _____ 3. What are the results of communistic rule?
- _____ 4. Does democracy embody Christian ideals?
- _____ 5. Does the whooping crane live on insects?
- _____ 6. Is jealousy an indication of insecurity?
- _____ 7. How many miles is it from Chicago to New York City?
- _____ 8. What is the temperature today?
- _____ 9. Why do some people cheat in school?
- _____ 10. Do all airlines in the United States carry extra supplies of oxygen?

III. Read each statement below. If you think the writer is reporting, put a check () on the line under the "Report" column. If you think the statement reflects the writer's feelings, put a () on the line under the "Feeling" column. If you are uncertain, put a check () on the line under the "U" column.

	<u>Report</u>	<u>U</u>	<u>Feeling</u>
1. Left-wing elements are suspected in the recent union flare-up.	_____	_____	_____
2. Tony Demarco made a brilliant comeback last night.	_____	_____	_____

Report

U

Feelings

- 3. Oppenheimer spoke at the session of the House today.
- 4. The Socialist Party has picked Thomas as their candidate.
- 5. The "Daily Worker" is a biased newspaper.
- 6. Churchill returned to the United States this week.
- 7. Nehru in his speech last week said, "What I cannot tolerate is the meanness and bitterness that is gripping this nation."
- 8. Number one on the United Nations Hit Parade is the "Lullaby of Coexistence."
- 9. Democrats favor curbs on big business.
- 10. These novel banking practices did not arouse public concern until three months ago.

IV. Read each sentence below and the statement which follows it. On the line at the left, put the letter of the item which best completes the statement.

_____ 1. Little Noe does it again.

The writer's attitude toward the tennis star is:

- a. Favorable
- b. Unfavorable.
- c. Neutral.

_____ 2. The senator stalked out of the committee room.

The writer's attitude toward the Senator is:

- a. Favorable.
- b. Unfavorable.
- c. Neutral.

3. Adlai's stock hits new high.

The writer's attitude toward Stevenson is:

- a. Favorable.
- b. Unfavorable.
- c. Neutral.

4. Williams hits homer in third.

The writer's attitude toward Williams is:

- a. Favorable.
- b. Unfavorable.
- c. Neutral.

5. Teachers neglect phonics in reading.

The writer's attitude toward present practices in the teaching of reading is:

- a. Favorable.
- b. Unfavorable.
- c. Neutral.

6. For a vision of chaos, picture the Republican Convention in the event. Ike changes his mind and says he won't run.

The writer's attitude toward the Republican Party is:

- a. Favorable.
- b. Unfavorable.
- c. Neutral.

7. McKeon grilled.

The writer's attitude toward McKeon is:

- a. Favorable.
- b. Unfavorable.
- c. Neutral.

8. Kefauver strikes a "folksy" tone in his speeches.

The writer's attitude toward Kefauver is:

- a. Favorable.
- b. Unfavorable.
- c. Neutral.

9. Adlai on first ballot now conceded likely.

The writer is probably:

- a. In favor of Stevenson.
- b. Not in favor of Stevenson.
- c. Neutral.

10. Estes quits, throws support to Stevenson.

The writer's attitude toward Keverover is:

- a. Favorable.
- b. Unfavorable.
- c. Neutral.

11. Harriman was hopeful of corraling some of the uncommitted delegates.

The writer's attitude toward Harriman is:

- a. Favorable.
- b. Unfavorable.
- c. Neutral.

12. The Burma incident proves that those who live next to aggressors have a precarious existence unless they have the strength, or the allies to be able to resist.

The writer is probably:

- a. In favor of coexistence with Red China.
- b. Not in favor of coexistence with Red China.
- c. Neutral toward coexistence.

13. Secretary of Labor Mitchell has put forward a series of Republican Party platform proposals aimed at attracting more votes from workers.

The writer's attitude toward the Republican Party is:

- a. Favorable.
- b. Unfavorable.
- c. Neutral.

14. Wilson proposes cut in defense measures.

The writer's attitude toward reduction of arms is:

- a. Favorable.
- b. Unfavorable.
- c. Neutral.

15. Twenty-one aluminum plants idle as 28,000 join strike.

The writer's attitude toward the strike is:

- a. Favorable
- b. Unfavorable.
- c. Neutral.

16. Last April the Supreme Court ruled in the case of Communist Leader Steve Nelson, who had been convicted under Pennsylvania law, that the Federal Government had exclusive jurisdiction over sedition cases.

The writer's attitude toward exclusive federal jurisdiction in sedition cases is:

- a. Favorable.
- b. Unfavorable.
- c. Neutral.

V. Read each sentence below and the statement which follows it. On the line at the left, put the letter of the item which best completes the statement.

1. Mickey Mantle is the greatest outfielder the Yankees ever had.

The statement is:

- a. A report.
- b. A judgment.
- c. An inference.

2. The Senator's crude attack on the President's foreign policy was uncalled for.

The statement is:

- a. A report.
- b. A judgment.
- c. An inference.

3. Tommy, Mrs. Lane's six-year-old, is allowed to have his own way most of the time. He throws stones at passing automobiles, tortures neighborhood pets, and steals candy and fruit from Chase's Store. The young lad will later be one of our "teen-age problems."

The last statement in the paragraph is:

- a. A report.
- b. A judgment.
- c. An inference.

4. Glucose is found in all kinds of starches. Bread, potatoes, spaghetti, and macaroni all contain glucose. When these starches are taken into the oral cavity, they are partially digested by the enzymes produced by the parotid gland. This partial breakdown of starch into glucose is one contributing factor in tooth decay.

The last statement in the paragraph is:

- a. A report.
- b. A judgment.
- c. An inference.

5. Nylon was first used for parachutes during World War II. It was then used for women's underwear. Because of its durability, it was bought in great quantities. Dresses

were then made of the material. This wonder product will continue to be one of the greatest sellers in the textile world.

The last statement in the paragraph is:

- a. A report.
- b. A judgment.
- c. An inference.

6. Many factors gave impetus to the development of automobiles. First, it was found that gasoline, a waste product of the oil refining industry, could be used in running motors. Next, roads were paved and made safer for travel. But the hardest "push" of all was given by Henry Ford, the man who put automobile production on the assembly line and within the reach of the average American's pocketbook.

The last statement in the paragraph is:

- a. A report.
- b. A judgment.
- c. An inference.

7. Babe Zaharias, the courageous track and field wizard and incomparable golfer, underwent another operation last week. "As soon as I start eating again, I'll be okay," says Babe, a victim of cancer of the bone. Her room contains many religious symbols. Her husband stays by her bed every night.

The last statement in the paragraph is:

- a. A report.
- b. A judgment.
- c. An inference.

8. As movies go, "Bigger Than Life" is a first-rate thriller, like a peep show seen in a padded cell. It is superbly acted by James Mason. But medically, its greatest blunder is in casting cortisone as an intrinsically monstrous villain. Said one medic: "They could have made a movie about a man drinking himself to death on too many gallons of plain water—that's possible too."

The last statement in the paragraph is:

- a. A report.
- b. A judgment.
- c. An inference.

9. Estes Kefauver, one man who might now settle for second place on the Democratic ticket, could probably not get it under any circumstances.

The statement is:

- a. A report.
- b. A judgment.
- c. An inference.

10. How much progress has been made in desegregating Southern schools since the U.S. Supreme Court's decision two years ago? Last week the non-profit, nonpartisan Southern Education Reporting Service published a survey that leads to only one conclusion: progress has been slow—and anything but sure.

The last sentence in the paragraph is:

- a. A report.
- b. A judgment.
- c. An inference.

VI.

- A. Read each of the following paragraphs and the "Answers" beneath them. Put a check (✓) in the parenthesis at the left of the statement which you think could be safely made on the basis of the information which is given in each paragraph.
- B. When you have done this, read the "Reasons" below and put a check (✓) in the parenthesis at the left of the reason which most nearly justifies or supports your "Answer."

1. From the depths of a dark doorway in Chinatown gleamed the slanted eyes of Chin. His unhealthy, yellow skin glistened as he slithered into the shadow of the lamppost. The outline of a knife beneath the loose sleeve of his kimono could be seen. There was no doubt--he was once more up to his sly tricks.

ANSWERS

- () a. This is true of all Chinese.
 () b. This impression is entirely false.
 () c. This is a true impression of a particular Chinese.
 () d. This is a slanted impression of a particular Chinese.

REASONS

- () a. Within my experience this is characteristic of all Chinese.
 () b. Within my experience this is not characteristic of any Chinese.
 () c. The writer presents enough evidence in the paragraph for one to conclude that this is true of this Chinese.
 () d. The paragraph is overloaded with unfavorable incidents and judgment words and is definitely slanted.

2. As the clock struck nine, Miss Simms bustled into the classroom. Her familiar black dress with its high neck and stiff collar was neatly pressed and without a wrinkle. Her

snapping black eyes glared from behind her gold-rimmed spectacles.

"Smith," she barked, "are you wasting time again! Down to the principal's office you go. And this time is the last."

ANSWERS

- a. The impression given of this teacher omits many details.
- b. The impression given of this particular teacher is a true one.
- c. No teacher is like this.
- d. All teachers are like this.

REASONS

- a. Scientific evidence indicates that people over sixty-five years of age should be engaged in tasks which require little responsibility and taxation on their energies.
- b. Within my experience this is characteristic of all teachers.
- c. This is only one experience of one person with one teacher at one given time; therefore, no conclusion is possible.
- d. Within my experience this is not characteristic of any teacher.

3. John is a new boy in our school. His father is a minister. The first day he came to class I saw Bill picking a fight with him. As I came nearer, I noticed that the newcomer said nothing. Next, Bill gave him a shove that knocked off his glasses. John proved himself a weakling, however. All he said was, "I don't understand the reason for your argument."

ANSWERS

- a. Bill is a "bully."
- b. John is a gentleman.
- c. This is only a partial report.
- d. Most ministers' sons are like this.

REASONS

- a. Within my experience I have found ministers' children to be like this.
- b. Judgment cannot be made on the basis of one person's observation.
- c. You have to be calm and use reason in order to get along with others.
- d. Only a coward and a "bully" would start a fight over nothing.

Joe is the best athlete in our school. He is over six feet tall and weighs 185 pounds. His shoulders are wide and his muscles fairly bulge. The girls are always after him and the crowds cheer when he makes a play on the football field. Last year he was president and will probably make Student Council this year. He will go to college and get a good job when he gets out.

ANSWERS

1. Fellows like Joe are always successful in life.
2. The writer is emotionally involved and cannot evaluate Joe's character objectively.
3. Joe is just another athlete who will go to college on an athletic scholarship.
4. The writer's inferences are not justified.

REASONS

1. The writer does not have the facts necessary to make the statement that Joe will go to college or that he will be a success.
 2. Scholarships are readily available to good athletes.
 3. The paragraph is overloaded with favorable opinions and judgment words and is slanted; therefore, no conclusion is possible.
 4. Scientific investigation has shown that success in high school is related to success in college.
5. Mrs. Artley was from Boston. This was not difficult to tell at a reception her conversation was of art, the theater, and the usual local influences in literature. Another lady guest came from the western part of the United States. When questioned, she indicated that she was from Idaho.
- "I hope you don't mind," said the Bostonian, "but in Boston we pronounce it 'Ohio.'"

ANSWERS

- () a. This impression is almost entirely false.
- () b. This may or may not be true of this Bostonian.
- () c. This is true of most Bostonians.
- () d. This impression is true of this particular Bostonian.

REASONS

- () a. The writer uses humor in order to make the character appear ridiculous to the reader.
- () b. The paragraph contains no emotional words and therefore is not slanted.
- () c. Within my experience this is true of most Bostonians.
- () d. Within my experience this is true of all Bostonians.

Mrs. Murphy's husband died and left her with five children. In order to support them, she went to work in a factory and the older children have the responsibility of the household chores and of taking care of their younger brothers and sister. When you go into their house, you know this is a "home," for there is warmth and a spirit of cooperation. Mrs. Murphy's children love her very much. This is typical of the American spirit.

ANSWERS

- () a. Poor people are usually like this.
- () b. To go without often builds character.
- () c. No conclusion is possible.
- () d. Mrs. Murphy's children are a credit to her.

REASONS

- () a. The common working-person is usually good-natured and understanding.
- () b. This is not typical of American families.
- () c. Often children who have fewer material things turn out better than those who are spoiled.
- () d. This description is slanted; therefore, no conclusion can be drawn.

- VII. Read each of the statements which follow. On the lines below each statement, write the word or words which make the statement weak with respect to reporting things as they probably exist. If the statement contains no weaknesses and is a report, simply write "C" on the line below it.
1. Nearly all businessmen are afraid of the great increase in unionism in this country.

 2. Whenever you buy Academy shirts, you can be sure of quality.

 3. Almost all of the legislation proceeding from the present administration is designed to attract the farmer's vote.

 4. Five members of the Seelsburg School Board voted against the proposed salary increase for teacher; four voted in favor of it.

 5. Women make the best drivers.

 6. You will find interest in athletics wherever you go.

 7. Americans always try to help the "underdog."

 8. The latest ruling of the new Student Council is detested by everyone in the school.

 9. In September a fleet of 200 fishing junks, manned by some 1,600 refugee fisherfolk, set out from Kwangtung into Hong Kong waters.

3. Read each numbered statement. In the spaces below tell: (a) the two things being compared, and (b) the quality which they have in common.

1. "Biscuits as light as a baby's conscience" ^{1/}
 - a. The two things being compared are _____ and _____
 - b. They are both _____.
2. "The idea caught on like measles in a kindergarten." ^{2/}
 - a. The two things being compared are _____ and _____
 - b. They are both _____.
3. "The sort of lounge chair that sucks you in like quicksand." ^{3/}
 - a. The two things being compared are _____ and _____
 - b. They both _____.
4. "The Squalus (submarine) leaped forward like a hungry porpoise." ^{4/}
 - a. The two things being compared are _____ and _____
 - b. They both _____.
5. "A plane climbing like a homesick angel" ^{5/}
 - a. The two things being compared are _____ and _____
 - b. They both _____.
6. "Our stars slip like tears" ^{6/}
 - a. The two things being compared are _____ and _____
 - b. They both _____.
7. "Her tiny lighted glass port served as a single eye." ^{7/}
 - a. The two things being compared are _____ and _____
 - b. They both _____.

1. James Street

2. Sam H. Day

3. George Bagby

4. Joseph D. Harrington

5. William Kearns, Jr. and Beverly Britton

6. Isaac Street

7. Joseph D. Harrington