

1962

A workbook to help develop certain aspects of critical thinking

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Project

A WORKBOOK TO HELP DEVELOP CERTAIN ASPECTS OF CRITICAL THINKING

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CHAPTER I

INTRODUCTION

Purpose.-- The purpose of this study is twofold: (1) to construct a workbook to help develop certain aspects of critical thinking; and (2) to increase understanding of and sensitivity to the multiple uses of language in the newspaper in four areas: fact, inference, emotive language and tone.

Justification.-- There is a great need to teach the reading and understanding of mass media. Allen says, ^{1/} "We who are concerned with the teaching of communication, then, cannot ignore our responsibility to prepare our students as well as we can to become critical users of the mass media of communication." Similarly, Lehrman states, ^{2/} "It has now become incumbent upon English teachers to include mass media in language arts, not only for their aesthetic and intellectual aspects but for their social implications." Since the newspaper is one source for teaching the understanding of mass media, this writer has employed it to teach four aspects of critical thinking.

Although there are exercises available in critical reading, it would be worthwhile to teach critical thinking in a media that is both familiar and readily accessible to students. That newspapers are accessible is

^{1/}Harold B. Allen, "Mass Pressure on Radio and Journalism," English Journal, (October, 1949), 38:453.

^{2/}Bess Lehrman, "Experiment in the Critical Studies of Mass Media," High Points, (October, 1956), 38:42.

illustrated by the fact that in 1960 morning and evening circulation figures had reached 58,881,746.^{1/} That teenagers are familiar with the reading of newspapers is expressed in The English Language Arts in the Secondary School:^{2/}

"Adolescents increasingly depend upon newspapers and magazines, upon motion pictures, and upon radio and television for their information and ideas. They find in them also a source of great personal enjoyment. Habits of choice and of careful assessing of values are crucial to the turning point of these influences into constructive channels, stimulating, not blunting, to the imagination and sense of moral values."

The writer has designed these exercises to develop an awareness of and a sensitivity to the multiple uses of language in the newspaper. These exercises attempt to provide experience in discriminating in materials relating to other subject matter areas. For we live in a world where solutions to problems are tinted gray. Unless students are taught to discriminate not only in reading the newspaper but also in all their reading, they may easily fall into the trap of two-valued thinking.

Scope and delimitations.-- This workbook includes analysis of only three sections of the newspaper: news reports, sports, and reviews of the theatre. Advertisements, editorials, book reviews and comic strips are not included. Articles chosen are topical but, hopefully, not so timebound that they will become unsuitable later. Supplementary material from magazines is also used. No attempt has been made to analyze any one newspaper nor any one writer.

^{1/}Harry Hansen (Editor), The World Almanac 1962, New York World-Telegram and The Sun, New York, 1962, p. 542.

^{2/}Commission on the English Curriculum, National Council of Teachers of English, The English Language Arts in the Secondary School, Appleton-Century-Crofts, Inc., New York, 1956, p. 10.

This workbook is limited in that it has not been tested in a classroom situation.

Procedure.-- A pretest has been constructed to determine the existing level of achievement. This is followed by the workbook which is divided into three sections: news reports, reviews of the theatre, and sports, each of which opens with an introduction to motivate and teach the student. The series of exercises progresses from simple to more difficult analyses of the following components of semantics: factual accounts, inferences, emotive language, and tone, with three levels of questions for each one. The first level consists of simple exercises to develop the pupil's understanding. On the second level exercises of average difficulty reinforce the first learning and provide additional practice. The third level contains more probing exercises to reveal the pupil's ability to think critically not only by selecting multiple choice answers but also by requiring him to write analytically. The pretest may then be used as a final test to determine the level of accomplishment.

A pupil may use these exercises in one of two ways: (1) He may do all three levels of questions of a semantic component in one section, for example, sports, or (2) he may do any given level of questions of a semantic component in all three sections. Therefore, each student progresses at his own rate. This arrangement allows the more able student to progress immediately from easy to difficult exercises. At the same time it allows the less able student to get extra practice at each level.

Definition of terms.--- The following terms appearing frequently in the workbook are defined as follows:

Fact. A statement that can be verified or readily proven. "A thing that has actually happened or is true."^{1/} Example: George B. Shaw

Pygmalion.

Inference. A "statement about the unknown made on the basis of the known."^{2/} Example: Since Khrushchev visited the United States, he may have changed his views on how democracy really operates.

Emotive language. Words that arouse "any specific feeling"^{3/} in the reader. Example: The Celtics trounced the Warriors 127-110.

Tone. "A manner of speaking or writing that shows a certain attitude on the part of the speaker or writer."^{4/} Example: Wall Street Capitalists rule America.

Opinion. "A belief, judgment, idea....that has not been conclusively proven and lacks the weight of carefully reasoned judgment or certainty of conviction."^{5/} Example: I think Don Buddin is one of the worst baseball players the Red Sox have.

^{1/}Joseph H. Friend and David B. Guralnik (Editors), Webster's New World Dictionary of the English Language, World Publishing Company, New York, 1958, p. 520.

^{2/}S. I. Hayakawa, Language in Thought and Action, Harcourt, Brace and Company, Inc., New York, 1949, p. 41.

^{3/}Joseph H. Friend, op. cit., p. 475.

^{4/}Joseph H. Friend, op. cit., p. 1533.

^{5/}Carter V. Good (Editor), Dictionary of Education, McGraw-Hill Book Company, Inc., New York, 1959, Second Edition, p. 376.

CHAPTER II

REVIEW OF RESEARCH

Although man is born with the ability to think, he has to be taught to evaluate his ideas.^{1/} Without the capacity to think critically, man is little more than an animal collecting facts; with the ability to weigh evidence and evaluate, man becomes an intelligent being.

The review of research includes five general areas: (1) a definition of critical thinking; (2) the relationship between critical thinking and semantics; (3) selected areas of critical thinking; (4) need for instruction in critical thinking; and (5) the current status of the teaching of critical thinking.

1. Definition of Critical Thinking

Although there is widespread agreement as to the importance of teaching critical reading and critical thinking, there does not appear to be any uniform definition of these phrases. Sochor^{2/} admits that critical thinking has many definitions; some research studies call it "high-level evaluation" while others include: (1) inferring; (2) judging relevancy; (3) applying facts; (4) forming concepts; (5) reasoning; and (6) generalizing. Sochor concludes that much of the variability in what

^{1/}Howard L. Kingsley and Ralph Garry, The Nature and Conditions of Learning, Prentice-Hall, Inc., New Jersey, 1957, Second Edition, pp. 427-428.

^{2/}Elona E. Sochor, "Nature of Critical Reading," Elementary English, (January, 1959), 36:52.

constitutes "critical reading" is due to insufficient research evidence on the reading abilities themselves. Sochor has used the phrases critical reading and critical thinking interchangeably. Burton^{1/} agrees with this usage and states, "reading can be defined in such a way....to coincide with critical thinking. When this is done, it is a matter of little importance whether we name the crucial abilities critical thinking or critical reading."

Hartung^{2/} suggests another definition. "Critical thinking may be defined as the process by which a person arrives at conclusions on the basis of available evidence and logical principles." However, he too is aware of the many analyses of the behavior involved in critical thinking. In general, he states, the behaviors include the disposition and ability to: (1) recognize and formulate issues or problems; (2) collect and organize relevant data; (3) analyze and interpret the data; and (4) draw and verify conclusions.

Walpole^{3/} equates critical thinking with the ability to read intensively. He suggests the following three steps:

1. Ask every question anyone could possibly ask about a passage.
2. Decide what the author has said by paraphrasing his words.
3. Exercise critical judgment of the passage by evaluating the author's meaning.

^{1/}William H. Burton and others, Education for Effective Thinking, Appleton-Century-Crofts, Inc., New York, 1960, p. 303.

^{2/}Maurice L. Hartung, "Development of Critical Thinking in Secondary-School Youth," Frontiers of Secondary Education I, Paul M. Halverson, Editor, Syracuse University, School of Education, 1956, pp. 50-51.

^{3/}Hugh Walpole, Semantics: the Nature of Words and Their Meanings, W. W. Norton and Company, Inc., New York, 1941, pp. 220-257.

^{1/}
Carpenter discusses critical thinking in terms of discriminating behavior. She suggests that teachers instruct their students to ask the following questions:

1. Do the ideas of the author fit the life facts?
2. Does he use his terms as I think he does to refer to what I mean?
3. Has the speaker stated his approval as a life fact or as a judgment?
4. Am I aware of my own slants and biases because of personal experiences? Am I aware of the slants and biases of the author?
5. Do I have a sense of the problems and difficulties involved in making accurate statements about the people and the world, or do I seek one answer and one answer only?
6. Do I have a sense of the maladjustments both personal and social that are rooted in the spoken and written symbols around us?
7. Do I always date my statements? Do I give the place? The viewpoint?
8. Am I aware of similarities in differences and differences in similarities?
9. How well do I read myself, life, and other people? Do I read them with what is in my own mind?

^{2/}
Baker points out one problem in defining "critical thinking": the phrase is used as a cover term to group many separate steps in solving problems. He cites the Thirteenth Yearbook of the National Council for the Social Studies as an example. It includes the following

^{1/}Bernice Carpenter, "Mass Communication: A Reading Process", Claremont College Reading Conference, Mass Communication: A Reading Process, Sixteenth Yearbook, 1951, Claremont College Curriculum Laboratory, Claremont, California, pp. 15-16.

^{2/}James F. Baker, Construction and Evaluation of a Test of Critical Thinking in Emotional Situations, Unpublished Doctoral Thesis, Boston University, 1950, p. 13.

functions as components of critical thinking: (1) defining the problem; (2) locating, selecting, and organizing information; (3) evaluating information; (4) drawing conclusions; (5) presenting conclusions in acceptable form; and (6) reconsidering conclusions.

Not all authorities agree to the use of the term, "critical thinking".
^{1/}Smith discusses a process which involves seeing the results of one's experiences in relation to one another and drawing conclusions from them. Such conclusions are the generalizations, or concepts, which then function in further thought processes. He calls this process "reflective thinking". Others call it "creative thinking". Yet the process of drawing conclusions is considered part of critical thinking by Hartung^{2/} and the Thirteenth Yearbook of the National Council for the Social Studies.^{3/}

From this research the writer concludes the following:

1. Critical thinking is essential for intelligent reading and comprehension.
2. Critical thinking is a combination of many skills.
3. Research is needed to isolate the components of critical thinking.

2. Relationship between Critical Thinking and Semantics

Critical thinking is one part of the broader study of semantics. According to Walpole,^{4/} semantics is "the study of the meaning of words".

^{1/}Herbert F. A. Smith, "Reflective Thinking: A Unifying Aim of Secondary Education," *High School Journal*, (January, 1958), 41:127-136.

^{2/}Maurice L. Hartung, *op. cit.*, p. 50.

^{3/}Howard R. Anderson (Editor), *op. cit.*, p. v.

^{4/}Hugh Walpole, *op. cit.*, p. 22.

He suggests that there are two components of the semantic skill:
 (1) a constant awareness of the importance of context; and (2) an awareness of the practice of multiple definition. These two skills are necessary concomitants of critical thinking.

Since critical thinking is dependent upon an understanding of semantics, the study of semantics has practical implications which would benefit the reader as follows:^{1/}

1. He will understand better what he hears and reads.
2. He will talk and write more effectively.
3. He will think more accurately for he will be less dependent upon words and better able to concentrate on thoughts.

Therefore, the reader gains an understanding of semantics, and he also develops his ability to "think more accurately", an integral part of critical thinking.

The semanticist stresses the importance not only of being aware of multiple definitions but also being able to evaluate the correct meaning for a given context, an important part of critical thinking. Chase^{2/} states, "...the meaning of an event is not something fixed and eternal, but it shifts with the context or the operation which is being performed upon it." The ability to recognize the validity of the previous quotation is dependent upon one's ability to think critically.

It was Einstein who "...revolutionized certain aspects of human communication....in order to see the outside world primarily in terms
1/Ibid., pp. 28-31.

2/Stuart Chase, The Tyranny of Words, Harcourt, Brace and Company, New York, 1938, p. 171.

of absolute substances...."^{1/} It is this very ability to see relationships, to determine the meaning of a word for a given context, that is not only essential to the study of semantics but also to the process of critical thinking.

3. Four Selected Areas of Critical Thinking

It is currently impossible to discuss all areas of critical thinking for two reasons: (1) an all-inclusive definition for the phrase has not been developed; and (2) many areas of critical thinking have not been discovered by research nor agreed upon by educators.^{2/} For the sake of efficiency, this discussion will be limited to four known and accepted areas, namely: (1) fact; (2) inference; (3) emotive language; and (4) tone.

Fact

Definition.-- In an unpublished thesis Phillips^{3/} says, "Factual statements are usually based on experiences with which one is familiar, or....are made on the basis of someone's observation." Similarly, Chase^{4/} states that "When two or more competent observers have agreed upon it (an event), the factual material takes definite form." Hayakawa^{5/} equates facts with reports and defines reports as "verifiable experiences".

^{1/}Ibid., p. 117.

^{2/}Willard B. Spalding (Editor), Teaching Language and Literature, (Grades 7-12), Harcourt, Brace and World, Inc., New York, 1961, pp. 73-74.

^{3/}James B. Phillips, Exercises in General Semantics for Senior High School, Unpublished Master's Thesis, Boston University, 1955, p. 43.

^{4/}Stuart Chase, op. cit., p. 169.

^{5/}S. I. Hayakawa, Language in Action, Harcourt, Brace and Company, Inc., New York, 1941, p. 41.

All three definitions agree that an experience which may be observed is a fact.

However, Hayakawa^{1/} cautions the reader in the use of definitions. He explains that, contrary to popular opinion, a definition really tells us nothing, for it is merely a statement about language. He suggests that examples are far more important in clarifying meaning. The difference between directive and informative language is a case in point. Hayakawa defines directive language as "that which promises" and informative language as "that which is verifiable". He cites the statement, "A Boy Scout is clean and chivalrous", as an example. The unwary reader might consider this an informative statement. However, Hayakawa explains that this statement is merely a promise about Boy Scouts, not a basic truth. Since this is a promise, it is a directive statement. As this illustration demonstrates, it is only through the use of an example that the definition of directive language is meaningful. In a broader context, Hayakawa implies that no definition has meaning until it is accompanied by and explained in terms of examples.

Distinguishing between fact and opinion.-- If fact is verifiable then opinion is "...less strong than positive knowledge, a belief,"^{2/} or non-verifiable. The Dictionary of Education^{3/} defines opinion as
^{1/}S. I. Hayakawa, Language in Thought and Action, Harcourt, Brace and Company, Inc., New York, 1949, p. 111.

^{2/}Editorial Staff, Webster's New Collegiate Dictionary, G. and C. Merriam Company, Springfield, Mass., 1956, Second Edition, p. 589.

^{3/}Carter V. Good (Editor), Dictionary of Education, McGraw-Hill Book Company, Inc., New York, 1959, Second Edition, p. 376.

"a belief....that has not been conclusively proven and lacks the weight of carefully reasoned judgment or certainty of conviction."

^{1/}Strang recognizes the importance of differentiating between the two when she suggests four steps in the process of critical reading of the news: (1) critical evaluation of the sources; (2) critical evaluation of the writer's competency and integrity; (3) critical evaluation of the writer's use of evidence; and (4) forming, revising and testing of opinions by the reader. Steps one through three relate to the facts assembled by the writer while step four pertains to opinions formed by the reader. Thus, Strang not only distinguishes between fact and opinion but also between opinions presented by the author and those formulated by the reader.

Oftentimes opinions are formulated in terms of glittering generalities.

^{2/}La Brant cautions:

"The incidents through which we build up the habit of giving examples, of checking facts versus generalizations....add up to something very important in our world. Lack of such experiences increases the danger that we judge all Germans by one; all farmers from the few we have met...."

Distinguishing between fact and judgment.-- A judgment is "an expression of the writer's approval or disapproval of the occurrences, persons, or objects he is describing."^{3/} It can also be defined as an expression of an individual's personal feelings.^{4/} La Brant^{5/} suggests that

^{1/}Ruth Strang, op. cit., pp. 7-8.

^{2/}Lou La Brant, op. cit., p. 126.

^{3/}S. I. Hayakawa, Language in Thought and Action, Harcourt, Brace and Company, Inc., New York, 1949, p. 42.

^{4/}James B. Phillips, op. cit., p. 43.

^{5/}Lou La Brant, op. cit., p. 26.

"judgment comes through successive experiences in examining, comparing, understanding, rejecting, and accepting."

In an unpublished thesis Phillips^{1/} makes a useful distinction between facts and judgments. He states that facts can be proven right or wrong; judgments cannot be proven right or wrong.

It is important for the student not only to recognize the difference between fact and judgment but also to draw the finer distinction between fact and a scale of judgment. For, Hayakawa^{2/} points out, conversational language show a multi-valued orientation in its scale of judgment from good to fair, not bad, etc. However, the language of newspapers frequently illustrates a two-valued orientation of absolute good and bad.

Inference

Definition of inference.-- An inference is a "statement about the unknown made on the basis of the known."^{3/} Hayakawa^{4/} states that inferences make guesses as to what is going on in other people's minds. An inference has an element of probability.^{5/} Chase^{6/} suggests that it is not enough merely to recognize an inference. He suggests the following four steps: (1) extensive observation of how people use language; (2) deductions and inferences from these observations; (3) agreement by

^{1/}James B. Phillips, op. cit., p. 43.

^{2/}S. I. Hayakawa, op. cit., p. 232.

^{3/}Ibid., p. 41.

^{4/}S. I. Hayakawa, op. cit., p. 45.

^{5/}James B. Phillips, op. cit., p. 43.

^{6/}Stuart Chase, op. cit., p. 166.

intelligent people on these observations; and (4) a continuous check of these deductions by experiment. Therefore, recognition of an inference is not so important as testing out an inference to see if it has a firm basis.

Recognizing what the writer implies.-- One method for a writer to imply beyond the literal meaning of a phrase is through the use of a cliché. La Brant^{1/} says, "the cliché is frequently, in essence, a generalization, its threat to thought lying....in careless acceptance of its implications." He cites the cliché, "Slow but sure," as an example. This cliché suggests the slow worker is more honest. He goes on to say that such a cliché is an example of our tendency to overgeneralize or to use abstractions carelessly.

A reader must also be aware of erroneous implications resulting from a reaction to names as if they gave complete insight into the persons, things or situations named.^{2/} The terms Jew, German, and Jap are good examples. If a reader has "fixed and unalterable patterns of reaction"^{3/} to the above words, what he infers can be quite different from what the writer implies.

Recognizing the difference between denotation and connotation.-- Denotation of a word is its "meaning or signification."^{4/} Fisher defines^{5/}
^{1/}Lou La Brant, "Analysis of Cliches and Abstraction", English Journal, (May, 1949), 38:276.

^{2/}S. I. Hayakawa, "How Words Change Our Lives", op. cit., p. 4.

^{3/}Ibid., p. 2.

^{4/}Webster's New Collegiate Dictionary, op. cit., p. 221.

^{5/}James A. Fisher and others, Critical Thinking and the Humanities, Boston University Press, Boston, 1956, p. 4.

denotations as a report. He explains that its symbols are deliberately neutral, without interpretation. Hayakawa^{1/} calls this the literal meaning of a word.

The connotation of a word is "that which it suggests or implies in addition to its actual meaning."^{2/} The connotation of a word is "the suggestive significance of a word apart from its explicit and recognized meaning."^{3/} Fisher suggests that connotative words are symbols consciously interpretive, expressing feeling and point of view. Hayakawa^{4/} makes an even finer distinction between informative and affective connotation. Informative connotation is the socially agreed upon "impersonal meanings"; affective connotation is the aura of personal feelings it arouses.

However, Ogden and Richards^{5/} do not feel the distinction between denotation and connotation is an absolute one. They point out that,

"Neither denoting nor connoting can be used as if it were either a simple or a fundamental relation. To take denotation first, no word has any denotation apart from some reference which it symbolizes.... The case is still worse with connoting. The connotation is a selection of properties of adjectives; but properties are not to be found by themselves anywhere;...."

Nevertheless, the distinction between the two terms is a useful one for it teaches the reader, in his study of semantics, to pay "particular attention not to words in themselves, but to semantic reactions --

^{1/}Language in Thought and Action, op. cit., p. 58.

^{2/}Webster's New Collegiate Dictionary, op. cit., p. 176.

^{3/}James A. Fisher, op. cit., p. 4.

^{4/}Language in Action, op. cit., pp. 90-91.

^{5/}C. K. Ogden and Ivor A. Richards, The Meaning of Meaning, Harcourt, Brace and Company, Inc., New York, 1947, p. 188.

that is, human responses to symbols, signs and symbol-systems, including language."^{1/}

Emotive Language

Definition.-- Walpole^{2/} states that a word is used emotively when "the speaker uses it to reveal his own attitude toward the object about which he is talking." Similarly, Hayakawa^{3/} equates emotive language with loaded words. He defines them as the process of interjecting one's personal feelings or using words calculated to reveal or arouse feelings. He cites two classifications of emotive words:^{4/} snarl words, such as Reds and (2) purr words, such as cute. These words do not report; they indicate feelings.

Importance of loaded words.-- Loaded words are not something to be abolished or avoided. In their place they add color and vitality to the language, particularly to poetry.^{5/}

In fact, it is impossible to write in a completely impartial way.^{6/} One can not help but "slant". It is here that Hayakawa suggests one can learn a great deal about himself. For, after writing a passage and rereading it, the writer can then discover his own biases. "To discover one's own biases is the beginning of wisdom."^{7/}

^{1/}S. I. Hayakawa, "How Words Change Our Lives", Saturday Evening Post, (December 27, 1958), Reprint, p. 1.

^{2/}Hugh Walpole, op. cit., p. 40.

^{3/}S. I. Hayakawa, Language in Action, Harcourt, Brace and Company, Inc., New York, 1941, p. 46.

^{4/}S. I. Hayakawa, Language in Thought and Action, Harcourt, Brace and Company, Inc., New York, 1949, p. 80.

^{5/}Hugh Walpole, op. cit., p. 44.

^{6/}S. I. Hayakawa, op. cit., p. 47.

^{7/}Ibid., p. 50.

Danger of loaded words: propaganda.--Although relatively harmless when used in poetry, advertisements, and sports announcements, loaded words become a powerful force when used as weapons of propaganda. The Institute for Propaganda Analysis^{1/} states, "Propaganda is an expression of opinion or action by individuals and groups deliberately designed to influence opinions or actions of other individuals or groups with reference to predetermined ends." Such a weapon can be quite dangerous when used on the unwary reader or listener.

Hitler was a master of propaganda. He knew intuitively what La Brant^{2/} said after World War II. "There is the new knowledge about our emotional reaction to a word. Why do we feel more like defending our homes than our residences? How strong are our attachments and antagonisms to words?" As Hitler illustrated then when he used the terms Aryan and Jew^{3/} and as Khrushchev well illustrates today when he uses the terms comrades and imperialists, our attachments and antagonisms to words are strong. Therefore, it is essential that the youth of today is aware of such propaganda devices and techniques. Only then can they be critical thinkers.

Tone

Definition.-- Tone is defined^{4/} "in writing or speaking -- as style or manner of expression." Similarly, Altick^{5/} defines tone as

^{1/}M. Bressler, "Mass Persuasion and the Analysis of Language: A Critical Evaluation", Journal of Educational Sociology, (September, 1959), 33:18.

^{2/}Lou La Brant, op. cit., p. 47.

^{3/}Hugh Walpole, op. cit., p. 44.

^{4/}Webster's New Collegiate Dictionary, op. cit., p. 894.

^{5/}Richard D. Altick, Preface to Critical Reading, Henry Holt and Company, New York, 1956, p. 231.

"...the total emotional and intellectual effect of a passage of writing."
 On the other hand, Walpole^{1/} defines tone as one of the four functions of language: (1) sense; (2) feeling; (3) tone; and (4) intention. He feels that one can not isolate any one function from the other functions of language without distorting all of them.

Relationship of author to his material.-- In her master's thesis Gardner^{2/} defines tone as "the manner of approach to the subject written about; the dominant emotional effect or mood of the writer, such as satirical, gay, wistful, and the like." This definition places the emphasis on the attitudes and feelings of the writer towards his subject.

Relationship of author to the reader.-- Altick^{3/} represents another point of view in his discussion of tone. He feels that tone not only represents the total emotional and intellectual effect of a passage of writing, as was indicated above, but that it also serves another purpose: to mold a reader's attitude toward the subject discussed. Tone determines just what that attitude will be. Unlike the previous definition, this definition places the emphasis on the attitudes and feelings of the reader.

Blumenthal, Frank and Zahner^{4/} also discuss tone in terms of the reader. They classify the tone of words as favorable, unfavorable or neutral. Some consider this a classification of emotive language.

^{1/}Hugh Walpole, op. cit., p. 50.

^{2/}Margaret C. Gardner, A Workbook to Develop High-School Students' Ability to Appreciate Figurative Language, Unpublished Master's Thesis, Boston University, 1955, p. 6.

^{3/}Richard D. Altick, op. cit., p. 231.

^{4/}Joseph C. Blumenthal, Robert Frank, and Louis Zahner, Living Language, (Grade 9), Harcourt, Brace and Company, Inc., New York, 1953, p. 189.

However, the classification is not important; the stress on the reader's response is important.

Although some writers stress the relationship of the author to his material and others stress his relationship to the reader, it is this writer's opinion that both views should be incorporated in the definition of tone.

4. Need for Instruction of Critical Thinking in School

Today's expanding school population.-- Since the establishment of compulsory education, more of this country's children are currently in school. The increase in enrollment is overwhelming. In the school year 1909-1910 only 19,643,933 pupils were enrolled in public school from kindergarten through grade twelve.^{1/} By 1958-59 the enrollment had leaped to 40,673,000.^{2/} Of greater importance to this writer is the increase in enrollment in public high schools. Here, too, the statistics are impressive. In 1909-1910 there were 1,115,398 pupils enrolled in grades nine through twelve.^{3/} By 1958-1959 there were 8,880,000 pupils enrolled in these same grades. Since we have the unique opportunity to reach more young people than ever before, it would indeed be unfortunate not to use this chance to teach youngsters the importance of evaluating what they see and hear.

^{1/}Dan Golenpaul Associates, Information Please Almanac 1960, The New York Journal-American, New York, 1960, p. 357.

^{2/}Ibid., p. 361.

^{3/}Ibid., p. 357.

Spread and influence of mass communication.-- The educational cliché, "Start where they are",^{1/} is still the best answer to the question, "Where do we start in our teaching of critical thinking?" Lehrman^{2/} reveals just "where they are." She states,

"For decades the English teacher followed a sacrosanct syllabus for the edification of a select group; he was a purveyor of abstruse concepts in archaic language and a guardian of the niceties of grammar.... Meanwhile, Johnnie was buying comics and pulps for 'adventure'...."

While this quotation is one of mild exaggeration, one can not ignore its implications.

Nevertheless, many high school pupils have advanced beyond the stage of comics. These pupils tend to read the daily newspapers. According to the National Council of Teachers of English,^{3/} "circulation figures of newspapers reached a record high of 53,829,072 in 1950, a gain in a year of almost two million subscribers. This means a morning or evening paper or both for each family in the United States. More recent figures indicate that by 1958 there were 57,594,454^{4/} circulating morning and evening papers, a gain of another four million subscribers. However, a study conducted by Billett^{5/} indicated that the great majority of ninth graders read regularly or frequently: (1) comic strips; (2) cartoons;

^{1/}Dwight L. Burton, Literature Study in the High Schools, Henry Holt and Company, New York, 1959, p. 12.

^{2/}Bess Lehrman, "Experiment in the Critical Studies of Mass Media," High Points, (October, 1956), 38:41.

^{3/}Commission on the English Curriculum, National Council of Teachers of English, The English Language Arts, Appleton-Century-Crofts, Inc., New York, 1952, p. 391.

^{4/}Dan Golenpaul Associates, op. cit., p. 387.

^{5/}Roy O. Billett, "The Unit on the Reading of Newspapers: A Group Project," English Journal, (January, 1942), 31:16.

(3) school news; (4) headlines; (5) radio programs; (6) movie page; (7) sports; (8) local news; and (9) weather. Although this study was conducted almost twenty years ago, this writer has found no research evidence of any significant change in reading tastes. One can only conclude that the expansion in circulation has not altered or broadened the reading and interest habits of high school students.

The story for magazine reading is quite similar. McCormach,^{1/} in her thesis on the study of the magazine reading interests of secondary-school pupils, concluded that:

1. There is an increase in the reading of digest, news, and picture magazines, such as The Reader's Digest, Life, and Look.
2. Pupils seem to read the same publications as adults.
3. Pupils read what is available.

The influence of mass communication upon the public is tremendous. Allen^{2/} states,

"Within the memory of a living man have been developed the high-speed rotary press, film, radio, and now television -- each with its stronger impression of reality upon the listener who can't talk back.... Our grandparents would hardly have imagined the impact, almost instantaneous, upon millions of people of the symbols received from the mass media."

Therefore, the teaching of critical thinking in the public schools seems essential. Jewett^{3/} cautions about "the dangers which may result

^{1/}Louise McCormach, A Study of the Magazine Reading Interests of Secondary-school Pupils, Unpublished Master's Thesis, Boston University, 1950, pp. 17-20.

^{2/}Harold B. Allen, "Mass Pressure on Radio and Journalism," English Journal, (October, 1949), 38:448.

^{3/}Arno Jewett, "Detecting and Analyzing Propaganda," English Journal, (February, 1940), 29:106.

in a democracy from uncritical acceptance of ideas promulgated by special interest groups." Staudenmayer^{1/} suggests that since the daily newspaper will be the textbook of the high school graduate unable to attend college, it is the school's responsibility to guide him to an understanding of the newspaper during his school days. The National Council of Teachers of English^{2/} states that "habits of choice and of careful assessing of values are crucial to the turning of these influences into constructive channels [which are] stimulating, not blunting, to the imagination and sense of moral values."

5. Current Status in the Teaching of Critical Thinking

Attitude of teachers.-- English teachers today readily agree that it is important to teach critical thinking. In fact, some state that it should not be the sole responsibility of the English or social studies teacher.^{3/} Strang says it should be an inherent part of the whole school program.

Many believe that the teaching of critical thinking should begin in the early grades. Hart^{4/} says, "...critical thinking can be developed at all levels. The complexity of its processes increases with advancing grade levels, but the quality of its processes is capable of realization at all grade levels." Similarly, Sochor^{5/} agrees that "...the ability to

^{1/}Maud Shanks Staudenmayer, "Study of the News," Clearing House, (January, 1947), 21:289.

^{2/}Commission on the English Curriculum, op. cit., p. 10.

^{3/}Ruth Strang, op. cit., p. 6.

^{4/}Murlee Hart, "Critical Thinking: Where Does It Begin?", Grade Teacher, (September, 1958), 76:55.

^{5/}Elona E. Sochor, op. cit., p. 52.

do critical thinking in its broadest sense (evaluating, generalizing, problem solving, etc.) is present by the time the child enters school." Strang^{1/} says that, like other reading abilities, the ability to appraise critically is developmental, and, therefore, needs a long term program beginning in the lower grades.

Brief evaluation of available materials.-- In the past fifteen years an awareness of the need for teaching critical thinking has grown. However, much of the material is scanty or poorly developed. For example, in Living Language, Grade Ten,^{2/} is a warning to be on guard against loaded words. However, no exercises help the student to practice keeping his guard up. In this same series, the textbook for Grade Twelve^{3/} explains the difference between fact and judgment but provides few exercises. In English in Action, Course Two,^{4/} is a brief, one-sentence allusion to emotional responses to words. The next sentence continues with an analysis of superstitions. Essentials of Modern English, Grade Ten,^{5/} has a section distinguishing between fact and opinion, fact and emotional reactions, and relevant and irrelevant facts. However, only one exercise

1/Ruth Strang, op. cit., p. 6.

2/Joseph C. Blumenthal, Robert Frank and Louis Zahner, Living Language, (Grade Ten), Harcourt, Brace and Company, Inc., New York, 1953, p. 107.

3/Robert Frank, Louis Zahner, and Sylvan Schendler, Living Language, (Grade Twelve), Harcourt, Brace and Company, Inc., New York, 1953, p. 15.

4/J. C. Tressler and Henry I. Christ, English in Action, (Course 2), D. C. Heath and Company, Boston, 1955, pp. 205-206.

5/Thomas C. Pollock, Marion C. Sheridan, Dorothy Williams, and Lieber Anker, Essentials of Modern English, (Grade Ten), The Macmillan Company, New York, 1955, pp. 359-364.

is provided. In fact, The New Building Better English, Grade Eleven,^{1/}²⁴ purports to teach students how to analyze propoganda in one easy exercise. Harvey^{2/} devised a unit to teach the American newspaper. Although it does a commendable job of teaching the origin of the newspaper, the scientific and mechanical inventions on which it depends, how it is organized, and how it gets its news, no section teaches critical evaluation of a newspaper.

Nevertheless, some well-organized and well-developed materials are available. Gregory and McLaughlin^{3/} wrote a unit to teach the newspaper in which their basic aim was "...to establish the habit of critical reading, and to train the student to read the newspaper with intelligence and discrimination." Similarly, Living Language, Grade Nine,^{4/} has a good but brief section on the tone of both written language and single words. Callaghan^{5/} and Gardner^{6/}, both students at Boston University, wrote well-organized exercises to improve a student's ability to read and

^{1/}Mellie John and Paulene M. Yates, The New Building Better English, (Grade Eleven), Row, Peterson and Company, Illinois, 1955, p. 12.

^{2/}C. C. Harvey, "A Unit of Work on the American Newspaper," Bulletin of the National Association of Secondary-School Principals, (January, 1949), 33:66.

^{3/}Margaret Gregory and W. L. McLaughlin, "Teaching the Newspaper in Junior High Schools," English Journal, (January, 1951), 40:23.

^{4/}Joseph C. Blumenthal, Robert Frank, and Louis Zahner, Living Language, (Grade Nine), Harcourt, Brace and Company, Inc., New York, 1953, p. 189.

^{5/}Joan L. Callaghan, Exercises to Improve High School Students' Ability to Read and Interpret Figurative Language, Unpublished Master's Thesis, Boston University, 1954.

^{6/}Margaret C. Gardner, A Workbook to Develop High-School Students' Ability to Appreciate Figurative Language, Unpublished Master's Thesis, Boston University, 1955.

interpret figurative language. Altick's Preface to Critical Reading^{1/} has two excellent sections teaching the student: (1) to differentiate between connotation and denotation; and (2) to understand the function of tone. Likewise, Lehrman's "Study of Specific Techniques in a Critical Approach to the Media"^{2/} is an interesting method for teaching semantics to high school students. Finally, Maynard's workbook,^{3/} aimed at developing ability to distinguish between affective and report language, represents a definite effort to teach critical thinking.

Report on current work.-- Greater awareness of the importance of teaching critical thinking has resulted in some well-developed materials. Before, one might find only one exercise or, at the most, one brief section; now one may find chapters devoted to critical thinking. Guide to Modern English, Grade Ten,^{4/} is a case in point. Chapter Four, "Slanted Word Maps," is an example. It is divided into six sections: (1) Why Inaccurate Word Maps Exist; (2) The Importance of Checking Word Maps; (3) Statements of Fact; (4) Checking Statements of Fact; (5) Statements of Opinion; and (6) Evaluating Opinions. The emphasis is clearly on teaching the student how to evaluate ideas. Language Arts and Skills, Grade Nine,^{5/} is another example. The chapter, "Clear Thinking", is 1/Richard Altick, op. cit., pp. 2-5.

2/Bess Lehrman, op. cit., pp. 41-49.

3/Jane Lea Maynard, A Workbook to Develop Ability to Distinguish between Affective Language and Report Language, Unpublished Master's Thesis, Boston University, 1957.

4/Richard K. Corbin, Marguerite Blough and Howard Vander Beek, Guide to Modern English, (Grade Ten), Scott, Foresman and Company, New York, 1960, ch. 4.

5/Thomas C. Pollock and others, Language Arts and Skills, (Grade Nine), The Macmillan Company, New York, 1961, ch. 4.

divided into four parts as follows: (1) Use Logical Reasoning; (2) Be Sure of Your Facts; (3) Be Careful about Opinions; and (4) Avoid Fallacies and Recognize Propaganda Tricks.

Report on current needs.-- As has been illustrated, although many materials are available, it is only within the past few years that a few textbooks have been developed that represent a positive effort to teach critical thinking. It is indeed a very recent trend to find complete sections devoted to this subject. Therefore, the need continues for materials that teach the many components of critical thinking. ✓

SUMMARY

Since students are constantly being exposed to new ideas, it is essential that they are taught how to evaluate these ideas. Having made a survey of available teaching materials, this writer has concluded that there is still a great need for new materials to use in the teaching of critical thinking. It is to help meet this need that the following workbook has been constructed to teach certain aspects of critical thinking as they apply to the reading of the newspaper.

CHAPTER III

WORKBOOK

WORKBOOK

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Letter to the Teacher

Dear Teacher:

The aim of this workbook is to help develop certain aspects of critical thinking. A pretest has been constructed to determine the existing level of achievement. This is followed by the workbook which is divided into three sections: news reports, reviews of the theatre, and sports, each of which opens with an introduction to motivate and teach the student. The series of exercises progresses from simple to more difficult analyses of the following components of semantics: factual accounts, inferences, emotive language, and tone, with three levels of questions for each one. The first level consists of simple exercises to develop the pupils' understanding. On the second level exercises of average difficulty reinforce the first learning and provide additional practice. The third level contains more probing exercises to reveal the pupil's ability to think critically not only by selecting multiple choice answers but also by requiring him to write analytically. The pretest may then be used as a final test to determine the level of accomplishment.

A pupil may use these exercises in one of two ways: (1) he may do all three levels of questions of a semantic component in one section, for example, sports, or (2) he may do any given level of questions of a semantic component in all three sections. The pattern of organization for the former is delineated in this workbook; the pattern of organization for the latter is given in the appendix. Therefore, each student

progresses at his own rate. This arrangement allows the more able student to progress immediately from easy to difficult exercises. At the same time it allows the less able student to get extra practice at each level.

Sincerely yours,

Eleanor Agranat

Eleanor Agranat

PRETEST

Part A

Write an F before sentences stating facts.

Write an O before sentences expressing opinions.

"'There'd be a lot less trouble and fewer attempted escapes in our penal institutions if we could hold out some hope for the release of inmates based on their genuine rehabilitation,' Mass. Commissioner of Corrections, George F. McGrath said. 'Inmates need some kind of hope; when they don't have it, prisons are bound to have problems since the inmate sees no point in changing his ways or trying to correct himself.'"

The Boston Globe, November 23, 1959.

- _____ 1. McGrath coddles hardened criminals.
- _____ 2. McGrath is Mass. Commissioner of Corrections.
- _____ 3. McGrath says that a prisoner needs to feel it is worthwhile to change his ways.
- _____ 4. We would have fewer attempted escapes if the prison guards were more alert.
- _____ 5. Our penal system is one of the worst in the nation.

"When he was through throwing his assorted hard stuff....at the White Sox, Fireman Sherry had completed one of the great pitching performances in World Series history."

Time, October 19, 1959.

- _____ 6. Sherry is a baseball pitcher.
- _____ 7. He is one of the greatest pitchers of all time.
- _____ 8. He is the greatest pitcher ever to perform in the World Series.
- _____ 9. The Dodgers will never trade Sherry.
- _____ 10. Sherry pitched in a World Series game.

Part B

Place an F before statements of fact, I before statements inferring beyond the facts, and O before statements of opinion.

"When Yan Kruminsh first began playing basketball five years ago, he didn't know a jump shot from a double dribble. He could barely catch a ball, his movements were uncoordinated, and his shooting was grotesque. But the coach of the Riga (Latvia) team was happy to add Kruminsh to his roster. After all Yan Kruminsh was seven feet three inches tall."

Newsweek, December 7, 1959.

- _____ 11. Kruminsh has only played basketball for five years.
- _____ 12. Kruminsh is a Latvian citizen.
- _____ 13. The Latvian team is often defeated because of Kruminsh's awkward movements.
- _____ 14. Because of Kruminsh's height, the coach and Kruminsh have become good personal friends.
- _____ 15. Because of his height, Kruminsh is an asset to his team.

"Archie Moore, as soft-spoken a champion as you'd ever meet, especially liked the first stages of his part in 'The Adventures of Huckleberry Finn.'

'I'd always wanted to read the story,' he said on his recent trip to Boston. 'But I've always been too busy making a living. Then they brought the script to me in Montreal.'

He might have added what Mark Twain once said, 'A classic is something that everybody wants to have read and nobody wants to read.'

- _____ 16. Archie Moore is one of the stars in "The Adventures of Huckleberry Finn".
- _____ 17. Twain's definition of a classic is something that everyone feels he should read yet no one really wants to read.
- _____ 18. Archie Moore is a good example of Twain's definition.
- _____ 19. Archie Moore loves to travel.
- _____ 20. The road to stardom is long and hard.

Part C

Write an F before factual terms.
Write an E before emotive terms.

"The Republicans today demanded equal time from radio and television stations which broadcast what GOP Chairman.... called the.... Democratic propagandea show."

Boston Traveler, May 5, 1960.

- _____ 21. Republicans
- _____ 22. Demanded
- _____ 23. Broadcast
- _____ 24. Chairman
- _____ 25. Propaganda

"When 'West Side Story' rumbles back home to Broadway....the show will be more than 2½ years old. Will this be the same musical that excited critics....or will tired blood be in evidence?"

New York Sunday News, April 10, 1960.

- _____ 26. Rumbles
- _____ 27. 'West Side Story'
- _____ 28. Musical
- _____ 29. Critics
- _____ 30. Tired blood

Part D

Write a check before the phrase that completes each statement accurately.

31. "Indians Raid Sox, 12-8."

Boston Sunday Herald, April 10, 1960.

The above headline is

- _____ a. slanted in favor of the Indians
- _____ b. slanted in favor of the Sox
- _____ c. impartial

32. "Celtics wins, 102-86."

Boston Sunday Herald, April 3, 1960.

The above headline is

- a. in favor of the Celtics
- b. in favor of the opponents of the Celtics
- c. an impartial statement

33. "For two years this country has been talking about crash programs to train more scientists. We are still talking, but the programs apparently have flopped."

Boston Traveler, May 21, 1960.

The above statements are

- a. favorable to this country's science programs
- b. unfavorable to this country's science programs
- c. neutral

34. "'Mary Deare' Top Sea Thriller"

Boston American, November 20, 1959.

The above headline is

- a. slanted in favor of this movie
- b. slanted against this movie
- c. impartial

35. "Format for Showmanship: Harry Belafonte at Donnelly Theatre."

Boston Globe, January 10, 1961.

The author of the above headline

- a. likes Harry Belafonte
- b. dislikes Harry Belafonte
- c. is impartial

NEWS REPORTS

Letter to the Student

Dear Student:

I see you like to be aware of what is happening around the world! I cannot blame you. I too am eager to read the news. I too feel it is important to be a well-informed citizen.

"But why bother reading the newspaper? some people ask. "You can get the news just as easily by listening to radio or television broadcasts."

"No," you answer. "You only get the news highlights on radio and television. If you want to know the details of a situation, you must read about it."

You are quite right. In a five-minute news broadcast one hears only a sketchy account of the daily news. To be truly well-informed, one should hear a more complete news presentation. The newspaper columnists are quite helpful in this respect. They not only present the facts, but also help us to interpret these facts.

However, it is here that we must proceed cautiously. For it is the careless reader who confuses the facts with the columnists' opinions or interpretations of these facts. It is the careless reader indeed who allows himself to agree without question to the columnists' opinions and analyses. As you read the following news accounts, let us hope that you, aware of these pitfalls, will become a careful, critical reader instead.

Sincerely yours,

Eleanor Agranat
Eleanor Agranat

Lesson 1

Factual Accounts

You are reading a news article describing a murder trial. The district attorney was examining the witness.

The district attorney said, "Madam, will you please tell the judge what you saw the night of March 14?"

"I certainly will," said Mrs. Brown in a positive voice. "I saw Mr. Phillips beating Mrs. Phillips in our upstairs hallway. In all my days I have never met such a drunken bum...."

"Mrs. Brown, will you please just tell us what you saw, not your opinion of what you saw."

We all know that a judge must make his decision on the basis of the facts of a case. Yet you too are a judge. When you read you too must be able to distinguish between fact and opinion in reading news articles.

How can you tell which is fact and which is opinion? Try this formula. A fact can be proven for it is a deed, something actually done, an event. It answers the questions: Who? What? When? Where? Why? or How? Using the above article as an illustration, what facts can you identify?

- | | |
|-------------------------|---------------------------------|
| 1. Who are involved? | Mr. and Mrs. Phillips |
| 2. What happened? | Mr. Phillips beat Mrs. Phillips |
| 3. Where did it happen? | In the upstairs hallway |

From this formula you could not answer the questions When? Why? or How? A factual sentence may answer one, two or three questions at once. However, if a sentence does not answer any of the questions from the formula "The Five W's and How?", it is not a statement of fact.

Level I

Are you sometimes so distracted by details of an article that you lose the main facts? If your answer is "yes", you can change it to "no". The following exercises can help you focus your attention on the facts, only on the answers to the formula "The Five W's and How?".

Indicate the correct answer to each of the following questions by placing a check before the appropriate letter.

"Upkeep costs of Bay State highways in 1957 were the highest in the nation and, in fact, seven times the national average, it was disclosed today. It cost Massachusetts \$8,868 to maintain a single mile of state highway in 1957, compared to a national average of \$1,191."

Boston Traveler, November 21, 1959.

1. In what year were these statistics compiled?
 - a. 1957
 - b. 1958
 - c. 1959

2. When was this article written?
 - a. 1957
 - b. 1958
 - c. 1959

3. What state is the 'Bay State'?
 - a. New Hampshire
 - b. Massachusetts
 - c. Rhode Island

4. How much did it cost to maintain a road in Massachusetts?
 - a. \$1,191
 - b. \$8,868
 - c. \$7,677

5. Why is the national cost less than the cost in Massachusetts?
 - a. Because the U. S. has less money to spend
 - b. Because the U. S. is more thrifty
 - c. Information not given

"The 50 pieces of 'candy' two-year-old Katherine Webber ate in her home in Caribou, Maine, were aspirin, so it was quite intelligent of her brother, Randy, 5, to tell their mother he didn't think his sister should have done it."

Boston American, November 20, 1959.

6. What was the 'candy'?

- a. Chocolate
- b. Charleston Chew
- c. Aspirin

7. Who ate the 'candy'?

- a. Katherine
- b. Randy
- c. Mrs. Webber

8. What question does "Caribou, Maine" answer?

- a. What?
- b. Where?
- c. When?

9. How much 'candy' did Katherine eat?

- a. 2 pieces
- b. 5 pieces
- c. 50 pieces

10. Who saved Katherine's life?

- a. Mrs. Webber
- b. Randy
- c. Information not given

Level II

How well can you distinguish between fact and opinion? Try the following two examples and see. Which one is fact? Which one is opinion?

- ___ 1. President Kennedy is the leader of the United States.
___ 2. President Kennedy will lead us into war.

You are quite right if you answered number one as fact and number two as opinion. You correctly assumed that fact can be proven but opinion represents a personal view or judgment. Just think how frightening it would be if one ever confused fact and opinion in the example above!

The above two examples were quite easy but the following exercises may challenge your ability to identify fact and opinion.

Write an F before sentences stating facts.
Write an O before sentences expressing opinions.

"Indonesian Foreign Minister Dr. Subandrio says Indonesia is seeking ways and means of organizing a second Asian-African Conference, the Antara News Agency reported. The first Asian-African conference was held in April, 1955, at Bandung, Indonesia."

Christian Science Monitor, November 25, 1959.

- ___ 11. Dr. Subandrio is a foreign minister.
___ 12. The Antara News Agency is organizing a second Asian-African conference.
___ 13. The first conference was held in 1955.
___ 14. The first conference was a failure.
___ 15. Bandung is a city in Indonesia.

"There'd be a lot less trouble and fewer attempted escapes in our penal institutions if we could hold out some hope for the release of inmates based on their genuine rehabilitation,' Mass. Commissioner of Corrections, George F. McGrath said. 'Inmates need some kind of hope; when they don't have it, prisons are bound to have problems since the inmate sees no point in changing his ways or trying to correct himself.'"

Boston Globe, November 23, 1959.

- ___ 16. McGrath coddles hardened criminals.
- ___ 17. McGrath is Mass. Commissioner of Corrections .
- ___ 18. McGrath says that a prisoner needs to feel it is worthwhile to change his ways.
- ___ 19. We would have fewer attempted escapes if the prison guards were more alert.
- ___ 20. Our penal system is one of the worst in the nation.

"Soviet Premier Khrushchev is holding a Communist summit meeting in Moscow aimed at smoothing out differences among his allies. The Soviets have announced that top-level delegations from three European satellites are paying visits to Moscow, ostensibly for other business."

Boston Traveler, May 3, 1960.

- ___ 21. Khrushchev is the Premier of Russia.
- ___ 22. Khrushchev only pretends to listen to his allies for he is a dictator.
- ___ 23. Khrushchev has only three allies in Europe.
- ___ 24. The three European satellites are really coming to Moscow for reasons other than the summit meeting.
- ___ 25. The Communist summit meeting is being held in Moscow.

Level III

If you know the difference between fact and opinion, you are ready for the next question. Do you ever get bogged down in detail when searching for fact? Here is your chance to find out. What words in the following sentence represent detail?

Eisenhower, President from 1952-1960, spoke at the National Press Club in Washington on Saturday.

Your answer is right if you said, "President from 1952-1960". Eisenhower's term as President is a detail in this sentence; the statement that he spoke to the press club is a fact.

Some writers get so carried away with detail that it becomes difficult to distinguish between fact, detail and opinion. How well can you recognize the difference? By doing the following exercise, you will find out.

Read the selection on page 44. Then identify as fact, opinion or detail the numbered passages below.

- _____ 26. Willy Brandt is the mayor of West Berlin.
- _____ 27. The erection of the Khrushchev wall was an act of weakness and fear.
- _____ 28. The Khrushchev wall, wall of concrete and mortar and barbed wire,....
- _____ 29. Willy Brandt resisted the tyranny of Hitler and hopes to do the same to Communism.
- _____ 30. The fifth anniversary of the Hungarian revolution is coming up soon.

You can identify fact, opinion and detail in selected sentences.

Now try to make this distinction in longer passages. Follow the directions below.

Draw a line through all words in the following article which express opinion and detail. From what is left, which should be facts, rewrite this information in two or three sentences.

"'The wall must come down.'

These are the staunch and stirring words of West Berlin's Mayor Willy Brandt, who fought tyranny under Hitler and is unafraid to fight a tyranny imposed by Khrushchev.

The wall to which Brandt refers is the 'Khrushchev wall' -- the wall of concrete and mortar and barbed wire -- which on August 13 last the Kremlin erected in the dark hours of the night to imprison the whole population of East Germany.

'The wall must come down.'

This is not a cry of anguish and despair. These are not words of gasping hopelessness. This is a call to boldness and to our will to resist. These are words of determination which deserve to be heard round the world.

The erection of the 'Khrushchev Wall' was not an act of strength and confidence. It was an act of weakness and fear. It is a real and ruthless wall -- but it need not possess the power of permanence.

We should be as aware as Khrushchev in that the fifth anniversary of the Hungarian Revolution comes at the moment when the free world faces its greatest challenge over Berlin. The brave and undying spirit of the Hungarian freedom fighters tells us much about the Kremlin's act of fear on August 13 on the East Berlin border.

The Khrushchev Wall is the most revealing sign and symbol of the Soviet Union's uncertain hold upon its Eastern European satellite empire. Yes, it is proof of ruthless determination, but is also proof of the instability which prevails throughout most of Eastern Europe."

Boston Sunday Globe, October 15, 1961.

Lesson 2

Inferences

As a member of the jury you are trying to determine the guilt or innocence of Mr. Phillips. The district attorney call Mrs. Brown to the witness stand. He asks Mrs. Brown to relate to the jury what she saw the night of March 14. Mrs. Brown is sworn in and takes the stand.

She answers positively, "I saw that brute, Mr. Phillips beating poor Mrs. Phillips in our upstairs hallway. Why in all my days I have never met such a drunken bum...."

You have already decided what the facts are. (Lesson 1) They can easily be supported by direct evidence from the sentence. Facts are usually the answers to the formula "The Five W's and How?" An inference goes one step further. An inference is a probable statement about what we don't know made on the basis of what we do know. Can you apply this definition to the illustration above? Answer the next three questions and see. Which of the following statements are facts? Which are inferences?

1. Mrs. Brown calls Mr. Phillips "a brute".
2. Mrs. Brown calls Mr. Phillips a "a drunken bum".
3. Mrs. Brown doesn't like Mr. Phillips.

You are correct if you said that only the last sentence draws an inference. You correctly concluded that since Mrs. Brown does not describe Mr. Phillips in complimentary terms, she does not like him. Although Mrs. Brown does not say she doesn't like Mr. Phillips, you made a reasonable guess or inference on the basis of what she did say.

In the following exercises you will have a chance to show your ability to draw inferences. Caution! Be sure these inferences are based on fact!

Level I

It is quite easy to distinguish between the careful reader and the careless reader. For the careful reader knows what an author is inferring; the careless reader makes wild guesses which cannot be supported by evidence from the article. Which kind of reader are you? Find out by doing the following exercises.

Place a check before the inference which can be supported best by some evidence from the article.

31. "The government today approved a plan for making plentiful supplies of uncontaminated cranberries available for Thanksgiving."

Boston Globe, November 19, 1959.

- ___ a. Most people like cranberries.
- ___ b. Some cranberries have been contaminated.
- ___ c. The government tends to favor the cranberry industry.
32. "The Mass. Port Authority is making a strong bid to become an alternate port for Canadian shipping as the St. Lawrence Seaway is closed by ice."

Christian Science Monitor, November 25, 1959.

- ___ a. Canadian shippers are opposed to using American ports during the winter months.
- ___ b. The Mass. Port Authority is trying to put Canadian shippers out of business.
- ___ c. The Mass. Port Authority is trying to get Canadian shipping during the winter months.
33. "What do hospital patients need besides doctors, nurses and miracle drugs? Visitors.... The extra touch of friendship boosts patient morales, adds to comforts and at the same time provides a check on services."

Boston Sunday Herald, May 1, 1960.

- ___ a. A patient needs more than a doctor and nurse.
- ___ b. Too many visitors may tire a patient.
- ___ c. As a result of continual research, more and better miracle drugs are being discovered.

34. "College fraternities appear to be losing their popularity. Fraternity men as a group are not measuring up scholastically to the average male student."

Boston Herald, November 29, 1959.

- ___ a. A fraternity man is not as smart as the average college student.
- ___ b. Not as many men are joining fraternities.
- ___ c. Most fraternity men are very wild.
35. "Teen-agers who take part in gang attacks will get no mercy in his court, Suffolk Superior Court Judge Lewis Goldberg warned today. Judge Goldberg gave the warning as he turned down a plea for leniency for two Roxbury youths found guilty of a gang attack."

Boston Traveler, May 4, 1960.

- ___ a. Judge Goldberg hates teen-agers.
- ___ b. Judge Goldberg believes in punishing teen-agers strictly if they are involved in gang attacks.
- ___ c. Gang attacks have been increasing.
36. "A technical mission has returned from the Far East with a report that there is both need and opportunity to use the world's surplus wheat to raise nutritional and living standards there."

Boston Traveler, May 4, 1960.

- ___ a. People in the Far East have low standards of living.
- ___ b. Wheat raises the nutritional standards of all countries.
- ___ c. Because wheat is not grown in the Far East, living standards there are low.
37. "Senator Hubert H. Humphrey today asked Huntington businessmen to give him a hand with some cash if possible. He wanted help in his West Virginia Democratic presidential primary campaign."

Boston Traveler, May 3, 1960.

- ___ a. It is expensive for a Democrat to run for the presidency.
- ___ b. Senator Hubert Humphrey is running in the Democratic presidential primary.
- ___ c. Businessmen give the most money towards presidential campaigns.

38. "Premier Khrushchev said today Soviet forces early Sunday shot down an American plane. He claimed it was sent over the Soviet Union to 'impress and frighten' Russia on the eve of the Summit Conference."

Boston Traveler, May 5, 1960.

- _____ a. An American plane tried to threaten Russia.
- _____ b. According to Khrushchev, an American plane tried to threaten Russia.
- _____ c. Since Khrushchev is a Russian, it is hard to believe anything he says.
39. "The Amsterdam house where Anne Frank, hidden from the Nazis, wrote her famous diary was opened to the public today. Anne's diary, published in some 30 nations, including Germany, ended on August 4, 1944, when Nazi police raided the house."

Boston Traveler, May 3, 1961.

- _____ a. Only 30 nations have dared to publish Anne Frank's diary.
- _____ b. Anne Frank was a member of the Nazi party.
- _____ c. Anne Frank was captured by the Nazis on August 4, 1944.
40. "Why are so many kindergarten kids bored by kindergarten? Because that boring 'play school' is woefully behind the times. Today's fives are tired of play; they are eager and ready to begin serious work. They have been exposed to travel, nursery schools and working mothers. They dial the telephone, operate hi-fi sets.... Yet teachers persist in mindless 'fun'."

Time, April 18, 1960.

- _____ a. Kindergarten children love to play in school.
- _____ b. Today's kindergarten children are ready to do serious school work.
- _____ c. Children are bored in kindergarten if they have gone to nursery school.

Level II

In separate exercises you have learned to distinguish between fact, inference and opinion. However, as you know, reading does not consist of separate, unrelated parts. Can you take these separate puzzle pieces, put them together in one article and still recognize them individually? If you can, then you will be able to distinguish between fact, inference and opinion in the following exercises.

Place an F before statements of fact, I before statements inferring beyond the facts, and O before statements of opinion.

"Harry E. Hanners, 40, is a one-time Manhattan adman who suffered a spinal disease for five years. A painkilling drug led to his addiction and a six-month sentence in Long Island's Nassau County Jail. From the vantage point of his own cell, Hanners watched teen-age inmates wallowing in idleness, and soon got permission from enlightened Warden Edward O'Hara to start a school. A born teacher, he encouraged his students to discuss everything from Plato to Shakespeare to current events. Stirred out of their torpor, the boys leaped to Hanners' challenge. Said he: 'Sometimes they write a paper for me without my asking.'"

Time, April 4, 1960.

- ___ 41. Harry E. Hanners was once a drug addict.
- ___ 42. The inmates were eager to occupy their time profitably in school.
- ___ 43. Hanners was not really a criminal.
- ___ 44. Hanners created a broad curriculum for his students.
- ___ 45. Nassau County Jail is on Long Island.

"More than two weeks after their neighbors struck it rich, three residents of this (Italian) mountain village still won't accept a gift of stock in the world's largest bank.

'Nobody in this world gives away money without asking something in exchange,' said Miss Gentile Cassinelli, 57.

Her 81-year-old mother, Mrs. Virginia Cassinelli, glowered at the village priest and officials of the Bank of America."

Boston Traveler, November 24, 1959.

- ___ 46. Some people feel they are too old to accept a gift of money.
- ___ 47. The Bank of America was unable to give its stock to three villagers.
- ___ 48. Miss Cassinelli feels that you don't get something for nothing.
- ___ 49. Mrs. Cassinelli distrusts the motives of the Bank of America.
- ___ 50. Gentile Cassinelli is the daughter of Mrs. Virginia Cassinelli.

"For a long time after India got its freedom, Socialist Jawaharlal Nehru regarded foreign investors with the narrow-eyed suspicion of a spinster convinced that friendly attentions from any man probably conceal evil designs. So U. S. investors passed India by. Two years ago, seeing its second five-year plan in deep trouble, and lacking foreign exchange, India sent high government officials to the U. S. to seek more dollars."

Time, March 21, 1960.

- ___ 51. For many years Nehru was suspicious of foreign investors.
- ___ 52. Needing money, Indian representatives decided to turn to the U. S. for help.
- ___ 53. Since India has received U. S. aid, it will not seek Communist aid.
- ___ 54. Nehru is a member of the Socialist Party.
- ___ 55. Most Indians like America.

"A Philadelphia record distributor said today he has paid thousands of dollars to get records played on local radio programs. He estimated perhaps 20 of the city's 200 disc jockeys took 'payola'. Edward D. Cohn....said he paid disc jockeys \$5 to \$100 to play popular records he was pushing. He said he stopped the practice because it got too expensive to make it worthwhile."

Boston Globe, November 20, 1959.

- _____ 56. Edward D. Cohn is a Philadelphia record distributor.
- _____ 57. Relatively few of the disc jockeys in Philadelphia take payola.
- _____ 58. Edward D. Cohn is just as guilty of payola as the disc jockeys.
- _____ 59. The least Cohn paid in payola was five dollars per record.
- _____ 60. Philadelphia is the most corrupt city in the United States.

"Every mother would like her son to be President, but the trouble is she doesn't want him to be a politician, Attorney General Edward J. McCormack Jr. said.... The word politics has 'a sinister, shoddy meaning.... The result is that young people have a negative attitude toward it, reinforced by smear tactics and corruption.' Actually, McCormack said, politics 'is the combined art and science of forming, establishing and controlling a government.... Practical politicians are of vital importance to democracy at every level."

Boston Globe, November 23, 1959.

- _____ 61. McCormack Jr. feels people should not have a negative feeling or attitude towards politics.
- _____ 62. Edward J. McCormack Jr. is attorney general.
- _____ 63. Politics is filled with smear tactics and corruption.
- _____ 64. It is just as important for a democracy to have politicians as it is to have a president.
- _____ 65. Presidents are honest; politicians are dishonest.

Level III

You have already proven your ability to recognize the inference of a writer. Here is your chance to turn the tables and demonstrate your ability to imply.

The following article implies that the majority of disc jockeys are honest. You are a skeptic. Rewrite this article to imply that many disc jockeys do accept payola. Use the information presented in this article to illustrate and support your argument.

"While swinging across the dial yesterday I heard both Bill Marlowe and Stan Richards on WILD and they were playing the same fine pop music which they've been spinning for the past few years.

As I heard them go from Sarah Vaughan to George Shearing to Nat Cole to Stan Kenton to Dakota Staton to Frank Sinatra, I realized that the boys certainly weren't getting paid off by these artists because these artists don't have to pay anyone to play their records.

I think the important thing to remember in this whole mess, which is now finally coming to a head, is that there are the guilty ones. We all know that. However, there are many innocent disc jockeys who have battled the tide of rock and roll to try to bring us some decent radio.

I've been a radio fan for twenty-five years and any reader of this column well knows that I've battled with the cheap "top records" stations and their phony gimmicks. But it disturbs me greatly to see some fellows take it on the chin when they've been fighting a one-sided battle to play decent music."

Boston Daily Record, November 20, 1959.

Lesson 3

Emotive Language

You have turned on your radio to listen to the news broadcast. The announcer says, "Now for the news around the country. Management and labor representatives are still at each others' throats in the current steel strike."

"I get nervous just sitting around," grumbled one striking steelworker. "I wish I could grab the guys on both sides of that table and bang their heads together."

"That steelworker has been sitting still too long for comfort!"
you say.

A little later you change the radio station and hear, "There is no end in sight to the current steel strike. Management and labor have been unable to agree to terms for a new contract."

"So the strike hasn't ended yet. Too bad," you say as you go about cleaning your room.

Why do you react so differently to the same facts? Because they are expressed quite differently. When you hear an impartial announcer relate the facts, you are quite likely to respond just as neutrally with "too bad." But when an announcer uses "loaded words", such as "grumbled", and "bang", you are likely to become more interested.

Loaded words are the essential keys to emotive language. For it is the use of these words that will arouse a particular response, positive or negative, in the reader. Emotive words add color to the English language. Without them we could not read the vivid play by play descriptions of our favorite games; without them we could not hear vivid

accounts of daily events. But we must be on our guard. Some reporters use so many "loaded words" that it is difficult to discover what is fact and what is sheer praise, or exaggeration.

In the following exercises you will need to distinguish between fact and emotive descriptions of these facts.

Level I

How do you react to the following terms?

Write + if you have a positive feeling toward the word.

Write - if you have a negative feeling toward the word.

Write o if you have a neutral response toward the word.

- ___ 66. Eisenhower
- ___ 67. Khrushchev
- ___ 68. Nazis
- ___ 69. Ohio
- ___ 70. Jews
- ___ 71. Ice cream
- ___ 72. Democrat
- ___ 73. Politician
- ___ 74. Homework
- ___ 75. Newspaper
- ___ 76. Statesman
- ___ 77. Segregation
- ___ 78. Ceylon
- ___ 79. Atlantic Ocean
- ___ 80. Payola
- ___ 81. Vacation
- ___ 82. Comics
- ___ 83. Russia
- ___ 84. Republican
- ___ 85. School

In the previous exercise you rated your response to certain words. You probably said you like ice cream and dislike homework. These two words made you react. However, usually our reaction depends upon the use of the word in a sentence. Take the word umpire, for example. In which sentence is it used as a factual term? In which sentence is it used as an emotive term?

- _____ 1. Joe Paperilla will be the umpire at first base in today's game.
- _____ 2. As usual, the umpire called a strike although everyone knew the ball was low and inside.

If you said sentence number one was factual and sentence two emotive you would be quite right.

Prove your answer was not a "lucky guess" by doing the following exercise!

Write an F before factual terms and an E before emotive terms.

"The Republicans today demanded equal time from radio and TV stations which broadcast what GOP Chairman..... called the..... Democratic propaganda show."

Boston Traveler, May 5, 1960.

- _____ 86. Republicans
- _____ 87. Demanded
- _____ 88. Broadcast
- _____ 89. Chairman
- _____ 90. Propaganda

"In a swift vote, powered by an overwhelming 71 to 18 majority, the Senate passed the 1960 civil rights bill."

Time, April 18, 1960.

- ___ 91. Swift
- ___ 92. Vote
- ___ 93. Powered
- ___ 94. Overwhelming
- ___ 95. Civil rights bill

"Gusty winds up to 55 m.p.h. demolished light garages and rolled up metal roofing as though it were newspaper in Germantown, Ohio, near Dayton."

Boston Traveler, May 21, 1960.

- ___ 96. Gusty
- ___ 97. Winds
- ___ 98. Demolished
- ___ 99. Garages
- ___ 100. Rolled up

"It was the wife of Premier Nikita Khrushchev who answered the appeal of a 13 year-old Beverly boy last August, and opened the long way through the Iron Curtain to America for his 66 year-old grandmother who has lived in terror and squalor for 16 years."

Boston Sunday Herald, May 2, 1960.

- ___ 101. Khrushchev
- ___ 102. Appeal
- ___ 103. Long way
- ___ 104. Iron Curtain
- ___ 105. Terror

"Two amateur fishermen spent a hair-raising night adrift in a disabled 17-foot outboard with no food or water."

Boston Globe, May 21, 1960.

- _____ 106. Amateur
- _____ 107. Hair-raising
- _____ 108. Adrift
- _____ 109. Disabled
- _____ 110. No food

"New Jersey and Connecticut Saturday announced a new reciprocity agreement to crack down on erring drivers between the two states. The agreement spells out bad news for Connecticut for Connecticut drivers nabbed for high speed and other violations in New Jersey, and for New Jersey drivers convicted in Connecticut."

Boston Sunday Herald, May 22, 1960.

- _____ 111. Agreement
- _____ 112. Crack down
- _____ 113. Erring drivers
- _____ 114. Bad news
- _____ 115. Convicted

"Boston and Maine Railroad commuters here are in a cold clam stew over their 'new' station. They're stewing over the fact that the shack provided for their comfort is about as roomy as the inside of an Ipswich clam."

Boston Traveler, December 1, 1959.

- _____ 116. Commuters
- _____ 117. Cold clam stew
- _____ 118. 'New' station
- _____ 119. Stewing
- _____ 120. Shack

"Last week, as Nikita Khrushchev gallivanted across France with a new team he obviously trusted more (his wife and family), news leaked out of Moscow about his luckless old road-show sidekick, Marshal Bulganin."

Time, April 4, 1960.

- ___ 121. Week
- ___ 122. Gallivanted
- ___ 123. Leaked out
- ___ 124. Moscow
- ___ 125. Luckless

"As Massachusetts cranberry growers awaited an announcement.... about a plan to provide berries cleared as safe to eat, the growers suffered a new blow as the government seized in Detroit some cranberry sauce declared to be tainted."

Christian Science Monitor, November 19, 1959.

- ___ 126. Cranberry growers
- ___ 127. Announcement
- ___ 128. Suffered
- ___ 129. New blow
- ___ 130. Seized

"Once the obstacles in the path of Prudential Center have been hurdled, Boston's next target will be revitalization of its waterfront into the most scenic on the Atlantic."

Boston Sunday Herald, May 15, 1960.

- ___ 131. Obstacles
- ___ 132. Hurdled
- ___ 133. Revitalization
- ___ 134. Waterfront
- ___ 135. The most scenic on the Atlantic

Level II

Our newspapers are full of articles telling us how the Russian press is full of propaganda. Have you ever stopped to think what propaganda is made of? Emotive words, of course.

You too can write "propaganda" by using emotive words in the following exercise.

As a supporter of Morse, rewrite the following sentence as a factual statement.

"Sen. John F. Kennedy scored a glittering political grand slam today with a crushing defeat of Sen. Wayne Morse in Oregon's Democratic presidential primary."

Boston Traveler, May 21, 1960.

As a Russian reporter, rewrite the following sentences to glorify Khrushchev.

"Khrushchev was tough, petulant, vital, bantering, implacable. The U. S. was calm, curious, confident, challenging. The U. S. found out, as Khrushchev boiled into successive rages in Washington, New York and Los Angeles (twice) before T.V. crowds of millions, that Khrushchev could also lay out a combination of uncontrolled willfulness, ignorance and ill temper."

Time, September 28, 1959.

As a neutral observer, rewrite the following sentences as factual statements.

"...To many Britons, De Gaulle was still a symbol of icy authoritarianism, a man both proud and touchy who could satisfy his notions of grandeur only by pointlessly exploding A-bombs in the Sahara. As he and the Queen rode to Buckingham Palace in an open carriage, the London crowds watched in chilly politeness."

Time, April 18, 1960.

Since you opposed the wedding of Princess Margaret and Tony, rewrite the following account in less glowing terms.

"The world's most glamorous newlyweds, Mr. and Mrs. Antony Armstrong-Jones, sailed westward into the bronze sunset tonight on a \$2,800 a-day Caribbean honeymoon. Their wedding...was packed with more pageantry than even most princesses could hope for."

New York Daily News, May 7, 1960.

As a frightened relative of a passenger on this plane, rewrite the following sentence to reflect your fears.

"There was small cause for alarm when United Airlines Pilot John Grosso reported ten minutes out of Denver, that his Los Angeles bound DC-8, with 122 persons aboard, had lost most of the pressure in its hydraulic system."

Time, July 21, 1961.

Level III

You now have a unique opportunity! In the following exercise you are given the facts for and against aid to private and parochial schools. Using loaded words, you can be on both sides of the fence by writing two compositions, one supporting and one opposing aid to private and parochial schools. Using emotive words, how well can you convince your reader?

Here are some of the arguments presented on federal aid to private and parochial schools as given in Time, March 10, 1961 and March 31, 1961.

For federal aid

1. If children in private and parochial schools are excluded from federal money, they will be victims of discrimination.
2. Parochial and private school children already get federal aid for busses and lunch. Therefore, precedence has been set for federal aid.
3. Catholic and private school parents are doubly taxed. They pay taxes and then pay additional tuition fees to send their children to school.

Against federal aid

1. It is unconstitutional to aid private and parochial schools. The Constitution separates Church and State.
2. Presently federal aid to private schools serves to help the child's needs, not the needs of the school. Therefore, any further aid in the form of money to build buildings etc., would help the school. This would be unconstitutional.
3. All children have the opportunity to go to public school. If parents choose to send their children to private schools, they should pay for their choice.

You favor federal aid to private and parochial schools. Using loaded words to describe the reasons given above, make an all out effort to convince the reader that your view is the only right one.

You are against federal aid to private and parochial schools.
Using loaded words to describe the reasons presented above, try to
persuade your reader that your view is the only one that is constitutional.

Lesson 4

Tone

As you turn on your radio, you hear the announcer say, "Now for the news on the international scene. The Soviet Press asserts that a U. S. plane invaded her borders. Pravda threatens that any further aggressions by U. S. warmongers will be met by immediate nuclear retaliation."

"How horrible," you say. "A third world war is closer than we think!"

A little later you change the radio station and hear another news broadcast.

"Here is the latest UPI (United Press International) news. An unarmed U. S. plane may be missing in Germany. Informed sources say that the plane may have strayed off course near the East German sector."

"It's just another skirmish in Germany," you say.

These two broadcasts are reporting the same incident.

"But these two broadcasts are presented so differently," you say.

You are quite right. Tone, the author's attitude toward what he is writing, is the reason that these two broadcasts sound so different from each other. In the first broadcast the tone of the author (the news broadcaster, in this case) arouses you to a feeling of "Oh, how horrible." In the second broadcast the tone of the author makes you feel safer.

In the following exercises it will be up to you to decide the tone of the author. You must determine the author's attitude toward what he is writing.

Level I

Headlines over newspaper articles are eye catching. You cannot help but see these headlines if only because the print is larger than the article. However, a factual statement in large print would rarely entice the reader to read the article. It is usually the tone of the author, reflected in the headline, that entices the reader to read the article. It is for this reason that it is important to recognize the tone of the writer. An alert reader can tell the difference between a slanted headline and a neutral headline. It is the careless reader who not only cannot recognize a slanted headline, but also assumes that such a headline is factual. Which kind of reader are you? Do the following exercises and find out.

Write a check before the phrase that completes each statement accurately.

136. "Executives to Hear Weather Researcher"

Boston Sunday Herald, May 22, 1960.

The above headline is

- a. slanted in favor of the executives
- b. slanted in favor of the weather researcher
- c. an unbiased statement

137. "World Law is Big Need"

Boston Sunday Herald, May 22, 1960.

The above headline is

- a. slanted in favor of world law
- b. slanted against world law
- c. impartial

138. "TV Networks Fooling Few"

Boston Traveler, November 19, 1959.

The above headline

- a. favors the TV networks
- b. opposes the TV networks
- c. is neutral to the TV networks

139. "U. S. Statistical Bureau Needs to Cut Demands on Businessmen"

Boston Sunday Herald, December 6, 1959.

The above headline shows

- a. bias in favor of the U. S. Statistical Bureau
- b. bias in favor of businessmen
- c. no bias

140. "FBI Scores Boston High in Clearance (of crimes)"

Boston Traveler, December 3, 1959.

The above headline

- a. favors Boston
- b. favors the FBI
- c. is unbiased

141. "Jack Crushes Morse in Oregon Primary"

Boston Traveler, May 21, 1960.

The above headline is

- a. slanted in favor of Jack
- b. slanted in favor of Morse
- c. an unbiased statement

142. "Mass. Optometrists to Install Officers"

Boston Sunday Herald, May 22, 1960.

The above headline is

- ___ a. infavor of optometrists
 ___ b. in favor of officers
 ___ c. an impartial statement
143. "Mayor Collins says he will cut \$663,927 more from the general school purposes budget and the key budget that pays teachers' and school officials' salaries."

Boston Traveler, May 5, 1960.

The above statements show

- ___ a. bias in favor of Mayor Collins
 ___ b. bias against Mayor Collins
 ___ c. no bias
144. "The 13th annual convention of Americans for Democratic Action will be held today at the Hotel Vendome."

Boston Sunday Herald, December 6, 1959.

The above statement is

- ___ a. favorable to the convention
 ___ b. unfavorable to the convention
 ___ c. impartial
145. "For two years this country has been talking about crash programs to train more scientists. We are still talking, but the programs apparently have flopped."

Boston Traveler, May 21, 1960.

The above statements are

- ___ a. favorable to this country's science programs
 ___ b. unfavorable to this country's science programs
 ___ c. neutral

Level II

Tone as reflected in the few words of a headline is usually quite easy to identify. However, in longer passages it is usually more subtle, less obvious. Yet the principle is the same: a writer expressing his attitude toward what he is writing. It is only the length of the article that differs.

How well do you recognize the feeling of a writer? Doing the following exercise will provide you the answer.

Write a check before the phrase that completes each statement accurately.

146. "France had braced itself for 14 days with Nikita Khrushchev. French Communists plastered the Paris Red Belt with pamphlets calling upon the faithful to give Nikita 'an unforgettable welcome worthy of the traditions of the Parisian working class.' France's Catholic bishops forbade clergymen to greet Khrushchev in their churches. De Gaulle prepared himself by watching movies of Khrushchev's U. S. tour and huddling with Britain's Prime Minister Harold Macmillan...."

Time, March 21, 1960.

The above passage is

- a. friendly to Khrushchev
- b. hostile to Khrushchev
- c. an objective account

147. "A man who takes the cold war seriously, New York's Governor Nelson Rockefeller, last week sternly reminded 17 million fellow New Yorkers of the Soviet Union's capacity 'to devastate the lives of our people in every corner of our state.' Then, with tough-minded logic, he urgently endorsed the recommendation of a special study committee that fallout shelters -- stocked with two weeks' food supply -- be required by law in every private and public building in New York by July 1, 1963."

Time, February 29, 1960.

The author of the above article

- ___ a. favors Rockefeller's proposals
- ___ b. dislikes Rockefeller's proposals
- ___ c. reports impartially
148. "President Eisenhower worked long, and in many ways, Saturday at being America's good-will ambassador... This second day in Rome -- first stop on his 19-day tour of 11 countries -- the President got wet again in rain. The continuing downpour didn't seem to bother him, however, any more than it did on arrival from Washington on Friday."

Boston Herald, December 6, 1959.

The author of the above passage

- ___ a. is pro-Eisenhower
- ___ b. is anti-Eisenhower
- ___ c. is an impartial reporter
149. "The Houston, Texas, Police Department is distributing a leaflet entitled 'Twelve Rules for Raising Delinquent Children.' The Herald reprints parts of the masterpiece...as a public service:
1. Begin with infancy to give the child everything he wants. In this way he will grow up to believe the world owes him a living."

Boston Sunday Herald, November 29, 1959.

The author of the above passage

- ___ a. favors raising delinquent children
- ___ b. wants us to avoid raising delinquents
- ___ c. is unbiased

150. "Prime Minister Harold Macmillan has headed off a threatened crisis over South Africa in the commonwealth conference, reliable British sources said today. The risk of a South African walkout over the 'apartheid', or racial segregation issue, has decreased sharply, the sources added."

Boston Traveler, May 3, 1960.

The above passage

- a. favors Prime Minister Macmillan
- b. favors South Africa
- c. is neutral
151. "What is the basic thing wrong with most American women? There has been a rash of criticism about the hen-pecked U. S. male lately, but nobody has been putting the U. S. woman under the microscope for flaws. Isn't it about time someone performed this neglected public service?"

Boston Traveler, November 19, 1959.

The author of the above article

- a. is pro-women
- b. is anti-women
- c. is unbiased
152. "One of Washington's quiet scandals is that few Negro construction craftsmen can get jobs in the nation's capital. Reason: most building contractors hire only union workers (a union shop is required on Government jobs), and many Washington building trades locals have successfully barred Negroes."

Time, February 29, 1960.

The author of the above passage

- a. favors segregated unions
- b. favors desegregated unions
- c. is impartial

153. "Reopened steel mills are turning out shipments of finished steel faster than expected, Iron Age magazine said November 25. Nonetheless, the national metalworking weekly stated, steel users cannot expect real relief from the steel shortage for several weeks."

Christian Science Monitor, November 26, 1959.

The author of the above article

- a. sympathizes with the steel mills
- b. sympathizes with the steel users
- c. is neutral
154. "The U. S. government protested to Cuba Saturday against a Cuban patrol boat's firing on a United States submarine on May 6. At 4:35 Saturday afternoon Lester D. Mallory, acting assistant for inter-American affairs....asked for an explanation 'why an armed vessel of the Cuban Navy fired without provocation on the U.S.S. Sea Poacher, while the latter was pursuing a peaceful passage on the high seas.'"

Boston Sunday Herald, May 8, 1960.

The above article

- a. favors the U. S.
- b. favors Cuba
- c. is an impartial report
155. "This (Wadi Halfa, Sudan) is the capital of a land condemned to disappear. Humble, sunbaked villages of 100,000 Nubians, and magnificent monuments of ancient Egypt, will meet a common fate in the swirling waters of the Nile rising behind the new High Dam at Aswam."

Boston Sunday Herald, May 1, 1960.

The author of the above article

- a. favors construction of the Dam
- b. favors preservation of Egypt's ancient monuments
- c. is an unbiased reporter

Level III

You have done quite well in recognizing tone. Can you do as well as a writer expressing a particular tone?

The following article was written by an American reporter for an American audience. You are a Communist from Holland. You are trying to convince your fellow Dutchmen that Americans do not really practice democracy. Rewrite this article so that the Dutch may know the Americans do not believe all men are created equal!

"Stephanus Saris, 34, a headwaiter by trade, is the kind of man who gets interested in far-off causes. In 1956 he raised \$93,000 for Hungarian refugees. Recently, at the Roman Catholic boys' club in Rotterdam that he helps run, he showed the boys a newspaper clipping. It described how two Negro boys in Monroe, North Carolina -- David Simpson, 8, and James Thompson, 10 -- had been sent to reform school for having kissed a white girl. Saris' young friends got as indignant as he did.

Taking turns at the mimeograph machine, they ground out letters to pupils all over the country. 'The Negroes of the U.S.A.,' they said, 'helped liberate us. Write in Dutch (but without politics) in your own words and ask President Eisenhower to set these boys free.' They called it Operation Snowball, Rotterdam.

By the end of one week, Saris and Co. had received 12,000 letters. Last week ten high schools sent delegations to the U. S. embassy asking that the letters be forwarded to Mamie Eisenhower. As the snowball grew, the U. S. Information Agency stepped flatfootedly into the picture. 'Stripped of its emotionalism, distortion and heated charges,' said the U.S.I.A., 'this city's much publicized kissing incident essentially becomes a question of the rehabilitation of two problem boys and their families. It quoted the vice president of the local N.A.A.C.P. as 'not certain that the training school is not the best place for the boys.'

Though Dutch newspapers greeted the U.S.I.A. statement with blunt disbelief, Saris began having his doubts. Was this or was this not a question of race discrimination? He wired the local N.A.A.C.P. 'Positively race discrimination,' came the reply.

'Thank you,' Saris wired back. 'We will roll on.' A Dutch Communist paper tried to get in on the act too. Snapped Saris: 'This is a case between two good neighbors living in the same street. The neighbor on the other side of the street has nothing to do with it. Go to your own neighbor, the Soviet Union, and mind your own dirty business over there.'"

Time, February 9, 1959

THEATER

Letter to the Student

Dear Student:

I see you like the theater! I do not blame you. I too am thrilled every time I see the curtain go up. I too look forward to reading the reviews of the current films and plays.

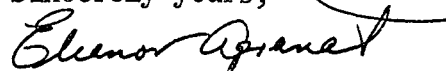
"But why? Why would anyone want to read the reviews before he sees a play? Wouldn't the review spoil the play for him?" ask many people.

"No," you answer. "The review doesn't tell you the whole plot of the play. It tells you only enough to whet your appetite to see the play."

True, we often read the reviews to help us decide if a play deals with a subject we are interested in. However, this is not the only reason we read the reviews. We read the reviews for more than the facts of the plot. Oftentimes we read them because we respect the opinion of a certain drama critic. By reading the review, we find out the critic's opinion of the play in question.

It is here that we must proceed cautiously. It is the careless reader who confuses the plot with the critic's opinion of the plot. It is the careless reader indeed who allows himself to agree unquestioningly with the critic's analysis. As you read the following accounts relating to the theater, let us hope that you, aware of these pitfalls, will become a careful, critical reader instead.

Sincerely yours,


Eleanor Agranat

Lesson 1
Factual Accounts

"Hi, Sue. I called you last night but no one was home. Where were you?"

"In heaven, Joan, in heaven! I saw Mr. Dreamy himself, oooh---- is he ever a doll!"

Do you know whom Sue is talking about? Neither do I. It could be anyone. But whomever she is talking about, you certainly know her opinion of him. Let's listen to the rest of their conversation.

"Who is a doll? Whom in the world are you talking about, Sue?"

"Why Harry Belafonte, of course. Who else? He was the star attraction last night at the Donnelly Theater. What a voice! You should hear him sing 'Matilda'."

Now we know something more than Sue's opinion of Mr. Dreamy. Now we know some facts. How can you tell what is fact and what is opinion? Try this formula. A fact can be proven for it is a deed, something actually done, an event. It answers the questions Who?, What?, When?, Where?, Why?, or How?. Using the above conversation, what facts can you identify?

- | | |
|------------------------|-------------------------|
| 1. Who was Mr. Dreamy? | Harry Belafonte |
| 2. What did he do? | He sang 'Matilda'. |
| 3. When? | Last night |
| 4. Where? | At the Donnelly Theater |

Notice that from this conversation we could not answer the questions How or Why. A factual sentence may answer one, two or three questions

at once. However, if a sentence does not answer any of the questions from the formula "The Five W's and How?", it is not a statement of fact.

Level I

Are you sometimes so distracted by details of an article that you lose the main facts? If your answer is "yes", you can change it to "no". The following exercises can help you focus your attention on the facts, only on the answers to the formula "The Five W's and How."

Indicate the correct answer to each of the following questions by placing a check before the appropriate letter.

"What happened to Marlon Brando and Anna Magnani, two of the most volatile temperaments in show business, who play opposite each other in scenes in Tennessee Williams' 'The Fugitive Kind', the powerful new movie now at the Beacon Hill theater?"

Boston Sunday Herald, May 1, 1960

1. Who were the stars in this movie?
 - a. Marlon Brando and Anna Magnani
 - b. Marlon Brando, Anna Magnani, and Tennessee Williams
 - c. Marlon Brando
2. What question does "Beacon Hill theater" answer?
 - a. How
 - b. Where
 - c. When
3. Who is the author of this movie?
 - a. Information not given
 - b. Anna Magnani and Marlon Brando
 - c. Tennessee Williams
4. When was this movie playing?
 - a. February, 1960
 - b. May, 1960
 - c. July, 1960
5. What does "Two of the most volatile temperaments" mean?
 - a. Most stars are temperamental.
 - b. This movie has highly emotional scenes.
 - c. Marlon Brando and Anna Magnani are very temperamental stars.

"It was one of those rare and delightful nights on television when, for once, two top programs didn't tread on each other's toes. The two widely different plays, Shaw's 'Captain Brassbound's Conversion' and the Mark Twain story 'Shape of the River', on opposing networks last night were slotted so the viewer could see both."

Boston Traveler, May 3, 1960.

6. When were these shows on television?
- a. In the morning
 - b. In the afternoon
 - c. At night
7. Who was the author of "Shape of the River"?
- a. Mark Twain
 - b. Shaw
 - c. Captain Brassbound
8. What kind of production was "Captain Brassbound's Conversion"?
- a. A musical comedy
 - b. A play
 - c. A movie
9. On what networks were these productions being shown?
- a. Information not given
 - b. On the same network
 - c. On different networks
10. How did the critic rate these two productions?
- a. Worth viewing
 - b. Fair
 - c. A waste of time

Level II

How well can you distinguish between fact and opinion? Try the following two examples and see. Which one is fact? Which one is opinion?

- ___ 1. Sandra Dee is an actress.
- ___ 2. Sandra Dee is the most beautiful actress in Hollywood.

You are quite right if you answered number one as fact and number two as opinion. You correctly assumed that fact can be proven but opinion represents a personal view of judgment.

The above two examples were quite easy, but the following exercises may challenge your ability to identify fact and opinion.

Write an F before sentences stating facts.
Write an O before sentences expressing opinions.

"Japanese audiences don't often cheer. They don't think it is polite. But Thursday night a Japanese audience got carried away. It cheered the Boston Symphony. The occasion was the orchestra's first concert for Japan's general public."

Boston Herald, May 6, 1960.

- ___ 11. Japanese audiences aren't very polite to American visitors.
- ___ 12. The Boston Symphony Orchestra was traveling in Japan.
- ___ 13. The concert was on Thursday.
- ___ 14. Japanese audiences consider cheering impolite.
- ___ 15. By cheering, the Japanese acted in a manner they usually consider impolite.

"'The Miracle Worker' tells the story of Teacher Annie Sullivan's clenched, turbulent, finally triumphant grappling with the child Helen Keller -- a story that however well known, acquires stunning new reality and effectiveness on the stage."

Time, November 2, 1959.

- _____ 16. "The Miracle Worker" is a play.
- _____ 17. Annie Sullivan couldn't have been a good teacher for she had a hard time teaching Helen Keller.
- _____ 18. The story of Helen Keller is well known.
- _____ 19. Miss Sullivan was successful as Helen Keller's teacher.
- _____ 20. Most plays, if directed well, can be staged effectively.

"Broadway can rejoice in its newest hit, 'The Sound of Music'.... Mary Martin is perfection from highest notes to her smallest gestures. Theodore Bikel is a rare combination of intelligence and charm."

Boston American, November 20, 1959.

- _____ 21. Mary Martin and Theodore Bikel star in "The Sound of Music."
- _____ 22. Most actors are not very intelligent.
- _____ 23. Mary Martin is the best actress Broadway has ever produced.
- _____ 24. Mary Martin performs perfectly in "The Sound of Music."
- _____ 25. "The Sound of Music" is playing on Broadway.

Level III

If you know the difference between fact and opinion, you are ready for the next question. Do you ever get bogged down in detail when searching for fact? Here is your chance to find out. What words in the following sentence represent detail?

Natalie Woods, who is Robert Wagner's wife, is currently starring in "Splendor in the Grass".

Your answer is right if you said, "who is Robert Wagner's wife". The name of Miss Wood's husband is detail; the statement that Miss Wood is a star in "Splendor in the Grass" is a fact.

Some writers get so carried away with detail that it becomes difficult to distinguish between fact, detail and opinion. How well can you recognize the difference? By doing the following exercise, you will find out.

Read the selection on page 88. Then identify as fact, opinion or detail the numbered passages below.

- _____ 26. "The event was sponsored by the Boston University Celebrity Series and drew an audience of 10,000 or more persons."
- _____ 27. "As you would expect of the second city of the USSR (and the first in the Czarist days when Kirov was the Maryinski Ballet)...."
- _____ 28. "There is obvious insecurity in the opening number of 'Bayaderka'.
- _____ 29. "...this city has to welcome the Kirov in a makeshift auditorium and on an improvised stage with no curtain and only black velours for settings."
- _____ 30. "To be sure, the most powerful impressions were left by the classic solo dancers -- Kaleria Fedicheva...."

You can identify fact, opinion and detail in selected sentences.

Now try to make this distinction in longer passages. Follow the directions below.

Draw a line through all words in the following article which express opinion and detail. From what is left, which should be facts, rewrite this information in two or three sentences.

"Soviet Russia's most recent cultural export, the Leningrad Kirov Ballet, appeared for the first time in this city last night, in the Boston Garden. The event was sponsored by the Boston University Celebrity Series, and drew an audience of 10,000 or more persons.

As you would expect of the second city of the USSR (and the first in the Czarist days when Kirov was the Maryinski Ballet), this company is quite remarkable.

To be sure, the most powerful impressions were left by the classic solo dancers -- Kaleria Fedicheva, Sergei Vikulov....

The corps de ballet is something else again, ample in numbers and serviceable, but surely equalled by some we have produced in this country. There was obvious insecurity in the opening number of 'Mayaderka', and the Rose Waltz of 'The Nutcracker', though handsomely costumed in white silk and white wigs, was nearly a free-for-all.

The Kirov comes with a large orchestra, some local players, which sounds well enough. It should be a pang of shame to the Bostonian conscience that this city has to welcome the Kirov in a makeshift auditorium and on an improvised stage with no curtain and only black velours for settings. But, since we have no opera house, it is either Boston Garden or no ballet. It is small comfort to think that the Soviets did not create their fine theaters, but merely inherited them from Czarist times."

Boston Globe, October 14, 1961.

Lesson 2

Inferences

You have already decided what facts are. (Lesson 1) They can easily be supported by direct evidence from the sentence. Facts are usually the answers to the formula "The Five W's and How?" An inference goes one step further. An inference is a probable statement about what we don't know made on the basis of what we do know. Let me illustrate this.

You have just finished viewing the co-feature. Soon a brief cartoon flashes on the screen. It cleverly advertises popcorn and candy. A few minutes later the film ends and it is intermission time. Curtains are drawn, and the theater lights are turned on. As you go to the refreshment stand, you take out a quarter to purchase some buttered popcorn.

How did you know that this refreshment stand sold buttered popcorn? It is a fact that the cartoon advertised popcorn. Since the purpose of this cartoon would be to attract patrons to the refreshment stand, it would be foolish to advertise an item and then not sell it. The cartoon did not state that this particular theater sold popcorn; you inferred that it did. On the basis of the information given in the cartoon, you made a reasonable guess.

In the following exercises you will be making reasonable guesses or inferences about what you don't know based on what you do know.

Level I

It is quite easy to distinguish between the careful reader and the careless reader. For the careful reader knows what an author is inferring; the careless reader makes wild guesses which cannot be supported by evidence from the article. Which kind of reader are you? Find out by doing the following exercises.

Place a check before the inference which can be supported best by some evidence from the article.

31. "A handsome, six-foot-one, gray-eyed, 31-year-old man is emerging as the hottest thing in show biz. And if he's not the most sizzling property yet, he's surely the busiest. He is Lawrence Harvey...."

Boston Sunday Globe, April 10, 1960.

- a. Lawrence Harvey lives in a warm part of the country.
- b. Lawrence is a very valuable actor.
- c. Lawrence Harvey burned himself.
32. "The performance of Hiya Harareet and Charlton Heston (in "Ben Hur") are completely opposite in style and in effect. She is an actress of little experience but much ability; he is not an actor at all, just a spectacular leading man."

Boston Daily Record, December 2, 1959.

- a. Miss Harareet has greater acting ability than Charlton Heston.
- b. Charlton Heston has greater acting ability than Miss Harareet.
- c. Miss Harareet and Charlton Heston have top acting ability.

33. "All the elements currently supposed to appeal to teen-agers from hip-swinging Mamie Van Doren to no-hands drag races are in "Girls Town" at the Pilgrim."

Boston Traveler, November 19, 1959.

- _____ a. It is dangerous to participate in drag races.
- _____ b. Only teen-agers would enjoy seeing "Girls Town".
- _____ c. The moviemakers think that many teen-agers would like "Girls Town".
34. "Those who like a first-rate sea story, and apparently Boston is full of them, will find "The Wreck of the Mary Deare" at Loew's Orpheum much to their liking."

Boston Traveler, November 20, 1959.

- _____ a. Bostonians like to view sea stories.
- _____ b. Boston is the source for many good sea stories.
- _____ c. Boston is a large seaport.
35. "Hilarity and hospitals hardly seem to go together. But the new British comedy, "Carry On, Nurse", now at the Kenmore Theater, shows that this really can be accomplished."

Boston Traveler, May 28, 1960.

- _____ a. Humor and hospitals just don't go well together.
- _____ b. "Carry On, Nurse" shows that fun and hospitals can mix.
- _____ c. "Carry On, Nurse" makes fun of people who are sick.
36. "In New York "The Sound of Music"...has settled down for a long run. That it will have two or three years of popularity and prosperity is obvious. That it is not going to be the hit it might have been is also, unfortunately, plain."

Boston Daily Record, November 20, 1959.

- _____ a. "The Sound of Music" is one of the best musicals ever to come to New York.
- _____ b. If a play is popular, it must be good.
- _____ c. "The Sound of Music" could have been a better musical.

37. "Dr. Sam Abelman (in "The Last Angry Man") lives and works in one of the worst neighborhoods in Brooklyn, loves and cares for his patients day and night, though most of them are too ignorant to appreciate him and too poor to pay his bills."

Time, October 26, 1959.

- _____ a. Dr. Abelman is a very diligent man who cares more for medicine than money.
- _____ b. A man is a fool to work and not get paid for it.
- _____ c. Most ignorant people are poor.
38. "When program planners are using repeat shows....it comes as a bolt from the blue that TV's finest series will be hot weather attraction for Channel 4. Local viewers, at long last, are getting the outstanding "Play of the Week".

Boston Globe, May 2, 1960.

- _____ a. It is too expensive to produce new shows for summer TV programs.
- _____ b. It is a pleasant surprise that "Play of the Week" will be a repeat show on TV this summer.
- _____ c. "Play of the Week" is one of the many fine offerings on Channel 4.
39. "The ninth annual Spring Festival was begun at Sanders Theater last night by the Longy School, that small but choice institution of music in Cambridge."

Boston Globe, May 10, 1960.

- _____ a. The Longy School is not a large school of music, but it is a fine one.
- _____ b. Many institutions of higher learning are located in Cambridge.
- _____ c. Every year the Spring Festival is held at Sanders Theater.
40. "'The Sound of Music' lacks the final exultation that marks the difference between a masterpiece and a well-produced musical entertainment by superior professionals."

Boston Globe, November 20, 1959.

- _____ a. Good actors can make or break a musical comedy.
- _____ b. "The Sound of Music" is a masterpiece.
- _____ c. "The Sound of Music", although produced well, is not a piece of perfection.

Level II

In separate exercises you have learned to distinguish between fact, inference and opinion. However, as you know, reading does not consist of separate unrelated parts. Can you take these separate puzzle pieces, put them together in one article and still recognize them individually? If you can, then you will be able to distinguish between fact, inference, and opinion in the following exercises.

Place an F before statements of fact, I before statements inferring beyond the facts, and O before statements of opinion.

"Archie Moore, as soft-spoken a champion as you'd ever meet, especially liked the first stages of his part in "The Adventures of Huckleberry Finn."

'I'd always wanted to read the story,' he said on his recent trip to Boston. 'But I've always been too busy making a living. Then they brought the script to me in Montreal.'

He might have added what Mark Twain once said, 'A classic is something what everybody wants to have read and nobody wants to read it.'

Boston Traveler, May 5, 1960.

- ___ 41. Archie Moore is one of the stars in "The Adventures of Huckleberry Finn."
- ___ 42. Twain's definition of a classic is something that everyone feels he should read yet no one really wants to read it.
- ___ 43. Archie Moore is a good example of Twain's definition.
- ___ 44. Archie Moore loves to travel.
- ___ 45. The road to stardom is long and hard.

"The year 1960 will be remembered in Hollywood not only because it was the year of the strike by the actors and writers but because it was the year in which the annual (Oscar) awards by the Motion Picture Academy of Arts and Sciences was sponsored by the industry itself.

That is a good thing....even though the first flight was a fairly bumpy one, and some errors in taste and judgment took place that need not have occurred. The fact remains that this is Hollywood's show. Hollywood should handle it, taking the glory and the brickbats alike, and not depending upon manufacturers of other products to pick up the tab."

Boston Sunday Herald, April 10, 1960.

- _____ 46. 1960 was the first year that the motion picture industry itself sponsored the Oscar awards.
- _____ 47. In the past various manufacturers sponsored the annual awards.
- _____ 48. It is difficult to be successful the first time one does anything.
- _____ 49. Hearing commercials spoiled the dramatic appeal of the Oscar awards.
- _____ 50. Although the motion picture industry sponsored the show, it was not a complete success.

"'Exodus' seems certain to be one of the most productive mints ever installed behind a marquee. Otto Preminger's much-flacked-about film version of Leon Uris' forest-filling novel has all the production values expected in an epic: full color, wide screen, 45,000 extras, ten name players.... What's more, it's got these advantages at a spectacularly reduced rate. Shot on the cheap in Israel and Cyprus, 'Exodus' cost less than \$4,000,000 to put in the can.... Happily, the public will get its money's worth."

Time, December 19, 1960.

- _____ 51. Leon Uris wrote the book, Exodus.
- _____ 52. It is cheaper to produce a film in Israel than in the United States.
- _____ 53. The producers of this movie are quite likely to make a lot of money.
- _____ 54. Most people will enjoy seeing Exodus.
- _____ 55. Although not that costly to make, Exodus was produced on a grand scale.

"Elvis Presley fans, who used to make the theaters hideous with squeals and shrieks whenever a picture of their idol was being exhibited in Boston, will undoubtedly be taken aback by the transformation in the swivel-hipped guitar player.

Although he sings a couple of songs in "Flaming Star" at the Pilgrim and Mayflower Theaters, it is his acting talent which is given the stronger play.

What acting talent? asks the public. Surprisingly, without sideburns, skin-tight breeches and rock 'n' roll to lend him stature with the teen-agers, young Elvis indicates that he may turn into a fairly good thespian."

Boston Globe, December 31, 1960.

- _____ 56. Elvis Presley is one of the stars in "Flaming Star".
- _____ 57. Many singers are also actors.
- _____ 58. Elvis may also have acting ability as well as singing ability.
- _____ 59. Elvis used to be more popular with teen-agers than adults.
- _____ 60. Elvis Presley prefers singing to acting.

"A few years back subteen-agers were children seen but not heard. But in the jet age this 10 to 16 group is given enough money to make its preferences felt in record buying and at the box office.

Fabian, of the movies "North to Alaska" and "High Time", a teen-ager not far removed from his idolaters in terms of age and theory, is an outstanding example. The fabulous boy from Philadelphia has upset movie star traditions -- how they should look and the extent of their accomplishment.

He's neither the best singer nor the handsomest boy in the business but these kids have built him into a rage where he cashes in on audiences of all ages."

Boston Herald, January 1, 1961.

- _____ 61. Ten to sixteen year olders get larger allowances than ever before in our history.
- _____ 62. Fabian is a teen-ager.
- _____ 63. Adults as well as teen-agers like Fabian.
- _____ 64. There are better singers than Fabian.
- _____ 65. Fabian was a star in "North to Alaska".

Level III

You have already proven your ability to recognize the inferences of a writer. Here is your chance to turn the tables and demonstrate your ability to imply.

In the following article the writer is quite impartial. However, you are a devoted fan of Jack Paar. Using the information given in the article, rewrite it to imply that Jack Paar is right.

"The headlines were blacker than the Congo -- and why not? The combatants, after all, were a lot more famous than Gizenga, or even Adlai Stevenson. They were Jack Paar and Ed Sullivan, two of TV's major folk heroes. Their fight was not about the future of Africa or of mankind, not even about better TV or that overripe chestnut, show business 'integrity'. It was about money.

The weekly Sullivan variety show pays up to \$7,500 for a few minutes work. The nightly Paar show pays the union minimum of \$320. Since the same people often appear on both programs, this made Ed, said Ed, look like a dope. Furthermore, it meant exploitation and overexposure for the performers. Out went an edict to all talent agencies: henceforth, anyone performing on Paar would get only \$320 from Sullivan too.

Paar countered angrily; his show, he said, was just a late-night, 'low-budget freak' (Paar time costs only a third of Sullivan time) that performers have always enjoyed.... Furthermore, he added, his program is a major showcase for new performers, whom Sullivan does not readily use until they have proven themselves. Challenging Sullivan to a rating contest, Paar accused him of being undemocratic because he issued an 'ultimatum'. Sullivan in turn challenged Paar to a debate -- but without Jack's studio audience, which, Ed suggested, was hypnotized by Paar. Instead, Sullivan wanted to speak only to the 'intellect' of Paar's viewers. To which Paar replied: 'I think we have found somebody even more nutty than I am.'

Nonetheless, a debate was scheduled for this week (audience present)."

Time, March 17, 1961.

Lesson 3

Emotive Language

Sitting down with the evening paper, you turn to the movies review section. You read, "Judy Holliday has done it again in 'Bells are Ringing'. Although limited in vocal range, Miss Holliday skillfully combines her showmanly style with a comic gift that is the envy of the entire entertainment world to produce the liveliest and wittiest cinemusicals of the year."

"It sounds great! 'Bells are Ringing' will be on my 'must see' list," you say.

A little later as you are throwing away yesterday's paper, you spot another review of the same movie. It reads, "'Bells are Ringing', starring Judy Holliday, has opened today at the Metropolitan Theater. This comedy will be shown daily at 2:30 P.M., 5:30 P.M. and 8:30 P.M. and will be here for one week."

"That's nice," you say as you proceed to discard the paper.

Why do you react so differently to the same facts? Because they are expressed quite differently. When you hear an impartial critic relate the facts, you are quite likely to respond just as neutrally with "That's nice." But when a critic uses "loaded words", such as "liveliest" and "wittiest", you are likely to become quite interested.

Loaded words are the essential keys to emotive language. For it is the use of these words that will arouse a particular response, positive or negative, in the reader. Emotive words add color to the

English language. Without them we could not read the vivid descriptions of our favorite actors; without them we could not hear vivid accounts of daily events. But we must be on our guard. Some reporters use so many "loaded words" that it is difficult to discover what is fact and what is sheer praise or exaggeration.

In the following exercises you will need to distinguish between fact and emotive descriptions of these facts.

Level I

How do you react to the following terms?

Write + if you have a positive feeling toward the word or phrase.

Write - if you have a negative feeling toward the word or phrase.

Write o if you have a neutral feeling toward the word or phrase.

- _____ 66. For adults only
- _____ 67. Cartoons
- _____ 68. Popcorn
- _____ 69. Censors
- _____ 70. Commercials
- _____ 71. Theater seat
- _____ 72. Candy
- _____ 73. Payola
- _____ 74. Fabian
- _____ 75. Movie screen
- _____ 76. Lobby
- _____ 77. Marilyn Monroe
- _____ 78. Ice cream
- _____ 79. Elvis Presley
- _____ 80. Usher
- _____ 81. Aisle
- _____ 82. Last row seats in second balcony
- _____ 83. Ticket booth
- _____ 84. Free pass
- _____ 85. Elizabeth Taylor

In the previous exercise you rated your response to certain words. You probably said you like popcorn and dislike payola. These two words made you react. However, usually your reaction depends upon the use of the word in a sentence. Take the word seat, for example. In which sentence is it used as a factual term? In which sentence is it used as an emotive term?

- _____ 1. We took our seats quickly and quietly.
- _____ 2. As usual, the shabby broken down seats squeaked as we sat down in the theater.

If you said sentence number one was factual and sentence number two emotive, you would be quite right.

Prove your answer was not a "lucky guess" by doing the following exercise.

Write an F before factual terms and an E before emotive terms.

"It is fine that Marcel Carne's strange, wonderful picture, Les Enfants du Paradis'....should be back in town again."

Boston Herald, May 6, 1960.

- _____ 86. Wonderful
- _____ 87. Marcel Carne
- _____ 88. "Les Enfants du Paradis"
- _____ 89. Fine
- _____ 90. Town

"When 'West Side Story' rumbles back home to Broadway...the show will be more than 2½ years old. Will this be the same musical that excited critics....or will tired blood be in evidence?"

New York Sunday News, April 10, 1960.

- _____ 91. Rumbles
- _____ 92. "West Side Story"
- _____ 93. Musical
- _____ 94. Critics
- _____ 95. Tired blood

"Here is a thoroughly absorbing murder melodrama, beautifully acted by Orson Welles, Juliette Greco and Bradford Dillman."

Boston Traveler, May 21, 1960.

- _____ 96. Thoroughly absorbing
- _____ 97. Murder melodrama
- _____ 98. Beautifully acted
- _____ 99. Orson Welles
- _____ 100. Bradford Dillman

"Some of Ed Murrow's faithful fans were hotly critical of his decision last summer to leave the field of battle for a year."

Boston Sunday Herald, May 22, 1960.

- _____ 101. Ed Murrow
- _____ 102. Faithful fans
- _____ 103. Hotly critical
- _____ 104. Last summer
- _____ 105. Field of battle

"'Crack in the Mirror' has the emotional impact of a dynamo -- it is a powerful penetrating production made elegant by tremendous acting."

Boston Globe, May 20, 1960.

- _____ 106. Crack in the Mirror
- _____ 107. Emotional impact
- _____ 108. Dynamo
- _____ 109. Powerful, penetrating production
- _____ 110. Tremendous acting

"The forthcoming Berkshire Festival at Tanglewood, July 6 through August 14, promises to be one of the most stimulating in the history of this outstanding summer cultural event."

Boston Sunday Herald, May 22, 1960.

- _____ 111. Berkshire Festival
- _____ 112. Promises
- _____ 113. Most stimulating
- _____ 114. History
- _____ 115. Outstanding

"It was a thrilling and thoroughly satisfying afternoon with the Boston Symphony Orchestra yesterday.... This program was performed with great beauty and exciting intensity."

Boston Globe, December 31, 1960.

- _____ 116. Thrilling
- _____ 117. Thoroughly satisfying
- _____ 118. Boston Symphony Orchestra
- _____ 119. This program
- _____ 120. Exciting intensity

"....The Lerner-Loewe masterpiece ("My Fair Lady") is in itself utterly enchanting. You might count another 5 or 6 theatrical comets in the past 30 years to equal this in comic sparkle, richly imaginative treatment, distinctive style and sheer wealth of lovely tunes."

Boston Globe, January 4, 1961.

- _____ 121. Masterpiece
- _____ 122. Comets
- _____ 123. Comic sparkle
- _____ 124. Richly imaginative treatment
- _____ 125. Style

"The Boston Symphony will play in Hibiya Hall in Tokyo tonight in its triumphant tour of the Orient.... Wherever the orchestra has travelled in the Far East, it has received enthusiastic receptions, often rivaling the greeting accorded political leaders."

Boston Sunday Herald, May 22, 1960.

- ___ 126. Hibiya Hall
- ___ 127. Triumphant tour
- ___ 128. Orchestra
- ___ 129. Enthusiastic receptions
- ___ 130. Political leaders

"At the Wilbur 'Dear Liar' is a rich and stimulating theatrical experience. A comedy of letters shrewdly derived by Jerome Kitty from the correspondence of Mrs. Patrick Campbell and George Bernard Shaw, it is acted with uncommon style and elegance, with wit and humor, in high temper and cheerful impudence, with warmth and understanding and a singular kind of brilliance...."

Boston Daily Record, May 27, 1960.

- ___ 131. "Dear Liar"
- ___ 132. Stimulating theatrical experience
- ___ 133. Uncommon style
- ___ 134. Cheerful impudence
- ___ 135. Brilliance

Level II

Our theater sections are full of critical reviews raving about new movies and plays. Have you ever stopped to think what many of these reviews are made of? Emotive words, of course.

You too can write such reviews by using emotive words in the following exercise.

As an enthusiastic fan of Margot Fonteyn, rewrite the following sentence as a more emotive statement.

"On the sixth transcontinental tour, (Margot Fonteyn) is appearing with the company as guest artist, and will dance here when the Royal Ballet give 3 Boston Garden performances on Saturday evening, Sunday afternoon and evening, January 21 and 22."

Boston Herald, January 1, 1960.

Being rather indifferent to Ginger Rogers, rewrite the following sentences as factual statements.

"The third season of Carousel Theater at Framingham will be highlighted by the appearance of the beautiful Hollywood star, Ginger Rogers, who will be making her first summer theater appearance this year in the popular musical 'Damn Yankees', which opens a two-weeks' engagement on July 18."

Boston Sunday Herald, May 15, 1960.

Feeling neutral towards Jill Haworth, rewrite the following sentences as factual statements.

"Jill Haworth has the beauty of a fairy-tale princess, and her recent experiences have all the enchantment of a modern fairy tale. Until a year ago Jill was an obscure, untraveled English schoolgirl. Then producer-director Otto Preminger waved a magic film contract, and in the twinkling of an eye she became one of the principals in 'Exodus'".

Boston Sunday Globe, January 1, 1961.

As an ardent Bach admirer, rewrite the following sentences as more emotive statements.

"The Bach Society Orchestra, under direction of Joel Lazar, will give a concert Friday at 8:30 p.m. in Sanders Theater. The program will include....Bach's Piano Concerto in F minor, with James Freeman as soloist...."

Boston Globe, February 22, 1961.

As an enthusiastic Fabian fan, rewrite the following sentence as a more emotive sentence.

"Twin football stars Marvin and Mike McKeever will make their screen debut as U. S. Coast Guardsmen in 'Love in a Goldfish Bowl', starring Tommy Sands and Fabian."

Boston Daily Record, January 2, 1961.

Level III

Here are the facts. Career, starring Anthony Franciosa and Dean Martin, is playing for one week at the Metropolitan Theater.

The plot:

1. Ex-soldier (Franciosa) from Michigan heads for Manhattan after World War II to become an actor.
 2. For six months he lives in a cold water flat.
 3. He goes from tryout to tryout but is unsuccessful.
 4. Talk-big, pay-small type man gives him a good part in a bad play put on in a cellar in Greenwich Village.
 5. The hero's girl comes east, persuades him to marry her, and begs him to leave the stage. He refuses. She gets a divorce.
 6. In the end the hero finally gets his big break in a smash hit.
- I. You liked this movie. Using loaded words and the information above, write a review that will convince us that this is the best movie you have ever seen.
- II. You didn't like this movie. Using loaded words and the information above, write a review that will convince us not to waste our time on this movie.

I. I liked Career

II. I did not enjoy Career

Lesson 4

Tone

You are glancing at the theater section of the Sunday Paper and your attention is caught by an article on "South Pacific". You read on.

"Mary Martin is as outstanding as ever in 'South Pacific'. Her effervescent personality, her lilting voice and her captivating charm make Mary Martin the star of all stars in one of the best musicals ever written."

"The author of that article is probably the president of a Mary Martin fan club," you chuckle.

The following day as you are reading the evening paper, you come across another article on this musical. It reads as follows.

"'South Pacific' is a musical well worth seeing. Mary Martin sparkles in her song and dance routines, Ezio Pinza captivates his audience with his melodious voice, and the chorus, scenery and orchestration provide the finishing touches to this fine production."

These two articles are reviewing the same play.

"But these two reviews are presented so differently," you might say.

You are quite right. Tone, the author's attitude toward what he is reviewing, is the reason that these two reviews sound so different from each other. In the first broadcast the tone of the critic is, "Without Mary Martin the show could not go on." In the second broadcast the tone of the critic is, "Mary Martin is one of many fine actors and actresses in 'South Pacific'".

In the following exercises it will be up to you to decide the tone of the author or critic. You must determine the critic's attitude toward what he is writing.

Level I

Headlines over newspaper articles are eye catching. You cannot help but see these headlines if only because the print is larger than the article. However, a factual statement in large print would rarely entice the reader to read the article. It is usually the tone of the author reflected in the headline that entices the reader to read the article. It is for this reason that it is important to recognize the tone of the writer. An alert reader can tell the difference between a slanted headline and a neutral one. It is the careless reader who not only cannot recognize a slanted headline, but also assumes that such a headline is factual. Which kind of reader are you? Do the following exercises and find out.

Write a check before the phrase that completes each statement accurately.

136. "'Mary Deare' Top Sea Thriller"

Boston American, November 20, 1959.

The above headline is

- a. slanted in favor of this movie
- b. slanted against this movie
- c. impartial

137. "Life and Music of Verdi Opens Opera Film Series"

Boston Globe, May 21, 1960.

The above headline is

- a. favorable to this opera series
- b. unfavorable to this opera series
- c. an unbaised statement

138. "'Catstick', an Inferior Melodrama at the Wilbur"

Boston Globe, January 10, 1961.

The above headline shows

- ___ a. bias in favor of "Catstick"
 ___ b. bias against "Catstick"
 ___ c. no bias
139. "Olivier Earns Acclaim in 'The Entertainer'"

Boston Daily Record, January 2, 1961.

The above headline

- ___ a. praises Sir Laurence Olivier
 ___ b. disapproves of Sir Laurence Olivier
 ___ c. is neutral towards Sir Laurence Olivier
140. "Perry Como's Kraft Music Hall was taped in London"

Time, May 2, 1960.

The above sentence is

- ___ a. slanted in favor of Kraft Music Hall
 ___ b. slanted against Kraft Music Hall
 ___ c. unbiased
141. "'Invitation to Paris'. The City of Light in the spring is shown off in a tour that spotlights some of France's finest entertainers: Maurice Chevalier,...."

Time, May 2, 1960.

The above sentences

- ___ a. favor Maurice Chevalier
 ___ b. disapprove of Maurice Chevalier
 ___ c. are neutral to Maurice Chevalier

142. "Format for Showmanship: Harry Belafonte at Donnelly Theater"

Boston Globe, January 10, 1961.

The author of the above headline

- a. likes Harry Belafonte
 b. dislikes Harry Belafonte
 c. is impartial
143. "'Mysteries of the Deep', One of the Best of Disney's Nature Films"

Time, April 4, 1960.

The author of the above statement

- a. favors this film
 b. disapproves of this film
 c. is neutral toward this film
144. "Pretty Girls - Not Much Else in This Soviet Film"

Boston Globe, February 20, 1961.

The above headline

- a. speaks highly of this Russian film
 b. speaks slightly of this Russian film
 c. is unbiased
145. "Praise and Blame too for 'Hansel and Gretel'"

Boston Daily Record, January 2, 1960.

The above headline is

- a. slanted in favor of "Hansel and Gretel"
 b. slanted against "Hansel and Gretel"
 c. an impartial statement

Level II

Tone as reflected in the few words of a headline is usually quite easy to identify. However, in longer passages it is usually more subtle, less obvious. Yet the principle is the same: a writer expressing his attitude toward what he is writing. It is only the length of the article that differs.

How well do you recognize the feeling of a writer? Doing the following exercise will provide you the answer.

Write a check before the phrase that completes each statement accurately.

146. "G. I. Blues", the first movie made by Elvis Presley since his release from the U. S. Army, might be expected to answer one of the less pressing questions confronting the U. S. public: Did the Army make a man of him? Maybe so, but it sure didn't make him an actor."

Time, December 5, 1960.

The author of the above passage

- a. considers Elvis Presley a fine actor
- b. considers Elvis Presley a poor actor
- c. is impartial

147. "So you didn't manage to get a seat for the Metropolitan Opera when it was here? That's bad, but here's something that may make up for the loss. The fourth annual Opera Film Festival opened last night....at the New England Mutual Hall and the first offering, 'The Life and Music of Guiseppe Verdi' is certainly worth your consideration."

Boston Traveler, May 21, 1960.

The author of the above passage

- a. likes this movie about Verdi
- b. dislikes the movie about Verdi
- c. is impartial

148. "Persons attempting to find Huck Finn (in 'The Adventures of Huckleberry Finn') in this picture will be disappointed, to say the least. As written, Huck was a young river rat who lived in a wharf barrel and smelt like his surroundings. As played by Actor Hodges....the prototype of frontier boyhood is a freckled-face mother's darling who reeks of soap and suburban charm.... But Finn fans will forget this minor blemish as they contemplate the moviemaker's supreme achievement: from one of the funniest books ever written by the funniest writer America has produced, they have managed to eliminate almost all the laughs."

Time, June 13, 1960.

The author of the above passage

- _____ a. likes this movie of Huck Finn
- _____ b. dislikes this movie of Huck Finn
- _____ c. is unbiased
149. "As Boston's 1959-1960 theatrical season staggered to an early and disappointing conclusion last night, our spirits were cheered by the arrival of good news concerning the forthcoming ballet world premiere to be presented at the Boston Arts Festival and the complete program of the 28th annual Jacob's Pillow Dance Festival at Lee. The dancers can keep our spirits up even if the playwrights don't."

Boston Sunday Herald, May 8, 1960.

The author of the above passage

- _____ a. hopefully anticipates the ballet season
- _____ b. dreads the ballet season
- _____ c. is indifferent to ballet

150. "On television's 'Omnibus', Robert W. Whitehead stated a serious problem of the American theater.... The problem is to expand the range of the American theater and of its actors and actresses, to push it beyond the narrow commercial limits of Broadway and in so doing to give our best players a chance to develop and exhibit their skills.... There is almost no opportunity for good actors and actresses to improve beyond a certain point or outside the limits of type casting."

Boston Daily Record, January 4, 1960.

The author of the above passage

- _____ a. agrees with Whitehead
 _____ b. disagrees with Whitehead
 _____ c. is an impartial reporter
151. "The Russian pianist, Richter, is obviously a dedicated artist and a sincere musician. In many respects he is a born pianist. His technique - and we can forget the many wrong notes that spattered through his recitals - is natural, flexible and all-encompassing. He really makes the piano sing, and that is an art almost forgotten. But he is an erratic pianist."

New York Times, January 8, 1961.

The author of the above passage

- _____ a. adores Richter
 _____ b. abhors Richter
 _____ c. is an unbiased reporter
152. "In this \$3,000,000 Metrocolored musical, 'Bells are Ringing', Judy Holliday employs her limited vocal resources with showmanly style and supports them with a comic gift that is a major wonder of the entertainment world. With some skillful assistance from Director Vincente Minnelli, she manages to jog and jazz and jigger a merely middling book and some fairly forgettable tunes into one of the year's liveliest and wittiest cinemusicals."

Time, June 20, 1960.

The above passage is

- _____ a. slanted in favor of Judy Holliday
 _____ b. slanted against Judy Holliday
 _____ c. is impartial

153. "In 'Let No Man Write My Epitaph', the heroine, Shelley Winters, is on heroin. "Louie, please!" she gasps. "I need a fix! Ya gotta gimme a fix!" In this picture, unhappily, the story as well as the heroine need a shot in the arm."

Time, December 19, 1960.

The author of the above passage

- _____ a. lauds this movie
 _____ b. condemns this movie
 _____ c. is unbiased
154. "No doubt it is a coincidence that the three most impressive films to come along at the year's end have to do with soldiering. 'Exodus', 'Tunes of Glory', and 'Ballad of a Soldier' are all concerned with various professional or personal problems of assorted military men."

New York Times, January 1, 1961.

The above passage is

- _____ a. in favor of these three military films
 _____ b. against these three military films
 _____ c. impartial
155. "In 'Kidnapped' Disney shuns the grandeurs that encumber most of Hollywood's hysterical historicals. The picture is made to the scale of the book, which is modest. Unfortunately, in trying to keep it small Director Robert Stevenson has also made it insignificant; and in trying to temper its excitement, he has let it become dull."

Time, May 2, 1960.

The author of the above passage

- _____ a. likes the movie, 'Kidnapped'
 _____ b. dislikes the movie, 'Kidnapped'
 _____ c. is impartial

Level III

You have done quite well in recognizing tone. Can you do as well as a writer expressing a particular tone?

The tone of this review indicates the author likes the movie, "The Absent-Minded Professor". You thought it was scientific nonsense. Using the examples given in the article, rewrite this to reflect your opinion of this movie.

"In this live-action picture (The Absent-Minded Professor) Walt Disney presents the season's kookiest science-fiction.

The professor (Fred MacMurray) is a small-college chemistry instructor, known to his students as Neddie the Nut, who 'cracks the antigravity problem' by producing a substance he calls 'flubber' - lab gab for flying rubber. Sounds fishy? Works fine. When the professor drops a flubber ball on the floor, it bounces back to the height it was dropped from and goes even higher on the second bounce, hits the ceiling on the third, and on the 50th would probably sail to the moon. The professor installs a crude flubberator in a Model T Ford, impetuously bounces off into the blue: with flubber the Ford can actually fly.

Back on the ground, Neddie the Nut finds other uses for the go goo. Is the college basketball squad losing the big game? The prof smears a little witch pitch on the squad's sneakers, and the home team shows a sudden bounce clear to the roof of the gymnasium. Does the villain (Keenan Wynn) try to steal the hero's secret? The prof discreetly adds a lift to that low heel, leaves him bouncing like a pogo stick till the nutty putty is recovered. Do the Army, Navy, and Air Force consider his conquest of gravity a subject of levity? The prof goes whooshing off to Washington circumflivverates the Capital dome, lands on the White House lawn and triumphantly reveals the latest wonder of science to a 'flubbergasted' world.

Flubber provided fuel for a very funny piece of humor in the grand American tradition of Paul Bunyon, and Director Stevenson and Scriptwriter Walsh get plenty of bounce out of every ounce. The basketball game is a hilarious parody of the sort of giraffe polo the sport has recently become, and the episode of the bouncing villain is more than merely funny. Higher and higher he goes with every bounce. Will they be able to stop him? If not, the spectator suddenly understands, Keenan Wynn will be the first man in space. It is a thought to give the universe pause."

Time, March 10, 1961.

SPORTS

Letter to the Student

Dear Student:

So you are a sports fan! I cannot blame you. I too find baseball and football exciting. But STOP! Do you really know why you read the sports page every day?

"Of course I know," you will say. "I want to find out the position of the Red Sox in the pennant race (if they still are in the race), the number of baskets Bob Cousy shot, or the story of the Bruins game at Toronto."

True, you do read to find the answers to these questions. But what about the times that you read the sports page, knowing beforehand what the paper will say? Why do you eagerly read about the victory of your football team in the Sunday paper when you saw the game on Saturday and already know the score? You do not read solely to find the facts of this sports event. You want to find out if your team got a good "write-up". Did the sports writer just say "Brookline defeated Newton, 21-7" or did he say "Brookline thrashed Newton, 21-7"?

As you read the following accounts on sports, you will discover that a sports writer does not present just the facts. He takes the facts and uses them for specific purposes. The object of the next four lessons is to discover what these purposes are.

Sincerely yours,



Eleanor Agranat

Lesson 1

Factual Accounts

"I didn't get a chance to see the baseball game this afternoon," Bob says. "Tell me what happened."

How will you answer him? Will you tell him that you think Williams was stupid for throwing to third base instead of home in the seventh inning? No. For this is your opinion. Bob is not interested in what you think of Ted Williams. However, he is interested in knowing the fact that Williams threw to third base instead of home, causing Mantle to score for the Yankees.

How can you tell which is fact and which is opinion? Try this formula. A fact can be proven for it is a deed, something actually done, an event. It answers the questions Who?, What?, Where?, Why?, or How? Using the above article as illustration, what facts can you identify?

- | | |
|------------------------|---|
| 1. Who are involved? | Williams and Mantle. |
| 2. What happened? | Mantle scored a run. |
| 3. When did it happen? | During the seventh inning. |
| 4. How did it happen? | Williams threw to third base instead of home. |

Notice from this formula you could not answer the question Why? or Where? Sometimes a sentence answers two or three questions at once, sometimes it answers only one. However, if a sentence does not answer any of the questions from the formula "The Five W's and How?", you may be quite sure it is not a statement of fact.

Level I

Are you sometimes so distracted by details of an article that you lose the main facts? If your answer is "yes", you can change it to "no". The following exercises can help you focus your attention on the facts, only on the answers to the formula "The Five W's and How?".

Indicate the correct answer to each of the following questions by placing a check before the appropriate letter.

"Waltham, sparked by halfback, Joe Vitale, thrashed Somerville yesterday, 32 to 20, at Dilboy Stadium before 6000. Bill Flynn scored all of the loser's points."

Boston Daily Record, November 27, 1959.

1. What team won the game?
 - a. Somerville
 - b. Waltham
 - c. Joe Vitale
2. When was the game played?
 - a. September 3, 1959
 - b. November 1, 1959
 - c. November 26, 1959
3. What question does "Dilboy Stadium" answer?
 - a. Where
 - b. How
 - c. Why
4. What does 6000 mean?
 - a. Time the game was played
 - b. Number of people at the game
 - c. Number of points

5. For what team does Bill Flynn play?

- a. Somerville
- b. Waltham
- c. Information not given

"St. Louis -- After playing a pursuit role for most of three periods, the Celtics broke things wide open in the last stages Saturday afternoon for a going-away 102-86 victory over the St. Louis Hawks...."

Boston Sunday Herald, April 3, 1960.

6. Who won the game?

- a. Celtics
- b. St. Louis
- c. Information not given

7. Where was the game played?

- a. Boston
- b. St. Louis
- c. Information not given

8. From what newspaper is this article?

- a. Boston Globe
- b. Christian Science Monitor
- c. Boston Sunday Herald

9. What question does "Saturday afternoon" answer?

- a. When
- b. Where
- c. How

10. What team was leading during the first few periods?

- a. Celtics
- b. Hawks
- c. Information not given

Level II

How well can you distinguish between fact and opinion? Try the following two examples and see. Which one is fact? Which one is opinion?

- _____ 1. The Red Sox are a Boston team.
- _____ 2. The Red Sox are the worst team in the American League.

You are quite right if you answered number one as fact and number two as opinion. You correctly assumed that fact can be proven but opinion represents a personal view or judgment.

The above two examples were quite easy, but the following exercises may challenge your ability to identify fact and opinion.

Write an F before the sentences stating facts. Write an O before sentences expressing opinions.

"When he was through throwing his assorted hard stuff....at the White Sox, Fireman Sherry had completed one of the great pitching performances in World Series history."

- _____ 11. Sherry is a baseball Time, October 19, 1959. pitcher.
- _____ 12. He is one of the greatest pitchers of all time.
- _____ 13. He is one of the greatest pitchers ever to perform in the World Series.
- _____ 14. The Dodgers will never trade Sherry.
- _____ 15. Sherry pitched in a World Series game.

"Bruins General Manager Lynn Patrick concedes the Bruins could use an injection of new blood.... The Bruins ran their winless streak through six games last night. And a pitiful, spiritless performance it was as the Toronto Maple Leafs were handed a 2-1 victory."

Boston Traveler, November 23, 1959

- ___ 16. Lynn Patrick is the manager of the Boston Bruins.
- ___ 17. The Bruins are a bad team.
- ___ 18. The Bruins have lost six games in a row.
- ___ 19. The Toronto Maple Leafs won the game.
- ___ 20. Not even the manager supports the Bruins.

"He was the classic pug, a jug-eared middleweight with a flat, stolid face, the thick torso and bulging shoulders of a heavyweight. Even so, Utah's Gene Fullmer, 28, was no better than a 8-5 underdog for last week's National Boxing Association middleweight championship fight in San Francisco."

Time, September 7, 1959.

- ___ 21. Gene Fullmer is twenty-eight years old.
- ___ 22. He is ugly.
- ___ 23. He is a middleweight fighter.
- ___ 24. He was not favored to win the championship fight.
- ___ 25. Because of his build, no one expected him to win.

Level III

If you know the difference between fact and opinion, you are ready for the next question. Do you ever get bogged down in detail when searching for fact? Here is your chance to find out. What words in the following sentence represent detail?

Boston University, located on Commonwealth Avenue, is host to the Boston College football team this Saturday.

Your answer is right if you said, "located on Commonwealth Avenue".

The location of Boston University is a detail; the statement that they are playing Boston College on Saturday afternoon is a fact.

Some writers get so carried away with detail that it becomes difficult to distinguish between fact, detail and opinion. How well can you recognize the difference? By doing the following exercise, you will find out.

Read the selection on page 129. Then identify as fact, opinion or detail the numbered passages below.

- ___ 26. Boston University defeated Boston College, 26-7.
- ___ 27. BU's defeat over Boston College was a "stunning upset".
- ___ 28. "Did 'ja see what they did to Colgate?"
- ___ 29. BU is playing Syracuse this week.
- ___ 30. "Students....are talking of BU's final opponent.... in hushed tones..."

You can identify fact, opinion and detail in selected sentences. Now try to make this distinction in longer passages. Follow the directions below.

Draw a line through all words in the following article which express opinion and detail. From what is left, which should be facts, rewrite this information in two or three sentences.

"Sharing practically equal billing with Boston University students in their between classes gab sessions this week are two football games - one now history, the other yet to come.

The story of BU's stunning upset of Commonwealth Avenue rival Boston College is told succinctly in the terse but graphic headline fronting the campus weekly: '26-7'.

But this week, unlike the pregame clamor, pep rallies, homecoming floats and decorations which depicted the Boston University Terriers all but decapitating the BC Eagle, there are no 'Beat Syracuse' placards around the Commons.

Rather students in and around this campus eating-and-meeting place are talking of BU's final opponent of the '59 season in hushed tones - in awe reserved for only the nation's best team which incidentally, Syracuse is.

'Did 'ja see what they did to Colgate?' managed one wide-eyed undergrad.

'Seventy-one to nuthing', swallowed another...."

Christian Science Monitor, November 19, 1959.

Lesson 2

Inferences

You have just turned on your radio. You hear the announcer say, "It's the top of the seventh inning, Red Sox fans. The Yankees are leading 6-5. Berra is at bat. He swings and hits a grounder to left field. He runs to second, now to third. Mantle is running home. Williams catches the ball and is throwing to home plate. Oh no! Williams threw to third base instead! Mantle is safe. The Yankees now lead 7-5."

We have already decided what the facts are. (Lesson 1) They can easily be supported by direct evidence from the sentence. Facts are usually the answers to the question "The Five W's and How?". An inference goes one step further. An inference is a probable statement about what we don't know made on the basis of what we do know. Let us apply this definition to the illustration above. It is a fact that Berra hit a grounder to left field. Since we know some of the rules of baseball, we infer that Williams must have been out in left field in order to catch the ball. The illustration does not say this. However, on the basis of the evidence given in the illustration we make a reasonable guess.

In the following exercises you too will be making reasonable guesses or inferences about what you don't know based on what you do know.

Level I

It is quite easy to distinguish between the careful reader and the careless reader. For the careful reader knows what an author is inferring; the careless reader makes wild guesses which cannot be supported by evidence from the article. Which kind of reader are you? Find out by doing the following exercises.

Place a check before the inference which can be supported best by some evidence from the article.

31. "Billy Loes, a veteran right-hander with an erratic record and moods to match was talking about his new team, the San Francisco Giants...."

Newsweek, April 11, 1960.

- a. Billy Loes is a good baseball pitcher.
 b. Billy Loes is a moody person.
 c. The Giants have an erratic record.
32. "The thing that kills you most often is....(having) one weak spot, wherever it is. What killed the Giants in New York was pitching, or, actually, nonpitching."

Newsweek, April 11, 1960.

- a. The Giants have many weak spots.
 b. The Giants have a bad team.
 c. The weak spot for the Giants was their pitching.
33. "In Venezuela, the baseball fans express themselves in fiery terms: hundreds of candles twinkle in the stands when they are happy; bonfires rage in the concrete bleachers when they are mad!!"

Time, February 29, 1960.

- a. Venezuelan baseball fans are very emotional.
 b. Most baseball fans are very emotional.
 c. There are no electric lights in Venezuela.

34. "If boxing ever writes a memorial to the late Max Baer, it should read, 'He brought women to the prizefights.' The laughing, carefree Baer was every girl's dream boy, so it seemed. Not until television came along was there a greater influence for creating fight fans of the ladies."

Boston Traveler, November 23, 1960.

- ___ a. Max Baer had many wives.
- ___ b. Because of Baer's looks and personality, many women became fight fans.
- ___ c. Baer was a sports commentator for a television network.
35. "....the sport's (skindiving) aristocrats are the 'free divers'. Spurning any line to the surface, they go down with tanks of compressed air strapped to their backs, a rubber mouthpiece between their teeth, and froglike fins on their feet."

Time, March 28, 1960.

- ___ a. You need a lot of equipment to be a skindiver.
- ___ b. Free divers are reckless.
- ___ c. The most honored of the skindivers are the free divers.
36. "To keep the Celtics in top trim, referee-baiting Coach Red Auerbach, 42, allows his players only a few cigarettes and an occasional glass of beer."

Time, March 14, 1960.

- ___ a. Auerbach tries to keep the Celtics physically fit.
- ___ b. Auerbach is a cruel coach.
- ___ c. Auerbach is an old man.
37. "....Loscutoff was as effective as ever last night as the Celtics thoroughly thumped the Nats 114-101 before a disappointing 5,135 crowd."

Boston Traveler, November 21, 1959.

- ___ a. A small crowd attended the game.
- ___ b. The crowd was disappointed with the game.
- ___ c. Loscutoff is one of the best players on the Celtic team.

38. "When the Los Angeles Dodgers' Frank Howard, 23, puts the power of his 6 ft. 7 in., 240 lb. body behind the swing of his 37 in. bat, he can smash drives that make infielders repent choosing their profession and send outfielders scrambling back to the orange groves."

Time, April 4, 1960.

- ___ a. Most infielders dislike their jobs.
- ___ b. Many outfielders own orange groves.
- ___ c. Howard's batting is very impressive.
39. "When he is hot, he can wind up on the tee and belt the ball a country mile.... But nearly any pro, when he is hot, can do the same. The difference is that this year, sharpshooting Arnold Palmer, 30, has stayed happily heated up almost all the time."

Time, March 21, 1960.

- ___ a. Palmer is a professional golf player.
- ___ b. Palmer is no better than most professional golf players.
- ___ c. Palmer lives in the country.
40. "Arnold Palmer retained the lead he has held from the start of the 24th Masters Tournament tonight (in golf), but he was in easy clutching distance of a small squad of eager challengers directly behind him."

Boston Sunday Globe, April 10, 1960.

- ___ a. Palmer played in twenty-four tournaments.
- ___ b. Palmer held a small lead over his opponents.
- ___ c. Some golf players were trying to grab Palmer.

Level II

In separate exercises you have learned to distinguish between fact, inference and opinion. However, as you know, reading does not consist of separate, unrelated parts. Can you take these separate puzzle pieces, put them together in one article and still recognize them individually? If you can, then you will be able to distinguish between fact, inference, and opinion in the following exercise.

Place an F before sentences of fact, I before inferring beyond the facts, and O before statements of opinion.

"When Yan Kruminsh first began playing basketball five years ago, he didn't know a jump shot from a double dribble. He could barely catch a ball, his movements were uncoordinated, and his shooting was grotesque. But the coach of the Riga (Latvia) team was happy to add Kruminsh to his roster. After all, Kruminsh was 7 feet 3 inches tall."

Newsweek, December 7, 1959.

- 41. Kruminsh has only played basketball for five years.
- 42. Kruminsh is a Latvian citizen.
- 43. The Latvian team is often defeated because of Kruminsh's awkward movements.
- 44. Because of Kruminsh's height, the coach and Kruminsh have become good personal friends.
- 45. Because of his height, Kruminsh is an asset to his team.

"They are saying some cruel things about my favorite game bird, the ruffed grouse. They say, for one, that he can't stand the sight of humans, and that, therefore, he has disappeared into the deep wilderness where no man goes. They say, he is being sprayed out of existence by insecticides - and that he is fat and healthy one day, and is wiped out by a mysterious disease the next....I disproved all the criticism this past season."

Sport, August, 1959.

- ___ 46. The grouse is a bird.
- ___ 47. The grouse is a sickly bird.
- ___ 48. The author likes the grouse bird.
- ___ 49. Many people dislike the grouse.
- ___ 50. The author wrote this article during the hunting season.

"A theory that fear is something experienced only by the intelligent has spread almost as fast as strontium 90 during the past ten years. I suspect that the theory was devised by a smart coward in search of prestige, but its precise origin remains unknown...."

Do you know why Joe Louis was a great champion?

'Because he was too slow-witted to be afraid,' insists a quick-witted club fighter....

Sports is the one area in which stupidity counts. Smart guys finish last. The good rockhead always beats the good egghead. The trouble with each of these statements is also the trouble with the theory that lies behind them. They withstand everything except analysis."

Sport, August, 1959.

- ___ 51. Only intelligent people experience fear.
- ___ 52. No one knows how this theory of fear began.
- ___ 53. According to this theory of fear Joe Louis was a good fighter because he was stupid.
- ___ 54. This theory of fear is false.
- ___ 55. According to this theory the less intelligent baseball player will be better than the more intelligent baseball player.

"When segments of the America's Cup races flashed across the nation's television screens last summer, many people were surprised that the age-old sport of sailing still was able to stir up widespread interest. But even though sailing rarely reaps heavy publicity, it is enormously popular in the U. S.

The corps of fellows who putter around with their own boats keeps growing, and they couldn't care less about not making headlines. They are much more interested in informal, do-it-yourself water fun...."

Sport, August, 1959.

- _____ 56. The America's Cup races were televised.
- _____ 57. Sailing does not usually make headlines on the sports page.
- _____ 58. Sailing has been a well established sport for many years.
- _____ 59. Only in the United States is sailing popular.
- _____ 60. People like sailing because it is such an informal form of boating.

"The job of commissioner of baseball is a lot different than most people think," Ford Frick told us. "Of course I am interested in the welfare of the major and minor leagues, but my work hardly ends there.... Right now we're very concerned with the Pony leagues and Babe Ruth leagues. They are for boys from 12 to 15.... It seems that is the age level where most boys lose interest in baseball. One reason might be that parents are very active with the boys in Little League, but they don't participate as much with the older ones. I think the early teens are the most important formative years in a boy's life.... As long as youngsters stay interested in baseball they will become better citizens and the sport will prosper."

Sport, August, 1959.

- _____ 61. From ages 12 to 15 interest in baseball often wanes.
- _____ 62. Since parents don't play ball with their older sons, these boys lose interest in baseball.
- _____ 63. An interest in baseball makes one a better citizen.
- _____ 64. Parents like their younger children better than their older ones.
- _____ 65. It is particularly important to guide a boy well when he is in his early teens.

Level III

You have already proven your ability to recognize the inferences of a writer. Here is your chance to turn the tables and demonstrate your ability to imply.

The following article implies that Casey Stengel who usually has an excellent memory does lapse occasionally. Rewrite this article to imply that Stengel has a very poor memory. Use the information presented in this article as a specific illustration to support your argument.

"Absent-minded Professor"

"For over a year now, writers following the Yankees have been noticing that Casey Stengel is no longer as sure-minded as he used to be. It was one of the claims for Casey's greatness that he forgot nothing, that he remembered all games, all plays and most players. He could replay the game of the day before inning by inning.

He hasn't been able to do this lately. He forgets. It came up in a game with the Indians a while back, and it shocked some of the people who heard it. Rocky Colavito had opened an inning for the Indians with a fly ball that fell in for a double when Mickey Mantle was slow and indecisive moving for it. The next batter, Minnie Minoso, then walked. Colavito was picked off second base. Then Minoso stole, continued to third, when the throw got through to center field, and came home on a sacrifice fly.

In the locker room after the game, Casey was saying that his team had given up runs too easily. "If we had caught that fly ball by Colavito, they don't get a run," he said. He was wrong of course, since Colavito meant nothing to the run. But Casey had forgotten that he was picked off, and he had forgotten how the run was scored. No one corrected him. The writers - or at least those who realized what had happened - were silent and shocked."

Sport, August, 1959.

Lesson 3

Emotive Language

"And now, sports fans, here are the results of the football games played this afternoon. 'Inspired Illinois scored in every period to shatter Northwestern's Big Ten title and Rose Bowl bid, 28-0, today, capping the eighteen-season Illinois coaching career of Ray Eliot....'"

New York Times, November 22, 1959.

"Wow, that Illinois team is really great!" you say.

A little later you change the radio station and hear, "Here are the football scores for today's games.

Illinois 28	Northwestern 0
Michigan State 14	Ohio State 7
Yale 34	Cornell 14...."

"So Illinois won the game. That's nice," you say.

Why do you react so differently to the same facts? Because they are expressed quite differently. When you hear an impartial announcer relate the facts, you are quite likely to respond just as neutrally with "That's nice." But when an announcer uses "loaded words," such as "inspired," and "shatter," you are likely to become quite excited.

Loaded words are the essential keys to emotive language. For it is the use of these words that will arouse a particular response, positive or negative, in the reader. Emotive words add color to the English language. Without them we could not read the vivid play by play descriptions of our favorite games. But we must be on our guard. Some reporters use so many "loaded words" that it is difficult to discover what is fact and what is sheer praise, warranted or, perhaps, unwarranted.

In the following exercises you will need to distinguish between fact and emotive descriptions of these facts.

Level I

How do you react to the following terms?

Write + if you have a positive feeling toward the word.

Write - if you have a negative feeling toward the word.

Write o if you have a neutral response toward the word.

- _____ 66. Coach
- _____ 67. Referee
- _____ 68. Cheerleaders
- _____ 69. Second base
- _____ 70. Ted Williams
- _____ 71. Flag on the play
- _____ 72. World Series
- _____ 73. Strike call
- _____ 74. Hot dog
- _____ 75. Hockey stick
- _____ 76. Umpire
- _____ 77. Bleachers
- _____ 78. Foul
- _____ 79. Fans
- _____ 80. Bob Cousy
- _____ 81. Tennis racket
- _____ 82. Free tickets
- _____ 83. Touchdown
- _____ 84. Error
- _____ 85. Bruins kill Toronto!

Level I

In the previous exercise you rated your response to certain words. You probably said you like hot dogs and dislike a flag on the play. These two phrases made you react. However, usually your reaction depends upon the use of the word in a sentence. Take the word referee, for example. In which sentence is it used as a factual term? In which sentence is it used as an emotive term?

- _____ 1. Vic Rollo was a referee at yesterday's boxing match.
- _____ 2. As usual the referee warned Archie Moore about low blows when everyone knew his blows were above the waist.

If you said sentence number one was factual and sentence number two emotive, you would be quite right.

Prove your answer was not a "lucky guess" by doing the following exercise.

Write an F before factual terms and an E before emotive terms.

"Bob Taylor, a sophomore, fired the first of three touchdowns. Flynn crashed over for the points..."

Boston Daily Record, November 27, 1959.

- _____ 86. Sophomore
- _____ 87. Fired
- _____ 88. Touchdown
- _____ 89. Crashed
- _____ 90. Points

"Waltham clinched the game in the final chapter with a 12 point splurge. Al Cosgrove....raced 16 yards for one score, and Dave O'Neill galloped 35 yards."

Boston Daily Record, November 27, 1959.

- ___ 91. Waltham
- ___ 92. Clinched
- ___ 93. Splurge
- ___ 94. Yards
- ___ 95. Galloped

"U. S. track stars put on a dazzling show at the National A.A.U. championships.... In a single night U. S. athletes shattered three world records."

Time, February 29, 1960.

- ___ 96. Track stars
- ___ 97. Dazzling show
- ___ 98. Night
- ___ 99. Athletes
- ___ 100. Shattered

"Last week, swimming as well as ever, the 21-year-old McKinney was trounced by the University of Southern California's late-blooming Charlie Bittick...."

Time, April 11, 1960.

- ___ 101. Last week
- ___ 102. As well as ever
- ___ 103. Trounced
- ___ 104. Swimming
- ___ 105. Charlie Bittick

"Recent baseball history offers no more puzzling case than baby-faced Von McDaniel's meteoric rise to stardom just a few days after his graduation from high school, and his equally sudden collapse."

Sport, August, 1959.

- _____ 106. Baseball history
- _____ 107. Meteoric rise
- _____ 108. Stardom
- _____ 109. Graduation
- _____ 110. Sudden collapse

"Harvard's crew heavyweights hurtled from behind to shatter their own upstream record yesterday as surprising Rutgers supplied the most spirited opposition....on the Charles."

Boston Sunday Herald, May 1, 1960.

- _____ 111. Crew
- _____ 112. Hurtled
- _____ 113. Record
- _____ 114. Shatter
- _____ 115. Most spirited opposition

"Baltimore won 6-1 last night to sweep the two game series from the Red Sox behind the sparkling pitching of southpaw Steve Barber."

Boston Traveler, April 29, 1960.

- _____ 116. Baltimore
- _____ 117. Sweep
- _____ 118. 6-1
- _____ 119. Sparkling pitching
- _____ 120. Steve Barber

"Dyrol Burleson of Oregon summoned a final burst of speed and ran the mile in 3:58.6 Saturday, the fastest ever run by an American. The slender 19-year-old trailed for three laps, then hurtled past Stanford's Ernie Cunliffe and won by 15 yards."

Boston Sunday Herald, April 24, 1960.

- _____ 121. Burst of speed
- _____ 122. 3:58.6
- _____ 123. Dyrol Burleson
- _____ 124. Hurtled
- _____ 125. Won by 15 yards

"The New York Yankees boomed into the undisputed American League lead Saturday with a long range hitting outburst that smothered the Baltimore Orioles 16-0...."

Boston Sunday Herald, May 1, 1960.

- _____ 126. Boomed
- _____ 127. Undisputed American League lead
- _____ 128. Hitting outburst
- _____ 129. Smothered
- _____ 130. 16-0

"Sophomore Bill Cunis hit a grand slam homer and Junior Gerry Amel slammed a three-run homer to lead Boston College to an 8-4 win over Providence College...."

Boston Sunday Herald, May 1, 1960.

- _____ 131. Sophomore
- _____ 132. Grand slam homer
- _____ 133. Slammed
- _____ 134. To lead Boston College
- _____ 135. 8-4 win

Level II

Our sports sections are full of articles prejudicial to one team. Have you ever stopped to think what these biased articles are made of? Emotive words, of course.

You too can write biased articles by using emotive words in the following exercises.

As a resident of Tennessee, rewrite the following sentence as a factual statement.

"Kentucky made a shambles of Tennessee's favorite weapon, the kicking game, today and upset the Volunteers, 20-0."

New York Times, November 22, 1959.

Being a more enthusiastic Roberson fan, rewrite the following sentence as a more emotive statement.

"Army Lieutenant Irvin Roberson, 24, one-time star Cornell halfback, jumped 25 ft. 9 $\frac{1}{4}$ in. to break Jesse Owen's 25-year-old indoor broad-jump record by half an inch."

Time, February 29, 1960.

Being kind to the Bruins, rewrite the following sentences as factual statements.

"The Bruins ran their winless streak through six games last night. And a pitiful, spiritless performance it was as the Toronto Maple Leafs were handed a 2-1 victory."

Boston Traveler, November 23, 1959.

Being an ardent Palmer fan, rewrite the following sentence as a more enthusiastic statement.

"Arnold Palmer salvaged first place in the Masters Golf tournament at the halfway point yesterday with a 140 total after a retroactive penalty had cost Dow Finsterwald the lead."

Boston Daily Record, April 9, 1960.

Being a more modest Celtic fan, rewrite the following sentences as factual statements.

"They are basketball's greatest team, a band of talented opportunists who can do anything--shoot with bull's-eye marksmanship, dissect a defense with pinpoint passes, and, for good measure, spice the exhibition with the tang of showmanship.... With two games still to play, the proud Celtics have already toted up 57 victories, five more than the league record they themselves set last year."

Time, March 14, 1960.

Level III

You now have a unique opportunity! In the following exercise you are given the facts relating to the final championship basketball game between the Boston Celtics and the St. Louis Hawks. Using loaded words you can be on both sides of the fence by writing two compositions, one favoring the Celtics and one favoring the Hawks. Using emotive words, how well can you convince your reader?

Here are the statistics of the final basketball game of a seven game series for the National Basketball Association (NBA) championship for 1960. They were taken from the Boston Sunday Globe, April 10, 1960.

1. Boston Celtics 122 St. Louis Hawks 103
2. Coach - Red Auerbach Coach - Ed Macauley
3. Scores of some individual players

Bob Cousy, 19 points 14 assists played all but one minute of the game	Bob Pettit, 22 points
Frank Ramsey, 24 points	Cliff Hagen, 19 points
Bill Russell, 22 points 35 rebounds set new playoff series total rebound record	Lovellette, 18 points
Sam Jones, 12 points	Si Green, 17 points
Gene Conley, 3 points 7 rebounds	Johnny McCarthy, 16 points
Tom Heinsohn, 22 points	
4. Celtics won their third world championship in four years.
5. The game was played before 13,909 spectators at Boston Garden.
6. The game was televised.

- A. You are a sports writer for the Boston Globe. Write the triumphant story that enthusiastic Boston sports fan expect to see in their home paper.

B. You are a sports writer for the St. Louis News. You will want to soothe your readers. Highlight some of the top plays by the Hawks before you announce that the Celtics won the NBA championship.

Lesson 4

Tone

Listening to the evening sports broadcast, you hear an announcer say,

"Ted Williams is a cinch to wind up in baseball's Hall of Fame when he's through. His grand slammer today gave the Red Sox the game, topping the White Sox, 7-5."

"I'll bet that announcer is one of Ted Williams' best fans," you are likely to say to yourself.

A little later you turn the radio to another station and hear another sports broadcaster say,

"Good news, fans. The Red Sox won the game against the White Sox, 7-5. Malzone hit a triple, loading the bases and Williams hit a grand slam homer. Buddin hit a double in the last of the seventh...."

"So the Red Sox won," you say. "That is news!"

These two broadcasts are reporting the same game.

"But these two broadcasts are presented so differently," you say.

You are quite right. Tone, the author's attitude toward what he is reporting, is the reason that these two broadcasts sound so different from each other. In the first broadcast the tone of the reporter is, "Without Williams what would the Red Sox do?" However, in the second broadcast the tone of the broadcaster is, "Williams is one of the many fine players on the team."

In the following exercises it will be up to you to decide the tone of the author. You must determine the author's attitude toward what he is writing.

Level I

Headlines over newspaper articles are eye catching. You cannot help but see these headlines if only because the print is larger than the article. However, a factual statement in large print would rarely entice the reader to read the article. It is usually the tone of the author reflected in the headline that entices the reader to read the article. It is for this reason that it is important to recognize the tone of the writer. An alert reader can tell the difference between a slanted headline and a neutral one. It is the careless reader who not only cannot recognize a slanted headline but also assumes that such a headline is factual. Which kind of a reader are you? Do the following exercises and find out.

136. "Indians Raid Sox, 12-8"

Boston Sunday Herald, April 10, 1960.

The above headline is

- a. slanted in favor of the Indians
- b. slanted in favor of the Red Sox
- c. impartial

137. "Early Spree Sinks Hawks, 122-103"

Boston Sunday Globe, April 10, 1960.

The above headline is

- a. favorable to the Hawks
- b. favorable to the opponents of the Hawks
- c. an unbiased statement

138. "If the Syracuse football team has a flaw, it hasn't been visible to the naked eye of Joe Gianelli, the Boston University scout detailed to the Orange."

Boston Traveler, November 19, 1959.

The above statement shows

- a. bias in favor of Boston University
 b. bias against Boston University
 c. no bias
139. "Sam Jones ignited a second period spree, scoring twelve points...."

Boston Sunday Globe, April 10, 1960.

The author of the above passage

- a. favors Sam Jones
 b. disapproves of Sam Jones
 c. is neutral to Sam Jones
140. "Yale 'lights' (lightweight crew race) easily defeat Dartmouth."

Boston Sunday Herald, April 24, 1960.

The article following the above headline is likely to

- a. praise Dartmouth
 b. praise Yale
 c. report objectively
141. "Cards whip Dodgers again, 9-5."

Boston Sunday Herald, April 24, 1960.

The above headline suggests that the author

- a. favors the Cardinals
 b. favors the Dodgers
 c. is impartial

142. "Celtics win, 102-86."

Boston Sunday Herald, April 3, 1960.

The above headline is

- a. in favor of the Celtics
- b. in favor of the opponents of the Celtics
- c. an impartial statement

143. "The majority of the Red Sox squad has little or no respect left for Jurgens' managerial ability."

Boston Traveler, April 25, 1960.

The author of the above headline

- a. suggests that Jurgens is a poor manager
- b. suggests that Jurgens is a good manager
- c. presents the views of the Red Sox

144. "Columbia defeated Yale and Pennsylvania in a varsity lightweight crew race."

Boston Sunday Herald, May 1, 1960.

The above headline is

- a. in favor of Yale and Pennsylvania
- b. in favor of Columbia
- c. an impartial statement

145. "Cleveland...rookie outfielder Walt Bond, whom American League pitchers will learn to detest, crashed two of the homers for three runs."

Boston Sunday Herald, April 10, 1960.

The above statement suggests that the author

- a. considers Bond a good batter
- b. considers Bond a poor batter
- c. is neutral towards Bond

Level II

Tone as reflected in the few words of a headline is usually quite easy to identify. However, in longer passages it is usually more subtle, less obvious. Yet the principle is the same: a writer expressing his attitude toward what he is writing. It is only the length of the article that differs.

How well do you recognize the feeling of a writer. Doing the following exercises will provide you with the answer.

Write a check before the phrase that completes each statement accurately.

146. "The first thing you remember about Joe DiMaggio is the easy grace with which he played the game of baseball, whether it was hitting, fielding or base-running. There seemed to be almost a nonchalance in his attitude, but it was only the mark of a born athlete doing what came naturally."

Sport, August, 1959.

The above passage is

- ___ a. friendly to Joe DiMaggio
___ b. hostile to Joe DiMaggio
___ c. an objective statement
147. "Ted Williams is assaulting the Boston press and the greater Fates and the infirmities that plague him and, in short, seems his old handsome self again. Now if he'd only drum a few homeruns, also."

Boston Traveler, April 29, 1960.

The author of the above article

- ___ a. likes Ted Williams
___ b. dislikes Ted Williams
___ c. writes an objective account

148. "You don't give special commendation for playing golf by the rules, since that is only what one is supposed to do. Still you have to admire a man who, as Dow Finsterwald did, comes forward and calls a penalty on himself for an innocent act that he didn't know was a violation."

Boston Daily Record, April 9, 1960.

The author of the above passage

- _____ a. thinks Dow Finsterwald is the greatest of all golf players.
- _____ b. feels Dow Finsterwald was a fool to confess
- _____ c. reports impartially
149. "The place was a training gym.... Anna Maria Alberghetti. She's a fight manager. She is also very well known as a singer - at plush joints in New York, Las Vegas and elsewhere.

'Yes it's true. I'm a manager now,' said Miss A. 'That's him over there. He's a young prospect they say.'

Him is Seaman Glass, a heavyweight. Miss Alberghetti happily explained that her manager, Pierre Cossette, figured she ought to invest a few dollars in something other than real estate or banks.... It just wasn't the time to mention that Seaman was boxing around here long before she wore pigtails, and that in 1955 he retired after getting flattened in a preliminary."

Boston Traveler, April 29, 1960.

The author of the above article

- _____ a. thinks it is humorous to have a female fight manager
- _____ b. thinks that Miss Alberghetti might have invested her money unwisely
- _____ c. is merely reporting the facts

150. "Ralph 'Tiger' Jones, second only to the test pattern as a television mainstay, will be your living room guest again Friday evening. Should you care to become one of the few people who has seen this historic figure live, you may do so at the Arena, scene of Jones' 46th televised fight."

Boston Sunday Herald, April 24, 1960.

The above passage appears to

- ___ a. favor Jones
- ___ b. consider Jones unworthy of attention
- ___ c. present a neutral account
151. "Don't worry, B.U. All you're playing next Saturday is a farm club. A farm club - that is - for the National Pro Football League. A nice, amiable group of young fellows from up-state New York.... place called Syracuse. I noticed one chap. Poor fellow couldn't make the first team. He weighs 250. He's 6 ft. 5 in. in height. He plays middle guard on defense on the second team. His name is Gene Grabosky, and he already has been drafted by a club in the National Pro Football League."

Boston Globe, November 19, 1959.

The author of the above article

- ___ a. favors B.U.
- ___ b. favors Syracuse
- ___ c. is an impartial observer
152. "Baltimore manager Paul Richards, undaunted by his team's defeats in its first six games, said today he was more determined than ever to stick with his fledgling Orioles.

'I've got to go with the kids regardless of what our fans might think,' Richards said on the heels of a 15-9 lacing by New York yesterday....

'This is the kind of team that needs a manager's patience and I might add courage,' he added. 'It is young and inexperienced but it has a world of promise.'

Boston Traveler, April 25, 1960.

The above article appears to

- ___ a. sympathize with Richards
- ___ b. oppose Richards
- ___ c. present an objective account of Richards' statements

153. "As the 1956 outdoor track and field season got under way in the East, Don Bragg, known in some quarters as Tarzan, was already something special as a pole-vaulter - even though he had not yet reached his 21st birthday, and though he was much bigger and heavier than outstanding vaulters are supposed to be. Looked upon as a potential world record-breaker and a leading contender for championship honors at the Olympic Games later that year, Bragg held.... impressive credentials."

Sport, August, 1959.

The above passage

- _____ a. praises Bragg
- _____ b. opposes Bragg
- _____ c. is unbiased
154. "Predicting the winner of a major golf tournament is about as easy as scoring a hole in one. But before the 1960 Masters Tournament at Augusta got under way, husky Arnold Palmer, 30, of Latrobe, Pa., was solidly established as the favorite.... And the rambling (6,980 yds.) Augusta National Golf course seemed made to order for his long-hitting game.

Said one pro, 'On other courses a puff ball hitter can get hot, but here you've got to play four days, and you've got to be a bull. Palmer is a bull.'"

Time, April 18, 1960.

The above article was probably written by

- _____ a. a man who admires Palmer
- _____ b. a man who dislikes Palmer
- _____ c. an impartial reporter
155. "Bruins General Manager Lynn Patrick concedes the Bruins could use an injection of new blood. But getting the needed player-plasma is a different matter. The Bruins ran their winless streak through six games last night. And a pitiful, spiritless performance it was as the Toronto Maple Leafs were handed a 2-1 victory."

Boston Traveler, November 23, 1959.

The author of the above article

- _____ a. favors the Bruins
- _____ b. is disgusted with the Bruins
- _____ c. is unbiased

Level III

You have done quite well in recognizing tone. Can you do as well as a writer expressing a particular tone? The following article was written by an American reporter for an American audience.

You are a Russian reporter for Pravda, the mouthpiece for the Communist party. Rewrite this article for your Russian audience.

Caution! Communist leaders expect their reporters to sing praises glorified for their Russian athletes.

You have orders from on High!

The 7-foot-3 Russian

When Yan Kruminsh first began playing basketball five years ago, he didn't know a jump shot from a double dribble. He could barely catch a ball, his movements were uncoordinated, and his shooting was grotesque. But the coach of the Riga (Latvia) team was happy to add Kruminsh to his roster. After all, Yan Kruminsh was 7 feet 3 inches tall.

As Kruminsh and the rest of the Russian national amateur basketball squad began a U S. tour last week (by losing to a group of American amateurs, 70-59, at New York's Madison Square Garden), Kruminsh, now an 'Honored Master of Sports of the U.S.S.R.,' was still awkward and uncertain. Once, he took a rebound, lifted the ball high over his head, shot at the basket only two feet away, and missed. 'My shooting is no good,' he admitted later, through an interpreter.

What Kruminsh, who is 29 lacks in finesse and shooting ability, he tries to make up for with his size and determination. At an awesome 320 pounds, he takes up a lot of room on the court. When he misses a shot, his face, dominated by an oversize jaw expresses deep agony. 'He ought to be a Russian poet,' one sports writer said. 'His face reflects the sorrow of the soil.'

Yet, as hard as Kruminsh tried at the Garden last week (he finished with ten points), the crowd jeered his ungainly efforts. 'I do not mind the people,' Kruminsh himself said. 'If I play good, they like me. If I play bad, they don't.'"

Newsweek, December 7, 1959.

KEY TO PRETEST

Part A	Part C
1. O	21. F
2. F	22. E
3. F	23. F
4. O	24. F
5. O	25. E
6. F	26. E
7. O	27. F
8. O	28. F
9. O	29. F
10. F	30. E

Part B	Part D
11. F	31. a
12. I	32. c
13. O	33. b
14. O	34. a
15. I	35. a
16. F	
17. I	
18. I	
19. O	
20. O	

KEY TO NEWS SECTION

Name	86-105		106-135		136-155		
	Fact	Emotive	Fact	Emotive	a	b	c
	86	" "	106	" "	136	" "	" "
	87	" "	107	" "	137	" "	" "
	88	" "	108	" "	138	" "	" "
	89	" "	109	" "	139	" "	" "
	90	" "	110	" "	140	" "	" "
	91	" "	111	" "	141	" "	" "
	92	" "	112	" "	142	" "	" "
	93	" "	113	" "	143	" "	" "
	94	" "	114	" "	144	" "	" "
	95	" "	115	" "	145	" "	" "
	96	" "	116	" "			
	97	" "	117	" "			
	98	" "	118	" "	146	" "	" "
	99	" "	119	" "	147	" "	" "
	100	" "	120	" "	148	" "	" "
	101	" "	121	" "	149	" "	" "
	102	" "	122	" "	150	" "	" "
	103	" "	123	" "	151	" "	" "
	104	" "	124	" "	152	" "	" "
	105	" "	125	" "	153	" "	" "
			126	" "	154	" "	" "
			127	" "	155	" "	" "
			128	" "			
			129	" "			
			130	" "			
			131	" "			
			132	" "			
			133	" "			
			134	" "			
			135	" "			

KEY TO THEATER SECTION

Critical Thinking Test							
Part II - Theater							
Name	Date of Birth	Boy	Girl	a	b	c	
				1	"	"	"
				2	"	"	"
				3	"	"	"
				4	"	"	"
				5	"	"	"
				6	"	"	"
				7	"	"	"
				8	"	"	"
				9	"	"	"
				10	"	"	"
				11	"	Fact	"
				12	"	"	"
				13	"	"	"
				14	"	"	"
				15	"	"	"
				16	"	"	"
				17	"	"	"
				18	"	"	"
				19	"	"	"
				20	"	"	"
				21	"	"	"
				22	"	"	"
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				26	"	"	"
				27	"	"	"
				28	"	"	"
				29	"	"	"
				30	"	"	"
				31	"	"	"
				32	"	"	"
				33	"	"	"
				34	"	"	"
				35	"	"	"
				36	"	"	"
				37	"	"	"
				38	"	"	"
				39	"	"	"
				40	"	"	"
				41	"	Fact	"
				42	"	"	"
				43	"	"	"
				44	"	"	"
				45	"	"	"
				46	"	"	"
				47	"	"	"
				48	"	"	"
				49	"	"	"
				50	"	"	"
				51	"	"	"
				52	"	"	"
				53	"	"	"
				54	"	"	"
				55	"	"	"
				56	"	"	"
				57	"	"	"
				58	"	"	"
				59	"	"	"
				60	"	"	"
				61	"	Fact	"
				62	"	"	"
				63	"	"	"
				64	"	"	"
				65	"	"	"
				66	"	"	"
				67	"	"	"
				68	"	"	"
				69	"	"	"
				70	"	"	"
				71	"	"	"
				72	"	"	"
				73	"	"	"
				74	"	"	"
				75	"	"	"
				76	"	"	"
				77	"	"	"
				78	"	"	"
				79	"	"	"
				80	"	"	"
				81	"	"	"
				82	"	"	"
				83	"	"	"
				84	"	"	"
				85	"	"	"

Unimportant
Detail

Fact
Inference
Opinion

+ - o

KEY TO THEATER SECTION

Name									
	Fact	Emotive	Fact	Emotive	a	b	c		
86	"	"	106	"	"	136	"	"	"
87	"	"	107	"	"	137	"	"	"
88	"	"	108	"	"	138	"	"	"
89	"	"	109	"	"	139	"	"	"
90	"	"	110	"	"	140	"	"	"
91	"	"	111	"	"	141	"	"	"
92	"	"	112	"	"	142	"	"	"
93	"	"	113	"	"	143	"	"	"
94	"	"	114	"	"	144	"	"	"
95	"	"	115	"	"	145	"	"	"
96	"	"	116	"	"				
97	"	"	117	"	"				
98	"	"	118	"	"	146	"	"	"
99	"	"	119	"	"	147	"	"	"
100	"	"	120	"	"	148	"	"	"
101	"	"	121	"	"	149	"	"	"
102	"	"	122	"	"	150	"	"	"
103	"	"	123	"	"	151	"	"	"
104	"	"	124	"	"	152	"	"	"
105	"	"	125	"	"	153	"	"	"
			126	"	"	154	"	"	"
			127	"	"	155	"	"	"
			128	"	"				
			129	"	"				
			130	"	"				
			131	"	"				
			132	"	"				
			133	"	"				
			134	"	"				
			135	"	"				

KEY TO SPORTS SECTION

Critical Thinking Test

Name _____
 Date of Birth _____
 Boy _____ Girl _____

Part III - Sports

	a	b	c	a	b	c			
1	"	"	"	31	"	"	"		
2	"	"	"	32	"	"	"		
3	"	"	"	33	"	"	"		
4	"	"	"	34	"	"	"		
5	"	"	"	35	"	"	"		
6	"	"	"	36	"	"	"	61	Fact
7	"	"	"	37	"	"	"	62	Inference
8	"	"	"	38	"	"	"	63	Opinion
9	"	"	"	39	"	"	"	64	"
10	"	"	"	40	"	"	"	65	"
11	"	Fact	Opinion		Fact	Inference	Opinion		
12	"	"	"	41	"	"	"	66	"
13	"	"	"	42	"	"	"	67	"
14	"	"	"	43	"	"	"	68	"
15	"	"	"	44	"	"	"	69	"
16	"	"	"	45	"	"	"	70	"
17	"	"	"	46	"	"	"	71	"
18	"	"	"	47	"	"	"	72	"
19	"	"	"	48	"	"	"	73	"
20	"	"	"	49	"	"	"	74	"
21	"	"	"	50	"	"	"	75	"
22	"	"	"	51	"	"	"	76	"
23	"	"	"	52	"	"	"	77	"
24	"	"	"	53	"	"	"	78	"
25	"	"	"	54	"	"	"	79	"
			Unimportant Detail	55	"	"	"	80	"
				56	"	"	"	81	"
				57	"	"	"	82	"
26	"	Fact	Opinion	58	"	"	"	83	"
27	"	"	"	59	"	"	"	84	"
28	"	"	"	60	"	"	"	85	"
29	"	"	"						
30	"	"	"						

KEY TO SPORTS SECTION

	Fact	Emotive		Fact	Emotive		a	b	c	
	86	"	"	106	"	"	136	"	"	"
	87	"	"	107	"	"	137	"	"	"
	88	"	"	108	"	"	138	"	"	"
	89	"	"	109	"	"	139	"	"	"
	90	"	"	110	"	"	140	"	"	"
	91	"	"	111	"	"	141	"	"	"
	92	"	"	112	"	"	142	"	"	"
	93	"	"	113	"	"	143	"	"	"
	94	"	"	114	"	"	144	"	"	"
	95	"	"	115	"	"	145	"	"	"
	96	"	"	116	"	"				
	97	"	"	117	"	"				
	98	"	"	118	"	"	146	"	"	"
	99	"	"	119	"	"	147	"	"	"
	100	"	"	120	"	"	148	"	"	"
	101	"	"	121	"	"	149	"	"	"
	102	"	"	122	"	"	150	"	"	"
	103	"	"	123	"	"	151	"	"	"
	104	"	"	124	"	"	152	"	"	"
	105	"	"	125	"	"	153	"	"	"
				126	"	"	154	"	"	"
				127	"	"	155	"	"	"
				128	"	"				
				129	"	"				
				130	"	"				
				131	"	"				
				132	"	"				
				133	"	"				
				134	"	"				
				135	"	"				

Name

CHAPTER IV

RECOMMENDATIONS FOR FURTHER STUDY

This writer has developed a workbook dealing with only four components of critical thinking. There is still a great need to develop materials for the following components of critical thinking:

1. Defining a problem
2. Organizing information
3. Forming concepts
4. Judging relevancy
5. Reasoning
6. Analyzing data
7. Evaluating information
8. Drawing conclusions
9. Generalizing

This workbook remains to be tested.

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APPENDIX

This workbook may also be organized by areas of critical thinking instead of by content. When reorganized this way, there would be three sets of exercises for each level. The able student might do only one exercise whereas the more needy student might do all three sets. Similarly, there would be three "teaching" letters to the student for each area of critical thinking. The able student might read only one whereas the more needy student would benefit from all three teaching examples. This pattern of organization is illustrated below:

	News	Theater	Sports
FACTUAL ACCOUNTS			
Letter to the student	38	81	123
Level I.	39	83	124
Level II	41	85	126
Level III.	43	87	128
INFERENCES			
Letter to the student	46	89	130
Level I.	47	90	131
Level II	50	93	134
Level III.	53	96	137
EMOTIVE LANGUAGE			
Letter to the student	55	98	139
Level I.	57	100	140
Level II	62	105	145
Level III.	65	108	147
TONE			
Letter to the student	68	111	150
Level I.	69	112	151
Level II	72	115	154
Level III.	76	119	158