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# A comparative study of the critical reading skills stressed by reading specialists and those emphasized by teachers of grades seven and eight

Helen Miriam Gunn

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A COMPARATIVE STUDY OF THE CRITICAL READING SKILLS  
STRESSED BY READING SPECIALISTS AND THOSE EMPHASIZED  
BY TEACHERS OF GRADES SEVEN AND EIGHT

by

Sister Helen Miriam Gunn, S.C.

A DISSERTATION  
SUBMITTED IN PARTIAL FULFILLMENT OF THE  
REQUIREMENTS FOR THE DEGREE OF  
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## CHAPTER I

### THE PROBLEM

#### Introduction

Excellence in education is being demanded by present day society. This excellence can be achieved through good teaching of basic subjects. Since reading is the medium through which most knowledge is obtained, much stress is being placed upon its teaching--its teaching as a specialized subject, its teaching in relation to content area courses, and its teaching as a preparation for future citizens.

"In our earlier national life reading was considered a tool, a technique, which if mastered, would be turned to the desirable purpose of elevating the individual and enabling him to be a good citizen. Today this is greatly changed."<sup>1</sup> Giving reasons for this change, Traxler and Jungeblut state:

The tremendous and ever growing extension of man's knowledge about himself, his environment of this planet, and about the universe requires training to read with quick understanding of the essentials and, at the same time, depth of comprehension.<sup>2</sup>

Another cause is the development and extensive use of mass communi-

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<sup>1</sup>Rosa Gans, Guiding Children's Reading Through Experience (New York: Bureau of Publications, Teachers College, Columbia University, 1941), p.v.

<sup>2</sup>Arthur E. Traxler and Ann Jungeblut, Research in Reading During Another Four Years, Summary and Bibliography, July 1, 1953 - December 31, 1957 ("Educational Records Bulletin," No. 75; New York: Educational Records Bureau, 1960), p. 1.

ation--especially television. This poses the problem of establishing evaluative criteria for those channels of information and amusement and also of emphasizing the value of reading.

A third and very important factor for the present emphasis placed upon reading is the effort of others to change one's thinking and to influence behavior. Stemming from this effort has been a prolific flow of various types of printed materials. As a consequence, "the written word has become not only an instrument but a means of enslavement as well. Propaganda--often intentional and clever, again merely the result of ignorance and bias--assails the citizen from every side. The kind of reading one does thus becomes of major importance--"kind" not in the sense of what one reads but rather of how one reads. Intelligent reading today requires critical interpretation, weighing of evidence, and evaluation in terms of the reader's purpose."<sup>1</sup>

Since no mature and intelligent person believes or accepts all he reads, it is the challenge of teachers to train students to be mature readers. This implies a thorough training in the critical reading skills. If teachers are well versed in these skills, they will be able, in the words of Francis Bacon in his essay "On Study", to train pupils to "read not to contradict and refute; nor to believe and take for granted; ... but to weigh and consider."

#### Statement of the Problem

The primary objective of this study is to determine whether seventh and eighth grade teachers give proper consideration and emphasis to critical reading skills considered important by leading educators in the

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<sup>1</sup>Gans, op. cit.

field of reading. Two minor purposes are inherent in this major objective: (1) to clarify the nature of critical reading and (2) to ascertain which skills, according to reading authorities, are embodied in that level of comprehension designated as critical reading.

#### Justification of the Problem

It is the thinking of the writer that dedicated teachers do strive for professional excellence. They endeavor to educate the whole child in accordance with their own background of knowledge and experience. However, time and progress necessitate change. Hence, periodic introspection of teaching practices is imperative so that teachers might improve and update their procedures to correspond with current needs and trends.

A questionnaire was devised by the writer to focus attention on the critical reading skills considered essential by reading authorities. It should facilitate introspection, stimulate teachers to evaluate their teaching, and perhaps, inspire them to reach out for further enrichment.

It is hoped that the knowledge gained from this study will be useful in planning and executing in-service programs for the teachers receiving the questionnaire. Through such training, they should be enabled to meet the challenge which this era of "intellectual excellence" places upon them.

#### Scope and Limitations

This research study is limited to seventh and eighth grade teachers of seventy-three selected schools in Ohio, Illinois, Colorado, Texas, Maryland, New Mexico, and Michigan. It is necessarily limited to infor-

mation which could be secured through the questionnaire technique.

Evaluation of the actual teaching of the critical reading skills has not been included.

#### General Plan

The design of this study includes the following:

- A. Review of literature related to critical reading--its nature the skills involved, reading in the content areas, and teacher training.
- B. Compilation of a list of critical reading skills based on stress given by reading authorities.
- C. Formulation of a questionnaire.
- D. Distribution of the questionnaire to teachers in selected schools in seven states.
- E. Collection and Tabulation of data from the returned questionnaires.
- F. Interpretation of data in relation to the stress placed upon skills by leading educators in the reading field.

## CHAPTER II

### SURVEY OF RELATED LITERATURE

#### Reading--a Thinking Process

Reading is the act of obtaining comprehension from the printed page. However the act of comprehension is not an effortless process that allows the meaning to rise from the printed page and seep into the mind of the reader. It requires many kinds of mental effort. In other words, reading is a form of thinking and the nature of the thinking to be employed varies with the purpose of the reader.<sup>1</sup>

Although reading authorities may differ in their definitions of reading, all concur to the fact that reading and the mental process cannot be separated. The foundation for this agreement dates back to 1917 when Thorndike published his classic study of the ways children misinterpret what they read. He clearly distinguished the differences between mere verbalism in reading and understanding what was read. Comparing the reading of a paragraph to problem solving, Thorndike concluded that reading is reasoning.<sup>2</sup>

Thorndike's conclusions concerning the nature of the thought processes are similar to those Dewey held with regard to the nature of the complete thought act.<sup>3</sup> Thinking, Dewey concluded, originated in a state

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<sup>1</sup>Board of Education, Reading: Grades 7, 8, 9 A Teacher's Guide to Curriculum Planning (Curriculum Bulletin No. 11, 1957-58 Series; New York: Board of Education of the City of New York, 1964), p. 1.

<sup>2</sup>E. L. Thorndike, "Reading as Reasoning: A Study of Mistakes in Paragraph Comprehension," Journal of Educational Psychology VIII (June, 1917), p. 329.

<sup>3</sup>John Dewey, How We Think (Boston: D.C. Heath and Co., 1933), p. 72-77.

of complexity, doubt...and the ideas used in the thinking process come from past experience and accumulated knowledge.<sup>1</sup>

Summarizing sixty years of research on higher mental processes, Russell hypothesized that most thinking behavior can be categorized into one or more of six types of thinking: (1) perceptual thinking, (2) associative thinking, (3) concept formation, (4) problem solving, (5) critical thinking, and (6) creative thinking.<sup>2</sup> According to Russell, these categories are directly related to the process of reading.<sup>3</sup>

Studies utilizing various phases of the thinking process tend to substantiate Russell's theory. Langman studied the perception skills--both auditory and visual--needed in reading. In conclusion, she listed seventeen generalizations used in letter-sound analysis.<sup>4</sup>

McKillop<sup>5</sup> and Groff<sup>6</sup> illustrated that perception may be affected by attitudes. Qualitative and quantitative differences in reasoning pro-

<sup>1</sup>Ibid. p. 11

<sup>2</sup>David H. Russell, Children's Thinking (Boston: Ginn and Co., 1956) p. 280.

<sup>3</sup>David H. Russell, "Research on the Processes of Thinking with Some Applications to Reading," Elementary English, XLII (April, 1965), p. 370.

<sup>4</sup>Muriel P. Langman, "The Reading Process: A Descriptive Interdisciplinary Approach," Genetic Psychology Monographs No. 62 (August, 1960), pp. 3-40.

<sup>5</sup>Ann S. McKillop, The Relationship Between the Reader's Attitude and Certain Types of Reading Responses (New York: Bureau of Publications, Teachers College, Columbia University, 1952).

<sup>6</sup>Patrick J. Groff, "Children's Attitude Toward Reading and Their Critical Reading Abilities in Four Content-Type Materials" (Doctor's Dissertation, University of California, Berkeley, 1955).

cesses of readers of varying ability were noted by both Piekars<sup>1</sup> and McCallister.<sup>2</sup> They concluded that accuracy, logic and fluency were characteristic abilities of the better readers.

More recently, further substantiation of the reading-thinking process was made by Burton when he defined thinking as "the reflective search for valid conclusions...which enable us to choose between conflicting statements of doctrine or policy."<sup>3</sup>

Haslitt claims that "although the young child may have difficulty expressing himself, his thinking is the same qualitatively as that of adults."<sup>4</sup>

Guilford proposes an organization of approximately sixty varying intellectual activities--a system known as "structure of the intellect."<sup>5</sup> In his schema, five classes of abilities include the entire gamut of basic comprehension skills. Convergent (inductive) thinking, divergent (deductive) thinking, and evaluation or critical thinking comprise the three highest classes utilizing more complex mental processes. All abilities are assumed to be the same as those used in reading.<sup>6</sup>

<sup>1</sup>Josephine Piekars, "Getting Meaning from Reading," Elementary School Journal, LXI (March, 1956), pp. 303-9.

<sup>2</sup>James M. McCallister, "Determining the Types of Reading in Studying Content Subjects," School Review, XL (February, 1932) pp. 115-123.

<sup>3</sup>William Burton, Roland Kimball, and Richard Wing, Education for Effective Thinking (New York: Appleton-Century-Crofts Inc., 1960), p. 18.

<sup>4</sup>Victoria Haslitt, "Children's Thinking," British Journal of Psychology, XX (1930), pp. 354-61.

<sup>5</sup>Joy P. Guilford, "Three Faces of Intellect," American Psychologist, XIV (August, 1959), pp. 469-79.

<sup>6</sup>Joy P. Guilford, "Frontiers in Thinking that Teachers Should Know About," The Reading Teacher, XIII (February, 1960), pp. 176-82.

Sechor, in discussing the nature of critical reading, states that "reading is thinking with experiences and concepts in relation to printed language."<sup>1</sup>

From the above mentioned considerations, it is assumed that research evidence supports the premises that: (1) thinking refers to a complex group of abilities utilizing experiences, (2) these abilities increase in complexity and type according to purpose, (3) thinking is inherent in reading.

### Critical Reading--Its Nature and Development

Critical reading is a term that has about as many meanings as the people who use it. It is difficult to define. Some writers think of it as a single comprehension skill. Others conceive it to be a complexity of high-level thinking abilities.

One of the problems faced in the study of critical reading is the fact that each authority in the field employs a slightly different terminology. "Critical reading" and "critical thinking" are used synonymously by some authors. Others use alternatives such as "creative reading," "evaluative reading," "interpretive reading," "active reading," and "reflective reading."

Karlin maintains that critical reading is critical thinking,<sup>2</sup> while Gainsburg holds that critical reading is creative reading.<sup>3</sup> Pingry in-

<sup>1</sup>E. Elona Sechor et al., Critical Reading: An Introduction (Champaign: National Council of Teachers of English, 1959), p. 10

<sup>2</sup>Robert Karlin, "Critical Reading Is Critical Thinking," Education, LXXXIV (September, 1963), pp. 8-11.

<sup>3</sup>Joseph C. Gainsburg, "Critical Reading Is Creative Reading and Needs Creative Teaching," The Reading Teacher, LXXXII (December, 1961), pp. 185-92.

licated that the term critical thinking has been used in at least five ways.<sup>1</sup>

Russell classifies critical thinking as part of problem solving and creative reading,<sup>2</sup> while Burton labels it as a rather specific comprehension ability.<sup>3</sup>

Durrell,<sup>4</sup> Gray,<sup>5</sup> Harris,<sup>6</sup> and Hester<sup>7</sup> categorize critical reading with the higher-level thinking skills.

Despite the nebulous terms and definitions applied to the concept of critical reading, most reading authorities appear to agree that it demands personal involvement requiring the use of high-level mental processes. An interaction between the author and the reader, an understanding and interpretation of facts and a reaction to them are essential to critical reading. As Sochor states, "If reading comprehension involves thinking then critical reading must involve critical thinking."<sup>8</sup>

<sup>1</sup>R. E. Pingry, "Critical Thinking: What Is It?" Math Teacher, XLIV (November, 1951), pp. 466-470.

<sup>2</sup>David H. Russell, Children's Thinking (Boston: Ginn and Co., 1956), p. 282.

<sup>3</sup>William H. Burton, Reading in Child Development (Indianapolis: Bobbs Merrill Co. Inc., 1956), pp. 313-317.

<sup>4</sup>Donald D. Durrell, Improving Reading Instruction (New York: World Book Co., 1956), pp. 285-308.

<sup>5</sup>Lillian Gray and Dora Reese, Teaching Children to Read (New York: The Ronald Press Co., 1957), p. 57.

<sup>6</sup>Albert J. Harris, How to Increase Reading Ability (New York: Longmans, Green, and Co., 1956), pp. 433-40.

<sup>7</sup>Kathleen B. Hester, Teaching Every Child to Read (New York: Harper and Brothers, 1955), p. 256.

<sup>8</sup>Sochor, op. cit., p. 5.

Artley defines critical reading as "the process of judging with severity the ideas expressed by a writer...the reaction a reader makes to these ideas and...the use he makes of them."<sup>1</sup> DeBoer also describes it as involving "...the search for relevant materials, the evaluation of the data, the identification and comparison of sources, and the synthesis of findings. It involves the capacity for suspended judgment and the interpretation of the writer's motive. But chiefly, it involves a sufficient background of knowledge to provide a sound basis for judgment."<sup>2</sup> Kottmeyer, however, said that critical reading occurs "when the reader projects his own judgments, attitudes, and appreciations into juxtaposition with the reading material."<sup>3</sup>

Smith holds that "critical reading implies any reading in which thinking is done. It includes both literal comprehension and interpretation, but it goes further than either of these in that the reader evaluates, that is, passes personal judgment on the quality, the value, the accuracy, and the truthfulness of what is read."<sup>4</sup>

Triggs wrote of finding facts, determining their accuracy, and interpreting them in new understandings--something more than or different from the original contributions.<sup>5</sup>

<sup>1</sup>A. Sterl Artley, "Critical Reading in the Content Areas," Elementary English, XXXVI (February, 1959), p. 128.

<sup>2</sup>John DeBoer, "Teaching Critical Reading," Elementary English, XXXIII (October, 1946), pp.251-54.

<sup>3</sup>William H. Kottmeyer, "Classroom Activities in Critical Reading," School Review, LII (November, 1944), pp. 557-64.

<sup>4</sup>Nila B. Smith, Reading Instruction for Today's Children (Englewood Cliffs: Prentice-Hall, Inc., 1963), p. 263.

<sup>5</sup>Frances O. Triggs, "Promoting Growth in Critical Reading," The Reading Teacher, XII (February, 1959), pp. 158-64.

Among the research approaches used to determine the differentiation of comprehension skills used in reading, three have merited significance-- Davis', Gans' and Sochor's.

Davis' well known factorial study resulted in a listing of nine major abilities used in reading comprehension. Among these are:

(1) general word knowledge, (2) selection of contextual meaning, (3) recognition of organization, (4) selection of main idea, (5) responding to questions directly or indirectly answered in the text, (6) drawing of inferences, and (7) recognition of mood, tone, author's intent and literary devices used in the passage.<sup>1</sup>

Gans' study was conducted among elementary school children to determine the relationship existing between comprehension, as measured by reading tests, and the ability to do reference reading in the various subject areas. In analyzing data, she found consistently low correlations between critical references reading and reading comprehension. Her study suggested the importance of establishing the purpose before reading. As a result of her study, Gans concluded that reading...properly cultivated is essentially a thought process...which should be developed as a complex organization of patterns of higher mental processes. It can and should embrace all types of thinking, evaluating, judging, imagining, reasoning and problem solving.<sup>2</sup>

<sup>1</sup>Frederick B. Davis, "Fundamental Factors of Comprehension in Reading," Psychometrika, IX (September, 1944), pp. 185-97.

<sup>2</sup>Roma Gans, A Study of Critical Reading Comprehension in the Intermediate Grades (Teachers College Contributions to Education, No. 811; New York: Teachers College, Columbia University, 1940).

After analyzing a number of factorial studies, Sochor suggested that there are three aspects to critical reading: (1) the ability to deal with words, (2) the ability to see ideas and the relationship between them, and (3) the ability to deal with abstractions. In her study, she assumed thirteen different skills or abilities as comprising critical reading. Among these are the ability to make inferences, to identify a generalization, to apply information derived to a problematic situation, to distinguish the central theme of a passage, to identify the author's purpose, to sense relationships among ideas, to determine the relevancy of ideas, and to sense semantic variations among words.<sup>1</sup>

Strang proposes several abilities essential for reading critically. Included in her list are the ability to distinguish the essential from the non-essential, to examine the truth or correctness of statements, to detect discrepancies, to recognize propaganda, to note sequence of events or ideas and cause and effect relationships, to draw accurate inferences and conclusions, to integrate and organize information, and to suspend judgments until all available evidence has been obtained.<sup>2</sup>

Huelsman<sup>3</sup> and Ferrell<sup>4</sup> summarize critical reading skills deemed

<sup>1</sup>E. Elena Sochor, "Literal and Critical Reading in Social Studies," Journal of Experimental Education, XXVII (September, 1958), pp. 49-56.

<sup>2</sup>Ruth Strang, Constance McCullough, and Arthur E. Traxler, The Improvement of Reading (3rd ed., New York: McGraw Hill Book Co., Inc., 1961), pp. 104-5.

<sup>3</sup>Charles B. Huelsman, Jr., "Promoting Growth in Ability to Interpret When Reading Critically: In Grades Seven to Ten," Promoting Growth Toward Maturity in Interpreting What Is Read, ed. William S. Gray, (Supplementary Educational Monographs, No. 74; Chicago: University of Chicago Press, 1951), pp. 142-53.

<sup>4</sup>Francis H. Ferrell, "Methods of Increasing Competence in Interpreting Social Studies Materials: In Grades Ten to Fourteen," Improving Reading in All Curriculum Areas, ed. William S. Gray, (Supplementary Educational Monographs, No. 76; Chicago: University of Chicago Press, 1952), pp. 183-87.

essential for junior and senior high school students.

In their study of reading maturity, Gray and Rogers group specific abilities and understandings, to be developed in critical reading, under three aspects of reading competence as follows:

- I. Responses indicating the reader's grasp of meaning
  - A. Grasp of literal or sense of meaning
  - B. Capacity to enrich one's grasp of literal meaning through the recognition of meaning implied but not directly stated
  - C. Capacity to clarify and enrich one's grasp of the literal and implied meaning through the recall of appropriate related experiences (direct or vicarious) and their association with the content read
  - D. Capacity to enrich one's grasp of meaning through the use of the literal, implied and related meanings in reaching conclusions or making generalizations not stated by the author
  
- II. Responses indicating the reader's evaluative reaction to the material read
  - A. An attitude of inquiry concerning such items as the value, the quality, the accuracy of what is read
  - B. A tendency to suspend judgment and to use rational standards in reaching conclusions about the worth of what is read
  
- III. Responses indicating the reader's application of the material read
  - A. Recognition, implicit or explicit, that the ideas acquired may have personal or social value
  - B. Insightfulness, breadth, and penetration in making use of the ideas acquired<sup>1</sup>

That critical reading should be taught is supported by research evidence but all authorities do not seem to be in accord with the time to stress these essential skills.

Betts<sup>2</sup> and Stauffer<sup>3</sup> agree that children be taught to read and think

<sup>1</sup>William S. Gray and Bernice Rogers, Maturity in Reading (Chicago: University of Chicago Press, 1956), pp. 104-8.

<sup>2</sup>Emmett A. Betts, "Reading Is Thinking," The Reading Teacher, XII (February, 1959), pp. 146-51.

<sup>3</sup>Russell G. Stauffer, "Children Can Read and Think Critically," Education, LXX (May, 1960), pp. 522-25.

critically about matters relating to their experiences and within the limits of their rates of maturation or inner growth. While Emans suggests that critical reading must begin early so that it becomes interwoven with all aspects of intellectual and emotional life, he states that the age of ten is an opportune time to enhance a child's critical skills.<sup>1</sup>

Clymer asserts that "critical reading is not for the bright student only. Average students and, indeed, the dull students too can be led to evaluate critically material offered. Critical reading belongs in the primary grades as well as in the other grades of elementary and high school."<sup>2</sup>

Strang and Bracken concur with the preceding authorities. They affirm that "critical reading can be taught on different levels; but we cannot expect all students to attain the highest level of abstract critical thinking. There are limiting intellectual factors and personality patterns."<sup>3</sup>

Taba suggests that critical reading is not a simple gadget that can be taught and acquired on the spot in one lesson, unit, or even one single subject. She also adds that it is necessary to look upon critical thinking as a developmental process.<sup>4</sup>

<sup>1</sup>Robert Emans, "Meeting Current Reading Needs: In Grades Four Through Eight," Recent Developments in Reading, ed. H. Alan Robinson (Supplementary Educational Monographs, XXVII, No. 95; Chicago: University of Chicago Press, 1965), pp. 15-17.

<sup>2</sup>Theodore Clymer, "Implications of Research on Critical Reading and Thinking," Reading and Thinking, ed. Donald Cleland and Josephine Benson ("Seventeenth Report," Pittsburgh: University of Pittsburgh, 1961) pp. 41-46.

<sup>3</sup>Ruth Strang and Dorothy K. Bracken, Making Better Readers (Boston: D. C. Heath and Co., 1957), p. 152.

<sup>4</sup>Hilda Taba, "Problems in Developing Critical Thinking," Progressive Education, XXVIII (November, 1960), pp. 45-48.

Glaser reported a study by Burt which indicates that all the mental mechanisms necessary to formal reasoning were present by the mental age of seven years.<sup>1</sup> Again an investigation conducted by Hiram supported the assumption that upper grade students can be taught to think critically and, therefore, logically through the use of instructional procedures which emphasize the principles of logic as the learning content.<sup>2</sup>

Russell's observations of pre-adolescent interests and development led him to conclude that, for that age level, and without eliminating concrete, firsthand experiences, teachers can use readings that demand organization and generalization.<sup>3</sup>

Three approaches to the teaching of critical reading--the direct approach, the incidental approach, and the functional approach--have been described by Huelsman.<sup>4</sup>

Kettmeyer's experiment with the direct approach provided stimulation and opportunities for identifying pitfalls in critical thinking, but it presented no evidence of growth in critical reading skills nor of the

<sup>1</sup>Cyril Burt, "The Development of Reasoning in School Children" Journal of Experimental Pedagogy, V (1919), pp. 68-77, cited by E. M. Glaser, An Experiment in the Development of Critical Thinking, (Teachers College Contributions to Education, No. 843; New York: Bureau of Publications, Teachers College, Columbia University, 1941), p. 40.

<sup>2</sup>G. H. Hiram, "Experiment in Developing Critical Thinking in Children," Journal of Experimental Education, XXVI (December, 1957), p. 130.

<sup>3</sup>David H. Russell, Children Learn to Read (Chicago: Ginn and Co., 1949), pp. 64-5.

<sup>4</sup>Huelsman, op. cit. pp. 150-1

<sup>5</sup>Kettmeyer, op. cit.

transfer of skills to other subjects.

As a result of his study, Osborne concluded that, even with mature high school students, critical thinking needs long term practice.<sup>1</sup> On the other hand, Nardelli, working with sixth graders over a longer period, produced significant gains in detecting propaganda.<sup>2</sup>

Pauk believes that critical reading can be taught by using various approaches. "Critical reading may be taught through the use of reading exercises composed of materials especially selected to illustrate as many aspects of critical reading as can be determined. It may be taught through the incidental use of regular material as one finds it in daily discussion of textbooks and other reading assignments. A combination of these methods may be used. Critical reading may be taught through the use of a combination of the teaching of critical skills simultaneously with the teaching of comprehension skills."<sup>3</sup> Smith<sup>4</sup> and Spache<sup>5</sup> also suggest various methods for the development of the critical thinking skills in reading.

The authorities and studies cited above seem to be in agreement with Russell that "research has not yet clarified just what critical reading

<sup>1</sup>W. W. Osborne, "An Experiment in Teaching Resistance to Propaganda," Journal of Experimental Education, VII (September, 1939), pp. 1-17.

<sup>2</sup>R. R. Nardelli, "A Study of Some Aspects of Creative Reading" (unpublished Ph.D. Dissertation, University of California, Berkeley, 1953).

<sup>3</sup>Walter Pauk, "Improving Critical Reading," The Journal of the Reading Specialist, V (May, 1965), pp. 83-5.

<sup>4</sup>Smith, op. cit. pp. 561-2

<sup>5</sup>George Spache, Toward Better Reading (Champaign, Illinois: Garrard Press, 1963), pp. 87-9.

is and what activities are most useful for teaching it at the various grade levels."<sup>1</sup> Although discrepancies may exist with regard to the use of terminology, authorities agree that high-level mental processes or critical thinking are involved in critical reading. Some of the abilities have been identified by experts in the reading field. These skills can be developed in varying degrees with children at all grade levels. Instruction can improve the aspects of critical thinking and critical reading. Various approaches can be utilized in developing and reinforcing these critical reading-thinking skills.

### Critical Reading in the Content Areas

The first report of the National Committee on Reading aroused educators by focusing attention to the need for reading improvement in the content areas. Gray reports that "evidence secured from school surveys indicated that many good readers of narrative materials evidenced difficulty in comprehension in the content fields."<sup>2</sup>

Ten years of experimentation and study followed the issuance of this first national report. Accumulated data provided evidence that the "reading process varies significantly with differences in kinds of materials read and in the purposes for reading."<sup>3</sup> Two significant statements issued in 1937 by the Second National Reading Committee placed a challenge and the responsibility for teaching reading in the content fields

<sup>1</sup>David H. Russell and Henry R. Fea, "Research on Teaching Reading," Handbook of Research on Teaching, ed. N. L. Gage (The American Educational Research Association; Chicago: Rand McNally and Co., 1963), pp. 901-904.

<sup>2</sup>William S. Gray, "Progress Achieved and the Tasks Faced in Improving Reading in Various Curriculum Areas," Improving Reading in All Curriculum Areas (Supplementary Educational Monograph, No. 76; Chicago: University of Chicago Press, 1952), pp. 6-11.

<sup>3</sup>Ibid.

on the content area teachers.

Emphasis of the 1946 conference centered about the obligations faced by content area teachers with regard to the teaching of reading. As reported by Gray, eight basic principles governing the constructive efforts for future teaching of reading were formulated at that meeting. These principles are:

1. That in every curriculum field efficient reading, along with the use of other aids to learning, is indispensable in efforts to enrich the experiences of pupils, stimulate their thinking and promote essential types of development.
2. That growth in and through reading is a developmental process in each subject or area taught, each succeeding stage, from the earliest grades on, building upon the attainments of the preceding stage and preparing for the next.
3. That a sound, carefully co-ordinated program of basic instruction in reading is essential throughout the grades and high school to insure the introduction of, and the initial development of, the understandings, attitudes, and skills that are common to the various reading activities in which children and youth engage both in and out of school.
4. That the demands made on the reader vary with the nature of the materials read in different fields, with their difficulty, and with the purposes to be achieved through reading.
5. That the teacher of each field becomes vitally concerned with, and responsible for, guidance in reading whenever his pupils use reading as a tool in achieving the goals sought through the learning activities assigned.
6. That increased competence in reading in specific fields is achieved most economically and effectively through carefully planned guidance in all learning activities that involve reading.
7. That a crucial test of the efficiency of the instruction in any field is the competence with which pupils engage in the various learning activities that involve reading.
8. That such results are achieved most readily when all members of a school staff co-operate in developing a carefully coordinated reading program involving both basic instruction in reading and guidance in reading in all curriculum areas extending throughout the grades, high school, and junior college.<sup>1</sup>

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<sup>1</sup>Ibid.

Research studies of the past several years point to the need for reading guidance in curricular subjects.

Eva Bond, experimenting with ninth grade subjects, investigated selected reading skills and achievement in various content fields. She discovered that different degrees of relationship existed between reading skills and the many content subjects.<sup>1</sup>

In a companion study investigating achievement and abilities of tenth graders, Elden Bond concluded that some reading skills and achievement are more highly related in certain content fields.<sup>2</sup> Other studies by Shores,<sup>3</sup> Fay,<sup>4</sup> Maney,<sup>5</sup> and Sochor<sup>6</sup> provide similar findings. Such studies substantiate the premise that reading competence in one curriculum area does not assure the same ability in another. Competence in reading, as in all other intellectual activities, is the product of continuous growth and careful guidance throughout school and college years and even later.

<sup>1</sup>Eva Bond, Reading and Ninth Grade Achievement (Teachers College Contributions to Education, No. 756; New York: Bureau of Publications, Teachers College, Columbia University, 1940), pp. 56-7.

<sup>2</sup>Elden A. Bond, Tenth Grade Abilities and Achievements (Teachers College Contributions to Education, No. 813; New York: Bureau of Publications, Teachers College, Columbia University, 1940), p. 63.

<sup>3</sup>J. Harlan Shores, "Skills Related to the Ability to Read History and Science," Journal of Educational Research, XXXVI (April, 1943), pp. 584-93.

<sup>4</sup>Leo C. Fay, "The Relation Between Specific Reading Skills and Selected Areas of Sixth Grade Achievement," Journal of Educational Research, XLII (March, 1950), pp. 541-47.

<sup>5</sup>Ethel S. Maney, "Literal and Critical Reading in Science," Journal of Experimental Education, XXVII (September, 1958), pp. 57-64.

<sup>6</sup>E. Elena Sochor, "Literal and Critical Reading in Social Studies," Journal of Experimental Education, XXVII (September, 1958), pp. 49-56.

A need for developing functional critical reading abilities in various subject areas is evidenced by the investigations of Jacobsen<sup>1</sup> and McCullough.<sup>2</sup> However, Husband and Shores conclude that "the differences in these abilities (between various areas) is one of degree and direction of differentiation of a generalized ability to read rather than a difference in the kind of skill required."<sup>3</sup>

Gray emphasized the importance of teaching reading in the content areas when he stated the following: "I wish to refer to the urgent need for reading in the content fields. Herein lies one of the greatest possibilities for developing mature, competent readers in the future."<sup>4</sup>

Critical reading in the content areas can and should be developed. Research studies substantiate the premise that each content subject has its own technical vocabulary, concepts, and refinement of reading skills essential for mastery of its specific material. Therefore, teachers must accept wholeheartedly their respective responsibilities for the guidance needed to enable their students to become proficient readers.

#### Teachers' Professional Growth

Efforts to upgrade the quality of reading instruction in the schools have directed attention from techniques to the teacher.

<sup>1</sup>Paul B. Jacobsen, "The Effect of Work-Type Reading Instruction Given in the Ninth Grade," School Review, XL (April, 1932), pp. 273-81.

<sup>2</sup>Constance McCullough, "Improving Reading Comprehension in Grade IX," School Review, XLV (April, 1937), pp. 266-73.

<sup>3</sup>K. L. Husbands and Harlan J. Shores, "Measurement of Reading for Problem Solving: Critical Review of the Literature," Journal of Educational Research, XLIII (February, 1950), pp. 453-65.

<sup>4</sup>William S. Gray, "Looking Ahead in Reading," Educational Digest, XXVI (February, 1961), pp. 26-28.

That teachers, especially in the content fields, felt insecure and unprepared to render intelligent service in the teaching of reading was reported by Gray in 1952.<sup>1</sup> Karlin, again in 1957, noting a growing awareness that both elementary and high school teachers were ill prepared to teach reading, outlined plans for the improvement of teacher preparation at the collegiate levels.<sup>2</sup>

In 1959, Hall proposed that the training of good teachers of reading must begin with the "good teacher." He advocated that

Beginning with such a teacher, we should try to develop a good teacher of reading by giving him a chance to experience reading in its best sense himself. No one who shuns reading, who sees little personal significance in reading, and whose reading is word-perfect but superficial can be a good teacher of reading. Many average teachers of reading have mastered courses in techniques. They can state sound aims for reading from memory but they still emphasize mechanics at the expense of meaningful interpretation of content and the covering of a course at the expense of the development of the child's interest and enthusiasm.<sup>3</sup>

"That all students be required to make formal application to teacher education programs...selection criteria to include degree of academic proficiency, mental and emotional maturity, indication of aptitude for teaching, and competency in the elementary grade skills" was a major recommendation resulting from the Harvard-Carnegie Reading Study.<sup>4</sup>

<sup>1</sup>Gray, op. cit.

<sup>2</sup>Robert Karlin, "Plans Underway for the Improvement of Teacher Preparation," Reading in Action (ed.) Nancy Larrick, International Reading Association Conference Proceedings II (New York: Scholastic Magazines, 1957), pp. 133-55.

<sup>3</sup>C. Wayne Hall, "Forgotten Factors in the Reading Program," Reading in a Changing Society (ed.) J. Allen Figurel, International Reading Association Conference Proceedings IV (New York: Scholastic Magazines, 1959), pp. 80-2.

<sup>4</sup>Mary C. Austin, Coleman Morrisich, Helen J. Kenney, et al., The Torchlighters: Tomorrow's Teachers of Reading (Cambridge, Mass.: Harvard University Press, 1961), p. 142.

Burns' proposals for better teacher preparation for the teaching of reading included "more conscious attention to the area of reading in the professional sequence; master teachers in the field of reading to work with student teachers; richer provisions for laboratory experiences, for internships, for practice teaching under capable supervision; a familiarity with basic research in the reading field."<sup>1</sup>

Concerning the pre-service training of prospective reading teachers, Austin's recommendations included the following:

That senior faculty members, prominent in the field of reading, play a more active role in the instruction of undergraduates and assume responsibility for teaching at least one undergraduate course.

That class time devoted to reading instruction be equivalent to at least three semester hours credit.

That the basic reading instruction offered to prospective elementary teachers be broadened to include content and instructional techniques appropriate for the intermediate and upper grades.<sup>2</sup>

Materials, policies, techniques and research were areas touched upon in this report.

Research in the area of pre-service training has steadily increased since 1961. Adam's study focused on teachers' judgments of their need for learning about various aspects of reading instruction.<sup>3</sup> Furr's investigation evaluating the effectiveness of a required undergraduate reading course evidenced a need for actual teaching experiences with children and

<sup>1</sup>Constance Burns, "How Can We Give Teachers Better Preparation for the Teaching of Reading?" Reading in Action (ed.) Nancy Larrick International Reading Association Conference Proceedings, II; New York: Scholastic Magazines, 1957), p. 153.

<sup>2</sup>Austin, et al., op. cit. pp. 143-45.

<sup>3</sup>Mary Lourita Adams, "Teachers' Instructional Needs in Teaching Reading," The Reading Teacher, XVII (January, 1964), pp. 260-64.

more observations of reading classes.<sup>1</sup>

Griese described current innovations in teaching procedures in college reading programs.<sup>2</sup> Robinson, however, reaches toward a more comprehensive program when she recently expressed a utopian view of "tomorrow's teachers of readings:"

These gifted men and women who believe that reading is an essential part of living and who can inspire all pupils by example will be our future reading teachers. These teachers will be truly professional who know why they carry on given activities as well as how to do them. They will be free to experiment with less effective parts of the instructional program and to adapt their materials and methods of teaching to the needs of their particular pupils. They will inspire confidence in parents and suggest ideas to them rather than change their direction because of parental pressure. Teachers with such training may be a part of a team in which their competency with reading will be utilized to the full.<sup>3</sup>

Another aspect of the teacher's professional growth is the in-service program which functions to stimulate teachers to be more effective in their classroom procedures.

Graves takes the position "that in-service programs have two important foundations: (1) they are a necessary means of keeping a faculty up-to-date professionally in the curriculum areas of their responsibility and (2) they provide a medium for change, whereby traditional practices in the local school district may be viewed against the broader goals of

<sup>1</sup>Oneta Roberts Furr, "The Effectiveness of a College Course in the Teaching of Reading," Reading and Inquiry (ed.) J. Allen Figural (International Reading Association Conference Proceedings, X; Newark: International Reading Association, 1965), pp. 370-72.

<sup>2</sup>Arnold A. Griese, "Innovations in College Teaching of Reading Programs," Reading and Inquiry, (ed.) J. Allen Figural (International Reading Association Conference Proceedings X; Newark: International Reading Association, 1965), pp. 372-74

<sup>3</sup>Helen M. Robinson, "Looking Ahead in Reading," Recent Developments in Reading, (ed.) H. Alan Robinson (Supplementary Educational Monographs, No. 95; Chicago: University of Chicago Press, 1965), pp. 217-227.

Kappa and Van Meter made a study in which 92 per cent of the teachers indicated demonstration lessons very helpful.<sup>1</sup> However, Livesay points out that the demonstration lesson is most effective when it is given in the teacher's classroom with his own group of pupils. She also suggests that workshops can be a most effective way of providing in-service training. To be meaningful, they must be planned to integrate theory with practice. They must meet both needs and interests.<sup>2</sup> Carroll maintains that "workshops need to be flexible, individualized, varied, and thorough."<sup>3</sup>

McGuire and associates reported that interclass visitation proved a fruitful professional experience.<sup>4</sup>

With regard to the emerging reading consultant, Livesay comments:

And to help teachers to become more effective is the responsibility of effective educational leadership. Whenever possible, this should come from an active, creative consultant who is specially trained and has been given the time to work with teachers, to examine and try materials, to develop methodology, and to interpret research.<sup>5</sup>

<sup>1</sup>Don Kappa and Margaret Van Meter, "Opinions of Teachers Concerning the Most Helpful Supervisory Procedures," Educational Administration and Supervision, XLIII (April, 1957), p. 219.

<sup>2</sup>Maragarethe F. Livesay, "Methods of Helping Teachers Prepare Effective Readers," Recent Developments in Reading, ed. H. Alan Robinson ("Supplementary Educational Monographs," No. 95; Chicago: The University of Chicago Press, 1965), pp. 201-06.

<sup>3</sup>Hazel Horn Carroll, "The Reading Workshops: A Tool in Teacher Education," Reading and Inquiry, ed. J. Allen Figurel (International Reading Association Conference Proceedings X; Newark: International Reading Association, 1965), pp. 374-76.

<sup>4</sup>George K. McGuire et al., "Visiting Other Teachers in Your School: A Basis for Communication," The Elementary School Journal, LVIII (March, 1958), pp. 331-34.

<sup>5</sup>Livesay, op. cit.

Robinson and Rauch offer a number of guiding principles for the reading consultant in conducting in-service programs. Notable among the services described are demonstrations, bulletins, conferences, interclass visitations, closed-circuit and educational television, and the establishment of professional library.<sup>1</sup>

The above quoted research leads one to conclude that the professional training of teachers is vital to effective teaching of reading. Good teachers who are interested in and who entertain a love for reading should be prepared to teach it. Pre-service training should be of such caliber that it adequately prepares prospective teachers to teach reading. Various approaches may be utilized to provide continuous professional growth through the in-service program.

#### Summary

From the research cited in this summary of related literature, the following more specific conclusions may be drawn:

1. Thinking is a component of complex mental abilities utilizing experience.
2. High-level mental processes are otherwise known as critical thinking.
3. Thinking is inherent in reading.
4. Although research has not defined critical reading accurately, authorities concur that critical reading is critical thinking in a reading situation.
5. In designating critical reading, discrepancies exist among

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<sup>1</sup>H. Alan Robinson and Sidney J. Rauch, Guiding the Reading Program: A Reading Consultant's Handbook (Chicago: Science Research Associates, Inc. 1965), pp. 47-56.

authorities with regard to the use of terminology.

6. Some critical thinking abilities used in reading have been identified by reading authorities.
7. Critical reading abilities can and should be developed with student of all levels.
8. Teaching the critical reading and critical thinking skills is the responsibility of all teachers.
9. Because each content subject has its own technical vocabulary, concepts, and reading skills necessary for mastery of its specific material, teachers in each subject area should develop them.
10. Opportunities for professional growth should be a prime concern of educators, administrators, supervisors and teachers.

## CHAPTER III

### PROCEDURE

This study was undertaken to determine whether seventh and eighth grade teachers give proper consideration and emphasis to critical reading skills deemed important by leading educators in the field of reading. Two other purposes are inherent in this major objective: (1) to clarify the nature of critical reading and (2) to ascertain which skills, according to reading authorities, are embodied in that level of comprehension designated as critical reading.

The survey, employing a questionnaire as the instrument of gathering data, was conducted among a selected sampling of seventh and eighth grade teachers. Past experience of the writer with teachers and pupils at these levels indicated weaknesses which suggest assessment not only of teaching procedures but also of teacher preparation. If good teaching presupposes knowledge of a particular field, then reading instruction could be upgraded if teachers were alerted to every phase of its development. This implies an adequate foundation in its principles and teaching sequences from kindergarten through college. Responsibility for this acquisition of knowledge rests not only with the teachers themselves but with all who help to prepare and supervise them.

#### Compilation of Skills

An initial step in achieving the purposes of this study was a perusal of education books and current literature related to the topic.

It provided an informational and experiential background. Then followed a compilation of skills based on Nila B. Smith's classification of "Getting Meanings from Words". According to Smith critical reading includes both the literal and interpretive comprehension skills.<sup>1</sup> So, after much deliberation, it was decided to include the category of interpretive skills on the check list. Professional writings of nine other experts in the reading field--Austin, Betts, Dechant, Harris, Heilman, Helen Smith, Spache, Strang, and Williams--were consulted and used as references. Titles and chapter references of these authoritative sources appear in the appendix.<sup>2</sup> In several instances detection of the level of skill emphasis was difficult. The writer inferred the level basing the decision on the fact that "research has not determined a definite sequential order for the development of comprehension abilities."<sup>3</sup> Continuing the same thought, Smith writes:

Before the pupil reaches junior high school, he will have used all the comprehension abilities in various ways and in various combinations. However, pupils do not acquire an adequate mastery of all the skills involved in comprehension without systematic training. Some of the strands may not be perfected until the student is in high school or college. Just as there appears to be a hierarchy of the different skills, there also appears to be sequential growth within each skill.<sup>4</sup>

For these reasons the writer felt justified in using Williams' list of

<sup>1</sup>Nila B. Smith, Reading Instruction for Today's Children (Englewood Cliffs: Prentice-Hall, Inc., 1963), p. 263.

<sup>2</sup>See Appendix, p. 89.

<sup>3</sup>Helen K. Smith, "Sequence in Comprehension," Sequential Development of Reading Abilities, ed. Helen Robinson ("Supplementary Educational Monographs," No. 90; Chicago: University of Chicago Press, 1960), pp. 51-56.

<sup>4</sup>Ibid., p. 53

skills based on her study of basic readers.<sup>1</sup>

Next, a chart was prepared. Although there is probably no categorized list of skills on which all authors would agree, the skills were grouped for purposes of this study. If a specific skill was listed by an authority, an X was placed below his name. If at least four authorities were in agreement with regard to a certain skill, it would be considered emphasized by them. An indication of the skill emphasis made by the selected authorities is summarized in Table 1.

### The Questionnaire

Construction of the questionnaire was based on research and professional writings of specialists in the reading field. In determining the format of the questionnaire it seemed desirable to include information pertinent to the teacher and her work as well as the check list of critical reading skills. Several drafts were formulated and submitted to co-workers for reading and possible revision.

In its final draft, the questionnaire consisted of four sections.<sup>2</sup> Part one provided data regarding the experiential and educational backgrounds of the teachers. Part two indicated teacher use of pupils' reading records. Part three revealed strengths and weaknesses of teacher emphasis with regard to the critical reading skills. Part four furnished information for planning in-service programs.

Before mailing, the questionnaire was submitted to a small sampling of teachers, not included in the survey, to check for length, clarity

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<sup>1</sup>Gertrude Williams, "Provisions for Critical Reading in Basic Readers," Critical Reading: An Introduction, ed. E. Elona Seehor, et al. (Champaign: National Council of Teachers of English, 1959), p. 35.

<sup>2</sup>See Appendix, p. 92.

TABLE 1

CHECK LIST OF SKILL EMPHASIS BY READING AUTHORITIES

Interpretation: "...skills concerned with supplying or anticipating meanings not directly stated in the text." Smith - p. 263	Austin	Betts	Dechant	Harris	Hellman	Smith, Nila	Smith, H.	Spache	Strang	Williams
<b>Reasoning:</b>										
Classifying ideas.....	. .	. .	. .	X	. .	X	X	X	X	X
Comparing and contrasting.....	X	. .	X	X	X	X	X	X	X	X
Drawing conclusions.....	X	X	X	X	X	X	X	X	X	X
Forming opinions.....	X	X	X	X	X	X	X	X	X	X
Forming sensory images.....	. .	. .	X	. .	X	X	. .	X	X	X
Formulating generalizations.....	X	X	X	. .	. .	. .	. .	X	X	X
Interpreting ideas implied not stated.....	X	X	X	. .	X	X	X	X	X	X
- Interpreting charts, graphs, maps, picturs, tables.....	X	X	X	X	X	X	X	X	X	. .
Perceiving relationships between words, ideas.....	. .	X	X	X	X	X	X	X	X	X
Predicting outcomes.....	. .	. .	X	X	X	X	. .	X	X	X
Reasoning cause and effect.....	. .	X	X	X	X	X	. .	X	X	X

TABLE 1--Continued

	Austin	Betts	Dechant	Harris	Heilman	Smith, Nils	Smith, H.	Spache	Strank	Williams
<b>Interpretative Skills</b>										
Reasoning about details not given.....	. .	. .	X	X	X	X	. .	X	X	. .
<b>Organizing:</b>										
Detecting main idea.....	X	X	X	X	X	X	X	X	X	X
Detecting significance of passage, statement, selection...	X	X	X	X	X	X	X	X	X	. .
Establishing sequence.....	X	X	X	X	X	X	X	X	X	. .
Following directions.....	X	X	X	X	X	X	X	X	X	. .
Summarizing.....	. .	X	X	X	X	X	X	X	X	. .
<b>Getting Word Meanings:</b>										
In isolation.....	X	X	X	X	X	X	X	X	X	. .
In context.....	X	X	X	X	X	X	X	X	X	. .
Denotation.....	. .	X	X	X	X	X	X	X	. .	. .
Connotation.....	. .	X	X	X	X	X	X	X	. .	. .
Interpreting idiomatic and figurative language.....	. .	X	X	X	X	X	X	X	X	X

TABLE 1--Continued

Critical Readings: "...includes literal comprehension and interpretation but it goes further than either of these in that the reader evaluates, that is, passes personal judgment on the quality, the value, the accuracy, and the truthfulness of what is read." Smith	Austin	Betts	Dechant	Harris	Hellman	Smith, Nils	Smith, H.	Spache	Strang	Williams
Critical thinking.....	X	X	X	X	X	X	.	X	X	X
Investigating Sources:										
Attitude of inquiry towards author.....	.	X	X	X	X	X	.	X	X	.
Challenging accuracy and reliability of facts.....	.	.	X	X	.	X	.	X	X	.
Challenge sufficiency of evidence supporting author's viewpoint.....	.	.	X	X	.	X	.	X	X	X
Combine and reconcile viewpoints of various authors.....	X	X	X	X	.	X	.	X	X	X
Detecting faulty logic.....	.	.	X	.	X	X	.	X	X	.
Judging reasonableness and relevancy of material to topic.	X	X	X	.	.	X	.	X	X	X
Questioning authenticity of author's professional reputation and competence.....	X	X	X	X	X	X	.	.	X	.
Questioning publication date and importance of topic.....	.	X	X	X	X	X	.	X	X	.
Recognizing Author's Purpose:										
Anticipating author's meaning.....	X	X	X	X	X	X	.	X	X	.

TABLE 1--Continued

Critical Reading Skills	Austin	Rebbs	Dechant	Harris	Heilman	Smith, Nila	Smith, H.	Spache	Strang	Williams
Deciding truthfulness of the author's statements.....	X	X	X	. .	X	. .	X	X	X	X
Detecting bias or prejudice.....	X	. .	X	X	X	X	X	X	X	X
Evaluating ideas and reacting to them in light of the author's purpose.....	X	X	X	X	X	X	X	X	X	X
Evaluating the author's attitude.....	X	X	X	X	. .	X	X	X	X	X
<b>Distinguishing Opinion and Fact:</b>										
Distinguishing fact and fancy.....	X	X	X	. .	. .	X	X	X	X	X
Distinguishing fact and opinion.....	X	X	X	. .	X	X	X	X	X	X
Recognizing unverified statements.....	. .	. .	X	. .	. .	X	. .	X	X	. .
<b>Making Inferences:</b>										
Drawing inferences from the material.....	X	X	X	. .	X	X	X	X	X	X
Recognizing stated inferences.....	X	. .	X	. .	. .	X	X	X	X	. .
Sensing inferential meaning in author's diction.....	X	. .	X	. .	. .	X	X	X	X	. .

TABLE 1--Continued

Critical Reading Skills	Austin	Betts	Dechant	Harris	Heilman	Smith, Nila	Smith, H.	Spache	Strang	Williams
<b>Forming Judgments:</b>										
Evaluating summaries.....	X	. .	X	. .	. .	. .	. .	X	X	X
Experiencing personal reactions in agreeing or disagreeing	X	. .	X	X	. .	X	. .	X	X	. .
Judging author's statements in light of child's knowledge and experiences.....	X	X	X	X	. .	X	. .	X	X	X
Reacting to the mood or tone of a selection and its degrees of realism as viewed from child's background.....	. .	. .	X	. .	. .	. .	. .	X	X	X
<b>Recognizing and Analyzing Propaganda Devices:</b>										
Bad Names and Name calling.....	. .	. .	X	X	. .	X	. .	X	X	. .
Glad names and Glittering generalities.....	. .	. .	X	X	. .	X	. .	X	X	. .
Transfer.....	. .	. .	X	X	. .	X	. .	X	X	. .
Testimonial.....	. .	. .	X	X	. .	X	. .	X	X	. .
Plain Folks.....	. .	. .	X	X	. .	X	. .	X	X	. .

TABLE 1--Continued

Critical Reading Skills	Austin	Betts	Dechant	Harris	Heilman	Smith, Nila	Smith, H.	Spache	Strang	Williams
Band wagon.....	.	.	X	X	.	X	.	X	X	.
Card stacking.....	.	.	X	X	.	X	.	X	X	.
Sheer repetition.....	.	.	.	X	.	.	.	X	X	.
Highlighting or playing down of certain ideas through size of print and position on paper.....	.	.	.	.	.	.	.	.	X	.
Recognizing words, phrases and sentences quoted out of context.....	.	.	.	.	.	.	.	.	X	.
Literary Appreciation:										
Appreciating humor and plot.....	.	.	.	X	X	.	.	X	X	X
Identifying and comparing elements of style.....	.	.	X	X	.	X	X	X	X	X
Identifying and evaluating character traits and motives...	.	.	X	X	X	X	X	X	X	X

and purposefulness. Their responses to the questionnaire indicated evident clarity; therefore, the questionnaire was put in final form for mailing.

### Population

Two hundred thirty seventh and eighth grade teachers from seventy-three schools of varied socio-economic and cultural levels in seven states were selected for this study. This sampling included teachers of self-contained classrooms as well as those engaged in departmental teaching. Both religious and lay teachers were represented.

### Collection of Data

In March, 1966 the questionnaire and an explanatory letter were mailed individually to the two hundred thirty teachers. A stamped, self-addressed envelope was provided for the questionnaire's return. To achieve objectivity, no identification of respondents was required.

Of the total number of teachers contacted, eighteen did not reply. Five returned the questionnaires unanswered. Two hundred seven responded. This gave a net usable total of 89.6 per cent. Table 2 indicates the distribution of questionnaires and the returns according to states which, for purposes of this study, are designated from A to G.

### Tabulation and Summary of Data

Data from each section of the questionnaire were tallied and converted into percentages. Tables were then constructed as a basis for analysis. Findings of the data were interpreted in accordance with research findings and in relation to the skill emphasis of reading author-

TABLE 2  
DISTRIBUTION OF QUESTIONNAIRES ACCORDING TO STATE

State	Number of Schools	Number Sent	Number Returned	Percentage
A	11	24	18	75.0
B	1	2	2	100.0
C	2	10	8	80.0
D	11	39	38	97.4
E	4	12	10	83.3
F	43	142	130	91.5
G	1	1	1	100.0
Total 7	73	230	207	89.6

ities. They were then summarized and recommendations formulated. The recommendations were based on need, desirability for teachers, and opportunities for effectiveness.

## CHAPTER IV

### INTERPRETATION OF PROFESSIONAL GROWTH, PRACTICES, AND ATTITUDES

One of the most vital factors in the educative process is that of teacher competence. This competence is dependent not merely upon the individual's innate talents and the ability to establish rapport but also on his professional training and experience. Hence, information pertinent to the respondents' backgrounds was solicited, studied, and is interpreted in this chapter.

Teachers from selected schools in seven states were polled. Table 2 summarized the distribution of the questionnaires.<sup>1</sup> Table 3 indicates the scatter of respondents.

TABLE 3  
DISTRIBUTION OF RESPONDENTS TO QUESTIONNAIRE

Teachers	Number	Percentage
Lay Men	17	8.2
Lay Women	31	15.0
Religious Women	159	76.8
Total	207	100.0

Data indicate that of the two hundred seven responses to the questionnaire more than three-fourths are religious. Lay teachers

<sup>1</sup>Supra, page 38.

total about 23 per cent. Studied from another angle, data show 8.2 per cent to be male teachers - a small proportion when compared with the women whose total percentage is 91.8.

Type of class organization was considered a significant factor in this study. Because of its structure, the self-contained classroom demands a teacher competent in the various curriculum areas. But frequently, this versatility is more of an ideal than a reality because of human talents and educational preparation. Where teacher deficiencies exist, students evidence corresponding weaknesses in the respective content subjects.

Departmentalized teaching provides for more proficient instruction when teachers have subject preferences, aptitudes, and a wider experiential background in a certain field. However, dangers also exist. Weaknesses occur when teachers shirk responsibility and shift the teaching of essential skills to one or other of the content teachers. Such responsibility becomes no one's responsibility; hence, the students suffer educationally. Good supervisory practices at the school and community level are necessary to detect and counteract resultant weaknesses.

As summarized in Table 4, answers to the questionnaire indicate that the two types of classroom organization were utilized by respondents at both levels.

Statistics reveal that approximately one-third of the instruction takes place in self-contained classrooms while a little less than two-thirds is departmentalized. Comparison of the figures with regard to levels taught indicates that 32 per cent of the respondents were teachers of grade seven, 40 per cent were eighth grade teachers and approximately

TABLE 4

DISTRIBUTION OF RESPONDENTS ACCORDING TO GRADE LEVEL  
AND TYPE OF CLASS ORGANIZATION

Grade Level	No. of Teachers	Percentage
<b>Self-contained Classroom</b>		
Grade seven	35	16.9
Grade eight	33	16.0
Grades seven and eight	8	3.8
Total	76	36.7
<b>Departmental Classes</b>		
Grade seven	32	15.4
Grade eight	50	24.2
Grades seven and eight	49	23.7
Total	131	63.3

28 per cent were engaged in seventh and eighth grade instruction. It is interesting to note that of the latter group the ratio of departmentalized teachers to the teachers of the self-contained classroom was approximately six to one.

Addenda to this section of the questionnaire indicate that special reading teachers were provided, in some instances, to a very small percentage of the self-contained classroom teachers.

Replies to the questionnaire reveal that the respondents' back-

grounds of experience were multivariate. One aspect -- the number of years of classroom experience -- is summarized in Table 5.

TABLE 5  
DISTRIBUTION OF TEACHER EXPERIENCE  
ACCORDING TO TOTAL YEARS  
OF TEACHING EXPERIENCE

Total Years of Teaching Experience	No. of Teachers	Percentage
None	12	5.8
1 - 2	13	6.3
3 - 5	10	4.8
6 - 10	31	15.0
11 - 20	66	31.9
21 or more	75	36.2
Total	207	100.0

According to the data, the range of experience in years extended from none (excepting student teaching) to nearly a half century. Fewer than one-third of the teachers had taught 5 years or less. Approximately one-third came within the limits of the median which spanned from 11 to 20 years. Those teachers with more than 20 years experience in the classroom comprise the final 36.2 per cent.

Another phase of experiential background -- the span of grade levels taught by respondents -- is summarized in Table 6.

On the basis of the data obtained, it is concluded that 19 per cent have had background experience in either primary, intermediate, or high school classes. One-fourth of the teachers have taught in

TABLE 6

DISTRIBUTION OF TEACHER EXPERIENTIAL BACKGROUND  
ACCORDING TO GRADE LEVELS TAUGHT

Grade Level	No. of Teachers	Percentage
No experience	12	5.8
Primary	1	.5
Intermediate	4	2.0
Primary Intermediate	3	1.4
Junior High	15	7.2
Primary Junior High	5	2.4
Intermediate Junior High	51	24.6
Primary Intermediate Junior High	112	54.1
Primary High School	4	2.0
Total	207	100.0

both the middle and upper grades. More than half of the respondents have had multilevel teaching experiences -- an invaluable aid in understanding and appreciating sequential skill development.

With regard to teacher competence, the number of years' teaching experience at the present grade level is considered an important factor. Brogan states that "about three years' experience seems to be required

in order that teachers be fully efficient in a particular grade."<sup>1</sup>

Table 7 summarizes this aspect of the respondents' experiential backgrounds.

TABLE 7  
DISTRIBUTION OF TEACHER EXPERIENCE  
AT LEVEL INDICATED ON QUESTIONNAIRE

Years of Experience at Present Level	No. of Teachers	Percentage
None	25	12.0
1 - 2	52	25.1
3 - 5	41	20.0
6 - 10	32	15.4
11 - 20	32	15.4
21 or more	25	12.0
Total	207	100.0

Figures in Table 7 reveal that a small percentage of the teachers had no previous experience at the level for which they answered the questionnaire, and approximately twenty-five per cent had two years or less. However, this lack of experience should not have proved detrimental to good classroom instruction. Practical in-service training programs and good supervisory practices should have provided opportunities for the development of teacher proficiency.

<sup>1</sup>Sister Ann Josephine Brogan, "A Study of the Emphasis Given to Various Reading Skills in Grades Four, Five and Six," (unpublished Master's dissertation, Cardinal Stritch College, 1964), p. 31.

According to the questionnaire returns, as Table 7 indicates, about 43 per cent of the respondents have had 6 or more years teaching experience at their present grade levels. Included in the 3 to 5 year bracket are 20 per cent of the respondents. If Brogan's statement is true, then approximately two-thirds of the respondents should be considered well qualified. But experience and a good reading program are not enough. In a report of the conference of reading experts held in 1961 one reads, "From the kindergarten teacher through the board of education there must be the favorable environment in which to teach it and the ability and the will to teach it. Anything less than that is compromise."<sup>1</sup>

#### EDUCATIONAL BACKGROUND

In her report on reading in the elementary schools, Austin states:

More than any other person, the elementary teacher is entrusted with the responsibility of helping children learn to read. Her task is an awesome one, for, as John Steinbeck writes, 'Learning to read is the most difficult and revolutionary thing that happens to the human brain.' How successful the teacher is in her efforts depends on a number of factors not the least of which are the preparation she receives before entering the profession and the guidance and continuing education given to her after she begins to teach.<sup>2</sup>

This educational aspect of teacher training plays a vital role in determining the professional status of the teacher. Since no one can impart to others that which he himself does not possess, it is

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<sup>1</sup>Learning to Read: A Report of a Conference of Reading Experts (Princeton: Educational Testing Service, 1962), p. 14.

<sup>2</sup>Mary C. Austin and Coleman Morrison, The First R: The Harvard Report on Reading in Elementary Schools (New York: The MacMillan Co., 1963), p. 164.

essential that college preparation of teachers be inspirational, adequate, and thorough. Not only must a knowledge of methodology be imparted but also a grounding in the theory of learning -- the why as well as the how. In addition to this pre-service training, programs designed to supplement classroom procedures, to inform, assist, and encourage the in-service teacher should be made available. Herein lies the basis for sound educational practices; herein lies the foundation for qualitative content teaching. On this educational preparation hinges state approval and certification.

Just how educationally prepared were the respondents to this study? Information gathered from the questionnaire indicated that institutions of higher learning from many sections of the country contributed to their educational backgrounds. Various levels of academic achievement were attained by them. These levels are indicated in Table 8.

TABLE 8  
LEVELS OF COLLEGE ACHIEVEMENT ATTAINED BY RESPONDENTS

Credits or Degree	No. of Teachers	Percentage
Three years or less of college credits	28	13.5
B.S.	81	39.1
B.S. plus	4	2.0
B.A.	50	24.1
B.A. plus	13	6.3
M.A. or M.E.	31	15.0
Total	207	100.0

On the basis of the data shown, it may be concluded that, from the collegiate aspect, most of the respondents seemed adequately prepared. While a small number (about 13 percent) had accumulated, or were in the process of earning, undergraduate credits toward a degree, approximately 87 percent of the teachers held some type of degree -- either a Bachelor's (about 72 per cent) or Master's (15 percent). Among the group holding Bachelor's degrees about 8 per cent were pursuing graduate studies.

Due to the nature of this study some knowledge of the number and type of the respondents' accumulated reading credits was considered essential. Among most authorities, the consensus favor at least one reading course equivalent to a minimum of three semester hours' credit. But this has not always been the practice. Present trend is toward six credits for elementary teachers and three for prospective teachers of high schools. As pointed out by Smith:

The findings of the first Harvard Reading Report revealed that nearly all colleges and universities require one course in reading. This course, however, is taught as an integrated course of language arts or other subjects about as frequently as it is taught as a separate course. Moreover, much more emphasis is placed upon primary reading skills in such courses than on those of intermediate or junior high grade skills.<sup>1</sup>

A tabulation of the respondents' reading courses is shown in Table 9. Statistics indicate that, although engaged in some way in the teaching of reading, some 23 per cent of the respondents lacked courses in this subject, while 87 per cent had some collegiate in-

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<sup>1</sup>Wila B. Smith, American Reading Instruction (Newark: International Reading Association, 1965), p. 420.

struction. At the undergraduate level 31 per cent had only methods. About 11 per cent had one course in either basic or remedial reading instruction in contrast to 18 percent who had both courses. Only 7 per cent had one course in either basic or remedial reading at the graduate level while 10 per cent of the respondents had both courses.

TABLE 9  
TYPE AND NUMBER OF READING COURSES  
TAKEN BY RESPONDENTS

Type of Course	No.	Under-Graduate	Graduate	Total Percentage
Methods in Reading	1	31.0	....	31.0
Remedial Reading	1	4.3	4.3	8.6
Basic Reading Instruction	1	7.2	2.4	9.6
Basic and Remedial Reading	2	18.0	10.1	28.1
No reading course		22.7	....	22.7
Total		83.2	16.8	100.0

On the basis of the data indicated in Table 9 and judging from addenda to the questionnaire, it may be concluded that only 46 per cent of the respondents had collegiate courses (basic and remedial instruction) which provided an overview or general knowledge of the reading process. This is a small percentage when weighed against the responsibilities for reading guidance assumed by the teacher.

An effort was made to ascertain and appraise the emphasis placed on the development of technical vocabulary and reading skills in the various methods courses taken by the respondents. Replies to this

section of the questionnaire were insufficient and too vague to attempt tabulation; hence no evaluation is included.

### Student Records and Teacher Practices

Customary among educators has been the practice of filing student records of educational progress, test results and anecdotal information. Reference to these records has been considered essential by many reading authorities. "To engage successfully in the guidance of reading," says Witty, "the teacher needs reliable information pertaining to each pupil's personal and social adjustment."<sup>1</sup> Likewise Smith, in her treatment of various patterns of grouping, stresses that rigorous record keeping and careful periodic testing are essential especially in the ungraded, the multiplegrade and intergrade grouping plans.<sup>2</sup> Opinions differ, however, with regard to the accessibility and use of student records. Some educators agree that teachers do need some kind of student information but feel that adverse prejudices result from familiarity with school records. Because of the human element, there is a tendency for some teachers to be greatly influenced by them. Thus objectivity is destroyed and the child becomes a prey to bias and its resulting discriminatory practices.

Contrary opinions are maintained by Lawton who believes that perceptive and understanding teachers avail themselves of student information solely for academic achievement and guidance purposes.

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<sup>1</sup>Paul Witty, "Reading Materials for Superior Readers," Readings on Reading Instruction, ed. Albert J. Harris (New York: David McKay, 1963), p. 432.

<sup>2</sup>Nila B. Smith, Reading Instruction for Today's Children (Englewood Cliffs: Prentice Hall, Inc., 1963), pp. 108-127.

Furthermore, she proposes for teachers pre-service or in-service training in the interpretation and use of information available in school files.<sup>1</sup> Whatever pros and cons may be debated on this issue, both experience and common sense dictate that understanding presupposes knowledge. Therefore a knowledge of a student's difficulties and rate of learning should enable teachers to provide the attention and understanding he needs to achieve academic success. For this reason some information regarding the respondents' use of cumulative school records is summarized in Table 10.

TABLE 10  
PERCENTAGE OF RESPONSES REGARDING USE  
OF STUDENTS' CUMULATIVE RECORDS

Information Requested	Yes	No	No Response	Total Percentage
Pupil records checked	88.4	11.6	....	100.0
Records of standardized reading test.....	87.4	12.6	....	100.0
Records of diagnostic tests.....	62.8	35.2	2.0	100.0
Informal reading diagnoses.....	22.7	73.9	3.4	100.0
Evidence of lack of comprehension skills...	89.9	10.1	....	100.0
Consideration of specific reading problems	78.7	19.9	1.4	100.0
Remedial help given....	56.0	41.5	2.4	100.0

<sup>1</sup>Jean Wellington, C. Burleigh Wellington and Edith Lawton, "Opinions Differ: Should Teachers See Student Records?" NEA Journal 55: Number 7 (October, 1966), pp. 35-37.

From the tabulated statistics, it can be concluded that the majority of the respondents had referred to their pupils' cumulative records. Replies made by 87 per cent of the teachers indicated that standardized reading tests had been administered and recorded at various levels. However, approximately 63 per cent reported notations of diagnostic tests while only 23 per cent had records noting informal diagnoses. Notes appended to the questionnaire indicated that at least 75 per cent of the teachers had no workable knowledge of this latter type of test. Data further revealed that about 90 per cent of the teachers had students whose records indicated a lack of comprehension skills but instances of remedial assistance having been given were noted by only 56 per cent of the respondents.

That consideration was given to pupils having specific reading problems was affirmed by more than three-fourths of the teachers involved in the study. Their practices regarding the use of current test information is summarized in Table 11.

TABLE 11  
PERCENTAGE OF RESPONSES REGARDING USE  
OF CURRENT READING TESTS

Information Regarding Test Usage	Yes	No	No Response	Total Percent
Test given during current year	77.3	22.7	....	100.0
Critical reading skills included	38.6	61.4	....	100.0
Availability of test results	72.0	28.0	....	100.0
Results used to identify problems	53.6	44.4	2.0	100.0
Results-springboard for planning	57.0	43.0	....	100.0
Teacher help given	34.3	65.7	....	100.0
Referrals made to reading teacher	52.2	45.4	2.4	100.0

Statistics show that more than three-fourths of the respondents administered reading tests to their students but only 39 per cent recognized test items referring to critical reading skills. While availability of test results was reported by 72 per cent, slightly more than half of the teachers used these results for identifying specific problems or as guides for their class planning. However, personal responsibility for remedial instruction was assumed by one-third of the respondents while referrals to special reading teachers were made by more than half of them. This would imply that some effort to help retarded readers was made by approximately four-fifths of the teachers.

#### Attitudes and In-Service Training

Section four of the questionnaire sought information pertinent to the teachers' attitudes and their professional in-service training. With regard to attitudes, Table 12 summarizes the distribution of responses.

TABLE 12  
PERCENTAGE OF RESPONSES WITH REGARD TO ATTITUDES

Question Posed	Yes	No	No Responses	Total Percent
Teacher cognizance of skills ....	67.1	29.5	3.4	100.0
Shared responsibility for teaching skills .....	92.7	4.3	3.0	100.0
Adequacy of college training ....	23.6	74.0	2.4	100.0
Adequacy of student knowledge of skills .....	36.2	60.4	3.4	100.0
Professional books on reading in school library .....	63.8	28.0	8.2	100.0

According to the figures indicated in Table 12, it may be concluded that two-thirds of the respondents possessed a knowledge of most of the comprehension skills included in the questionnaire's check list. Although more than 90 per cent felt the responsibility for teaching the skills should be shared by all content teachers, less than one-fourth of them felt adequately prepared to do so--their pre-service college training was insufficient. A natural consequence of such a situation would be inadequate teaching and students would suffer a deficiency in the application of critical reading skills. Response from approximately two-thirds of the teachers indicate this deficiency.

Of the 207 respondents, only 132 or less than two-thirds replied positively with regard to availability of professional books on reading in school libraries. This seems a low percentage when one realizes that professional competence depends, to some extent, on keeping abreast with current philosophies, trends, and practices. Reading is no exception.

Since the teacher is the source and conductor of reading instruction, it seems that any effort to help him develop and improve his competence would be a matter of basic importance. In order to be of assistance in this regard various educational systems are utilizing several types of in-service activities. Table 13 summarizes the types of programs which were available to respondents during the 1965-66 school term--the period covered by the questionnaire.

It would seem, according to statistics, that bulletins and workshops were available to approximately two-thirds of the respondents while slightly more than half could have utilized demonstration lessons. However, opportunities for first-hand experiences seemed limited

TABLE 13

PERCENTAGE OF AVAILABILITY OF IN-SERVICE PROGRAMS  
DURING 1965-66 SCHOOL YEAR

Type of In-Service Program	Yes	No	No Response	Total Percent
Workshops .....	64.7	30.4	4.8	99.9
Demonstrations.....	51.7	40.1	8.2	100.0
Bulletins.....	65.7	27.1	7.2	100.0
Observations and interclass visits	24.2	68.1	7.7	100.0
Educational and/or closed circuit television.....	34.8	57.0	8.2	100.0

as less than one-fourth of the teachers had opportunities provided for observations and interclass visitations. Utilization of educational and/or closed circuit TV seemed also at a minimum since figures reveal only 35 per cent availability.

Responses and addenda indicate that, as far as teachers could determine, only 50 per cent of the available in-service activities stressed the development of the levels of comprehension skills. About 45 per cent emphasized the responsibility of content area teachers for the development of these same skills.

Respondents were requested to choose three of the in-service programs which they felt would be most profitable to them in their work. Of the choices made, 63 per cent preferred workshops; 61 per cent favored unprepared demonstrations, and 56 per cent desired first-hand experiences via observations and interclass visitations.

Summary

In this chapter responses to various parts of the questionnaire related to the respondents' professional growth, practices, and attitudes were interpreted and evaluated.

Multivaried backgrounds of education and experience contributed to the teachers' professional competence. Although more than one-fourth of the respondents had two years or less experience at the level for which the questionnaire was answered, conclusions favored competence if they had the ability and the will to teach and good supervisory practices were enforced.

Considering credits and degrees, most of the teachers seemed to be educationally prepared but fewer than half had adequate training in the overall view of the reading process. Approximately three-fourths felt inadequately prepared to teach the critical reading skills. Such deficiencies seemed to be reflected, in some degree, in the respondents' attitudes and educational practices.

## CHAPTER V

### COMPARATIVE STUDY OF THE CRITICAL READING SKILLS

#### Reasoning Skills

Although Emans tells us that "learning to read critically is a vital part of education,"<sup>1</sup> Austin, in the Harvard Report, concludes that "...there is little evidence that schools are doing more than a minimal job in this vital instructional area."<sup>2</sup> Stimulated by this conclusion and desirous to learn the status of certain schools in this regard, this investigation was undertaken in order to determine the degree of stress teachers in these schools placed upon the critical reading skills considered essential by reading authorities.

Both interpretative and evaluative abilities were included in the check list of skills and, for purposes of this study, were put into meaningful interrelated groups. Respondents revealed their degree of teaching emphasis by checking one of five choices. Data called from their replies provide interesting facts for analysis and interpretation. Table 14 summarizes the distribution of the stress placed on the reasoning skills. The terms emphasize and developmental lessons, reinforce and review are used synonymously in the interpretation of the skills.

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<sup>1</sup>Robert Emans, "Meeting Current Reading Needs in Grades Four Through Eight," Recent Developments in Reading, ed. H. Alan Robinson "Supplementary Educational Monographs," No. 95; Chicago: University of Chicago Press, 1965), p. 14.

<sup>2</sup>Mary C. Austin and Coleman Morrison, The First R: The Harvard Report on Reading in Elementary Schools, (New York: The MacMillan Company, 1965), p. 41.

TABLE 14

## DISTRIBUTION OF RESPONSES WITH REGARD TO REASONING

Type of Skill	Type of Emphasis													
	Emphasize		Reinforce		Allude To		Disregard		Other		No Response		Total Response	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Classify ideas	30	14.5	119	57.5	48	23.2	2	1.0	3	1.4	5	2.4	207	100.0
Compare and contrast	38	18.4	108	52.2	53	25.6	0	0	3	1.4	5	2.4	207	100.0
Draw conclusions	43	20.8	108	52.2	48	23.2	0	0	3	1.4	5	2.4	207	100.0
Form opinions	59	28.5	91	44.0	46	22.2	3	1.4	3	1.4	5	2.4	207	100.0
Form sensory images	44	21.3	71	34.3	79	38.2	3	1.4	5	2.4	5	2.4	207	100.0
Formulate generalizations	46	22.2	113	54.6	33	16.0	5	2.4	5	2.4	5	2.4	207	100.0
Interpret ideas implied not stated	80	38.6	88	42.5	27	13.0	4	2.0	3	1.4	5	2.4	207	100.0
Interpret charts, graphs, maps, pictures, tables	35	16.9	81	39.1	79	38.2	3	1.4	4	2.0	5	2.4	207	100.0
Perceive relationships be- tween words, ideas	48	23.2	95	46.0	51	24.6	3	1.4	5	2.4	5	2.4	207	100.0
Predict outcomes from in- formation given by author	28	13.5	85	41.0	72	34.8	11	5.3	6	3.0	5	2.4	207	100.0
Reason cause and effect	56	27.1	92	44.4	45	21.7	3	1.4	6	3.0	5	2.4	207	100.0
Reason about details not given	71	34.3	40	19.3	10	4.8	10	4.8	10	4.8	5	2.4	207	99.9

Figures indicate that the average overall pattern of emphasis with regard to reasoning abilities is one of reinforcement. This implies that 45 per cent of the teachers reviewed and provided practice exercises. One-fourth of them engaged in developmental instruction while another fourth considered references to skills sufficient. About 5 per cent of the respondents either disregard teaching of the skills, replied vaguely, or gave no response at all.

Considering only the two major stress areas, emphasize or developmental lessons and reinforce, statistics show that the reasoning abilities were either taught or reviewed in more than two-thirds of the classrooms. However, less emphasis seemed to be placed upon the interpretation of illustrative materials, forming sensory images and predicting outcomes.

The reading authorities referred to in this study place emphasis on all of the reasoning abilities. There is unity in agreement regarding the drawing of conclusions and forming opinions. Nine assent to the interpretation of implied ideas, illustrative materials, and perceiving relationships. The importance of reasoning cause and effect is agreed to by eight of the specialists; seven emphasize predicting outcomes, and no less than six concur to the importance of the remaining skills.<sup>1</sup>

Regarding interpretation of illustrative materials, Dechant writes:

Sometimes the writer cannot put into words accurately what he wants to say. Writers thus frequently use pictures, illustrations, maps, charts, graphs, and diagrams to explain more fully than is possible through words. Unfortunately, the pupil gets from these materials what is intended only if can read the new symbols that the writer incorporates into these illustrations.<sup>2</sup>

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<sup>1</sup>Supra pp. 31-36.

<sup>2</sup>Emerald V. Dechant, Improving the Teaching of Reading, (Englewood Cliffs: Prentice-Hall, Inc, 1964), p. 384.

Likewise, Spache notes:

Many researchers have found that the reading of graphic, tabular, and diagrammatic materials is a particularly difficult task. Most pupils do not develop any real facility with these materials without direct training. Most readers need supplementary verbal explanations to comprehend even the simplest of diagrams. Present practices indicate that the training program for the development of these skills may begin in the intermediate grades and pupil difficulties imply that it should be continued indefinitely!<sup>1</sup>

If this conclusion is sound, it seems only fitting that frequent exercises in this skill--as well as the other reasoning abilities--be provided in order that students may become proficient in their use.

#### Organizational Abilities

A second area vital to the development of mature reading is that involving organizational abilities. All ten of the referred authorities agree to the value of finding the main idea in a selection. Harris states, "This skill implies an ability to distinguish between essentials and nonessentials, between the important idea and subordinate details or illustrations. It is a form of reasoning which involves comparison and selection."<sup>2</sup> Closely related to this are the ability to establish sequence and the ability to follow directions--skills to which eight of the ten authorities concur.

Another of the organizational skills is the ability to take notes

<sup>1</sup>George Spache, Toward Better Reading (Champaign: Garrard Press, 1963), pp. 339-340.

<sup>2</sup>Albert J. Harris, How to Increase Reading Ability (4th ed. New York: Longmans, Green and Co., 1961), p. 436.

or summarize. Seven of the ten authorities agree to its significance.

Of this skill, Harris writes:

No skill is more essential to the student of today...It is indispensable when one's study involves consulting a variety of sources. It performs a useful function in enforcing selective, thoughtful reading for one must try to select major from minor points, decide what is worth recording, consider the relation of one idea to another, and rephrase the author's idea into a condensed but accurate restatement in one's own words.<sup>1</sup>

Teacher emphasis with regard to the organizational skills varies as is illustrated in Table 15.

According to statistics, the average pattern of emphasis placed on the organizational abilities is one of reinforcement -- the overall percentage of stress being slightly less than 50 per cent. Provisions for formal teaching of the skills were made by 21 per cent of the teachers. About 51 per cent considered student knowledge sufficient; hence, no stress--only allusions were made to them. Other or no responses totaled about 2 per cent.

Combining the developmental and reinforcement areas, statistics indicate that more than two-thirds of the teachers emphasized these skills while fewer than one-third alluded to them. Greatest stress seemed to be placed on summarizing and detecting the significance of passages. About two-thirds of the teachers considered detection of the main idea important enough to teach or reinforce at their levels. The need to develop or review the ability to follow directions was recognized by 64 percent. About 60 percent taught or reviewed sequence.

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<sup>1</sup>Ibid.

TABLE 15

## DISTRIBUTION OF RESPONSES WITH REGARD TO ORGANIZATION

Type of Skill	Type of Emphasis													
	Emphasize		Reinforce		Allude To		Disregard		Other		No Response		Total Response	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Detect main idea	38	18.4	99	47.8	69	33.3	0	0	0	0	1	.5	207	100.0
Detect significance of passage, statement, selection	48	23.2	101	48.8	56	27.1	0	0	0	0	2	1.0	207	100.1*
Establish sequence	33	16.0	90	43.5	77	37.1	0	0	4	2.4	3	1.4	207	100.0
Follow directions	41	20.0	91	43.9	72	34.8	0	0	0	0	3	1.4	207	100.1*
Summarize	58	28.0	98	47.3	48	23.2	0	0	0	0	3	1.4	207	99.9

\* Percentage totaling 100.1 were rounded up to the nearest tenth.

### Word Meanings

A third classification of interpretative skills pertains to vocabulary development. Acquisition of word meanings is fundamental to all comprehension in reading. Growth in this area has many levels ranging from the recognition of a simple isolated word to the deciphering of a writer's rhetorical and grammatical contrivances. Since increasing ability to associate meanings with words is dependent upon students' direct and vicarious experiences, the expanding of this experiential background is one of the teacher's most important tasks.

Five interdependent skills, the significance of which is stressed by no fewer than eight of the authorities, furnish teachers abundant opportunities for developing rich vocabularies. These skills cover most of the semantic implications entailed in word growth--the study of words in isolation and context, their denotative, connotative, figurative, and idiomatic interpretations. Smith, in her discussion of comprehension, writes thus of the word meaning skills,

This area involves working with specific word meanings: primary meanings, multiple meanings, abstractions, meanings of variant word forms, synonyms, antonyms, similes and metaphorical language. Attention should be given to these skills regardless of whether a child is engaging in literal comprehension, interpretation or critical reading.<sup>1</sup>

Table 16 summarizes the type of attention, or stress, placed upon vocabulary skills by respondents to the questionnaire.

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<sup>1</sup>Nilá B. Smith, Reading Instruction for Today's Children (Englewood cliffs: Prentice Hall, Inc., 1963), p. 264.

TABLE 16

## DISTRIBUTION OF RESPONSES WITH REGARD TO WORD MEANINGS

Type of Skill	Type of Emphasis													
	Emphasize		Reinforce		Allude To		Disregard		Other		No Response		Total Response	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Isolation	43	20.8	83	40.0	79	38.2	0	0	2	1.0	0	0	207	100.0
Context	51	24.6	92	44.4	60	29.0	0	0	2	1.0	2	1.0	207	100.0
Denotation	62	30.0	86	41.5	51	24.6	2	1.0	5	2.4	1	.5	207	100.0
Connotation	72	34.8	84	40.6	39	18.8	4	2.0	5	2.4	3	1.4	207	100.0
Interpret figurative and idiomatic language	111	53.6	59	28.5	18	8.7	12	5.8	6	2.9	1	.5	207	100.0

Data show that the average degree of emphasis tended to be placed in the area of reinforcement. Review teaching and frequent drill exercises were provided by 39 per cent of the respondents. One-third made provisions for developmental lessons and abundant practice exercises. About 24 per cent deemed allusions to skills sufficient--quite a large percentage when considered in relation to the breadth and depth of vocabulary growth at the various levels. Approximately 2 per cent of the respondents indicated a disregard of word meaning skills while another 2 per cent gave vague responses. However, addenda to the questionnaire indicated that most of these teachers felt too inadequately prepared to offer instruction in the higher level vocabulary skills.

Statistics further indicate that 72 per cent of the respondents' instruction tended to be in the areas of development and review. Most of the stress was placed upon the development of denotation and connotation of words and the interpretation of figurative and idiomatic language. The remaining 28 per cent of the respondents provided little or no training in this vital area.

#### Investigating Sources

In the area of higher level comprehension, attention focuses on the terms critical thinking and critical reading. Research indicates that these terms are used interchangeably by most authorities. They cannot be divorced for critical reading is critical thinking in a reading situation. Strang notes, however, that "we should not confuse critical thinking and reading with being critical in a destructive way. Critical thinking is often positive, it should be constructive. The best thinkers build up rather than tear down. They solve problems, they

they do not merely uncover them."<sup>1</sup> That students might attain this type of reading maturity, most authorities appear to agree to the need for providing background experiences through the teaching of the evaluative skills. Among these are those abilities related to the investigation of sources. According to Spache:

The search for and the evaluation of various sources is possibly the most fundamental step in any critical reading. To achieve this, the student must become skillful in combining and reconciling the viewpoints of various authors, in judging the relevancy of the material to his topic and in selecting, collating, and reorganizing relevant portions.<sup>2</sup>

Other writers suggest that an attitude of inquiry concerning authors should be maintained by the reader. Their competence, use of logic, and validity of conclusions should be questioned as well as the publication dates of their materials. No less than five of the referred authorities are in accord with the significance of each of the above mentioned investigating skills. However, among respondents, the consensus regarding the teaching stress of these same skills was quite varied as is shown in Table 17.

Statistics indicate that the average overall pattern of stress was placed upon the developmental lessons which were provided by less than one-third of the teachers. Review and practice exercises were supplied by 24 per cent while 13 per cent only alluded to them. A larger number, 25 per cent, judged the teaching of the skills to be beyond grade level; hence, they were disregarded by them. Other or no responses comprised the remaining 7 per cent of the overall pattern of stress distribution.

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<sup>1</sup>Ruth Strang, Constance McCullough, and Arthur E. Traxler, The Improvement of Reading (3rd ed., New York: McGraw Hill Book Co., Inc., 1961), p. 386.

<sup>2</sup>Spache, op. cit. p. 89.

TABLE 17

## DISTRIBUTION OF RESPONSES WITH REGARD TO INVESTIGATING SOURCES

Type of Skill	Type of Emphasis													
	Emphasize		Reinforce		Allude To		Disregard		Other		No Response		Total Response	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Attitude of inquiry towards author	84	40.6	51	24.6	27	13.0	31	15.0	11	5.3	3	1.4	207	100.0
Challenge accuracy and reliability of facts	85	41.1	68	33.0	21	10.1	20	9.6	10	4.8	3	1.4	207	100.0
Challenge sufficiency of evidence supporting the author's viewpoint	72	34.8	53	25.6	24	11.6	44	21.3	11	5.3	3	1.4	207	100.0
Combine and reconcile viewpoints of various authors	64	31.0	40	19.3	25	12.1	61	29.5	14	6.7	3	1.4	207	100.0
Detect faulty logic	67	32.4	47	22.7	25	12.1	50	24.2	15	7.2	3	1.4	207	100.0
Judge reasonableness and relevancy of material to topic	64	31.0	62	30.0	30	14.5	35	16.9	13	6.2	3	1.4	207	100.0
Question author's competence	45	21.7	39	18.8	22	10.6	85	41.0	13	6.2	3	1.4	207	100.0
Question publication date	62	30.0	41	20.0	40	19.3	48	23.2	13	6.2	3	1.4	207	100.0

Combining the classifications of emphasis and reinforcement, data further reveal a weakness regarding the stress of the investigation skills. An average of only 57 per cent of the respondents developed or reviewed the various skills while the remaining 43 per cent placed little or no emphasis upon them.

Among the individual skills, figures reveal that fewer than half of the teachers stressed the author's competence. About half placed emphasis on publication dates, comparing viewpoints of various authors and detecting faulty logic. Slightly more than 60 per cent stressed sufficiency of evidence supporting an author's viewpoint, relevancy of material to topic, and attitudes of inquiry towards an author. These seem small percentages but are in line with Austin's study which notes it is not stressed in college courses.

#### Recognizing Author's Purpose

Another group of evaluative skills relate to the recognition of an author's purpose. Most information--spoken or written--is delivered second hand and represents certain viewpoints usually intended either to inform or entertain, to teach or to move emotionally. Therefore, it is imperative that readers be prepared to detect the why as well as the what of printed materials--an ability that can be achieved through the application of certain criteria. Included in these are anticipating an author's meaning, deciding truthfulness of his statements, detecting his bias or prejudice, and evaluating his attitudes and ideas in light of his purpose. The need for training in each of these skills is stressed by eight of the ten referred authorities. Respondees, however, differ in their responses to the degree of emphasis placed upon them. Their stress of these skills is summarized in Table 18.

TABLE 18

DISTRIBUTION OF RESPONSES WITH REGARD TO  
RECOGNIZING AUTHOR'S PURPOSE

Type of Skill	Type of Emphasis													
	Emphasize		Reinforce		Allude To		Disregard		Other		No Response		Total Response	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Anticipating author's meaning	60	29.0	83	40.1	37	17.9	15	7.2	9	4.3	3	1.4	207	99.9
Decide truthfulness of the author's statements	61	29.5	72	34.8	30	14.5	32	15.4	10	4.8	2	1.0	207	100.0
Detect bias or prejudice	78	37.7	55	26.6	28	13.5	29	14.0	14	6.8	3	1.4	207	100.0
Evaluate ideas and react to them in light of the author's purpose	66	31.9	67	32.4	25	12.1	37	17.9	10	4.8	2	1.0	207	100.0
Evaluate the author's attitude	75	36.2	63	30.4	26	13.6	31	15.0	9	4.3	3	1.4	207	100.0

According to statistics, no general stress pattern regarding recognition of author's purpose seemed to predominate. About one-third of the teachers stressed developmental exercises while another third emphasized reinforcement. When occasion permitted, 14 per cent alluded to the skills but another 14 per cent considered them beyond the scope of their teaching levels. Nearly five per cent of the respondees felt unprepared to teach them and 1 per cent gave no reply.

Considering the two strongest stress areas, emphasize and reinforce, statistics indicate that, on the average, less than two-thirds of the respondees supplied developmental and review instruction in these important skills. Most (about 69 per cent) seemed to place emphasis on anticipating author's meanings. Approximately 67 per cent stressed the evaluation of the author's attitude while 64 per cent gave training in detecting bias, deciding truthfulness of statements and evaluating ideas in light of the author's purpose.

#### Distinguishing Opinion and Fact

Closely allied to the skills of recognizing an author's purpose are those which enable one to distinguish fact from fancy, fact from opinion, and to recognize unverified statements. To the need for stressing the first skill, eight of the authorities concur; nine agree to the second; four consent to the latter. The distribution of teacher emphasis is shown in Table 19.

Data indicate that the average percentage of stress was in the area of reinforcement. Review and practice exercises were furnished by 42 per cent of the teachers. Another 26 per cent taught developmental lessons while 18 per cent made occasional references to them. Approximately 9

TABLE 19

DISTRIBUTION OF RESPONSES WITH REGARD TO  
DISTINGUISHING OPINION AND FACT

Type of Skill	Type of Emphasis													
	Emphasize		Reinforce		Allude To		Disregard		Other		No Response		Total Response	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Distinguish fact and fancy	44	21.3	98	47.3	43	22.2	7	3.4	7	3.4	5	2.4	207	100.0
Distinguish fact and opinion	57	27.5	94	45.4	37	17.9	9	4.3	5	2.4	5	2.4	207	100.0
Recognize unverified statements	60	29.0	67	32.4	29	14.0	37	17.9	9	4.3	5	2.4	207	100.0

per cent disregarded skill teaching. Other or no responses comprised the remaining 6 per cent.

In the stress areas providing for both developmental teaching and review exercises, statistics indicate an average percentage of 68. Reference was made to the skills by 18 per cent of the respondents and 14 per cent provided no instruction. Regarding the individual skills, slightly less than three-fourths of the teachers seemed to place emphasis on distinguishing fact from opinion. More than two-thirds of them stressed distinguishing fact from fancy. A smaller percentage, about 61 emphasized the recognition of unverified statements.

#### Making Inferences

Making inferences is also essential to critical reading. Spache says three skills are involved--the ability to draw inferences from the material, the ability to recognize stated inferences and the ability to sense inferential meanings in terms employed by the author.<sup>1</sup> At least five other authors agree with him. Respondents seemed to be a bit more cognizant of the needs for teaching the threefold group of skills. Their degree of teaching emphasis is shown in Table 20.

According to statistics, it may be concluded that 37 per cent of the respondents taught developmental lessons in inference. Reinforcement exercises were provided by 36 per cent. Another 14 per cent made referrals to the skills while 9 per cent made no attempt to respond.

Combining the two strongest stress areas, data reveal that approximately three-fourths of the teachers presented either developmental or reviews instruction. One-fourth gave very little or no training in these

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<sup>1</sup>Spache, op. cit. p. 91

TABLE 20

DISTRIBUTION OF RESPONSES WITH REGARD TO MAKING INFERENCES

Type of Skill	Type of Emphasis													
	Emphasize		Reinforce		Allude To		Disregard		Other		No Response		Total Response	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Draw inferences from the material	89	43.0	66	31.9	38	18.4	5	2.4	6	2.9	3	1.4	207	100.0
Recognize stated inferences	63	30.4	97	46.9	26	12.6	10	4.8	5	2.4	6	2.9	207	100.0
Sense inferential meaning in the author's diction	77	37.1	60	29.0	23	11.1	39	18.8	4	2.0	4	2.0	207	100.0

essential skills. Concerning the individual skills, more than three-fourths provided training in recognizing stated inferences. Three-fourths stressed drawing inferences from the materials. Only two-thirds emphasized sensing inferential meaning in an author's diction. It is interesting to note that 19 per cent considered this latter skill beyond their teaching levels.

#### Forming Judgments

Inherent in critical reading is the ability to form judgments--a composite of several skills the foundations of which are laid in the early reading years, then broadened, strengthened, and brought to objective maturity through extended practice. Among the judgment skills included in light of their own knowledge and experience was stressed by eight of the authorities. Experiencing personal reactions in agreeing or disagreeing was emphasized by six specialists; five called attention to the need for teaching the evaluation of summaries; four stressed teaching reaction to the mood or tone of a selection.

With regard to these same skills. Table 21 shows the distribution of teacher emphasis.

Data in the table indicate that reinforcement was the strongest stress area. An average of approximately 41 per cent of the respondents provided review and practice exercises while 26 per cent taught developmental lessons. Nearly 72 per cent considered student knowledge of the skills sufficient and workable; hence, only references were made to them. About 5 per cent disregarded skill teaching. Other and no response comprise the remaining 7 per cent.

TABLE 21

## DISTRIBUTION OF RESPONSES WITH REGARD TO MAKING JUDGMENTS

Type of Skill	Type of Emphasis													
	Emphasize		Reinforce		Allude To		Disregard		Other		No Response		Total Response	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Evaluate summaries	53	25.6	78	37.7	46	22.2	13	6.3	8	3.9	9	4.4	207	100.0
Experience personal reactions in agreeing or disagreeing	62	30.0	85	41.0	43	20.8	4	2.0	5	2.4	8	3.9	207	100.0
Judge author's statements in light of child's knowledge and experience	49	23.7	87	42.0	46	22.2	10	4.8	5	2.4	10	4.8	207	99.9
React to the mood or tone of a selection and its degree of realism as viewed from child's background	51	24.6	88	42.5	43	20.8	12	5.8	5	2.4	8	3.9	207	100.0

Considered together, the areas of emphasis and reinforcement were utilized by two-thirds of the respondents. Greatest stress (about 71 per cent) in these areas seemed to be centered on personal reactions in agreeing or disagreeing. Then follows reactions to mood or tone of a selection--a skill stressed by 67 per cent of the teachers. Judging an author's statements was emphasized by 66 per cent; evaluation of summaries was stressed by 63 per cent. But all seem low percentages when the skills involved are of such importance to reading maturity.

### Propaganda Skills

In this era of swift, worldwide communication, one of the strongest forces used to shape human affairs is propaganda--deliberate efforts intended to influence individuals' thinking in a given direction, to persuade them to accept a specific point of view, or to follow a certain course of action. In itself, propaganda is neither good nor bad. Its quality is determined by the propagandist's motives and the reader's response to them. But the reader's response is usually tempered by his knowledge and experiential background. Without special training in the techniques employed in propaganda, he cannot be alert to its influencing factors. If today's youth, expected to be tomorrow's intelligent and well-informed citizens, receive training in the detection and analysis of propaganda devices, they will be in a position to evaluate and to judge the validity of statements which they meet in all types of printed materials.

When should youth receive propaganda instruction? In his treatment of the subject, Harris comments:

Children who spend years in school and at home learning to accept the authority of parents, teachers, and books in unquestioning

fashion grow up to be receptive, easy victims of propaganda. Independent, critical thinking cannot be taught in a special course. It must be learned as a way of action in innumerable situations starting in early childhood. Children whose education is centered around the investigation of vital problems, who learn to investigate, to experiment, and to reason for themselves should grow up to be more able than the typical adult of today to resist propaganda influences.<sup>1</sup>

Likewise, Smith states that "experiences designed to teach pupils how to read propaganda do not have to wait until the high school years. Much can be done in the upper elementary grades beginning as low as the fourth grade..."<sup>2</sup>

Of the several propaganda techniques identified by the Institute for Propaganda Analysis, only the common or basic ones were included in the questionnaire's check list. Although individual skills were not listed by some of the referred authorities, no fewer than six stressed the need for teaching propaganda as higher level comprehension or critical reading. Respondees, however, were much less in accord with authorities regarding the emphasis propaganda skills should receive in their classroom situations. Table 22 summarizes their responses in this regard.

Data reveal this area of critical reading to have been most neglected by the respondents. Fewer than one-fourth affirmed the teaching of lessons developing these essential techniques. Slightly less than one-fifth provided review and practice exercises. Occasional attention was drawn to the propaganda devices by 15 per cent of the teachers.

<sup>1</sup>Harris, op. cit. p. 444.

<sup>2</sup>Smith, op. cit. p. 272.

TABLE 22

DISTRIBUTION OF RESPONSES WITH REGARD TO  
TEACHING PROPAGANDA DEVICES

Type of Skill	Type of Emphasis													
	Emphasize		Reinforce		Allude To		Disregard		Other		No Response		Total Response	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Seven common methods	50	24.2	27	13.0	22	10.6	62	30.0	34	16.4	12	5.8	207	100.0
Sheer repetition	46	22.2	42	20.3	40	19.3	43	20.8	25	12.1	11	5.3	207	100.0
Highlighting or playing down of certain ideas through size of print and position on paper	50	24.2	36	17.4	36	17.4	50	24.2	23	11.1	12	5.8	207	100.0
Recognize words, phrases and sentences quoted out of context	52	25.1	54	26.0	25	12.1	44	21.3	22	10.6	10	4.8	207	100.0

Teaching of them was disregarded by 24 per cent. Nearly 13 per cent gave other replies which indicated inadequate experiential backgrounds in this area. No responses totaled slightly more than 5 per cent.

Combining the various areas of stress, figures further reveal that only 43 per cent of the teachers provided any real training in the propaganda techniques. About 15 per cent made some allusion to them. The remaining 42 per cent supplied no type of instructional exercises.

Summing up the percentages in the combined stress areas of emphasize and reinforce, individual skills ranked as follows: (1) recognition of words and phrases quoted out of context, 51 per cent; (2) sheer repetition, about 43 per cent; (3) size of print and position on paper, 42 per cent; and (4) seven common techniques, 37 per cent.

#### Literary Appreciation

To interpret and appreciate the special forms of literature, the reader must employ special skills--skills requiring both mental and emotional involvement. These will enable him to get the full impact and meaning of the selection. Dechant, discussing the growth of comprehension in literature, notes that "the successful reader of literature must understand the literary contrivances of the author and read between the lines for a comprehension of the basic meaning."<sup>1</sup>

Continuing with the same thought, he further states:

Each literary form has its own mode of expression. In poetry the writer communicates through words and concepts and also through tone, mood, repetition, rhythm, and rhyme. In essays the mood may take on a formal, pedantic, humorous, satiric, philosophical, inspirational, persuasive, or political form.

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<sup>1</sup>Dechant, op. cit. p. 396.

The short story presents its own literary contrivances. It is characterized by uniformity of tone and plot and by dramatic intensity.

To appreciate novels, short stories, poems, and plays the pupil must learn to analyze the elements of plot, characterization, style and theme.

Few readers can arrive at this appreciation without formal training. For this reason, authorities recognize and stress the need for teaching the appreciation skills in literature. Among the skills embodied in this group are appreciating humor and plot, identifying and comparing elements of style, and evaluating character traits and motives. No fewer than six of the reading specialists mention these skills in their writings regarding the comprehension and appreciation of literature. Respondents, contrariwise, have a slightly different view regarding their emphasis in teaching situations. Table 23 indicates their responses in this regard.

In the area of literary appreciation, data indicate that an average of 38 per cent of the respondents placed teaching stress in the area of reinforcement. Developmental lessons, or emphasis, received the attention of 31 per cent; allusions to the literary skills were made by a number approximating 20 per cent. Skill training in this area was disregarded by more than 5 per cent. Other and no responses comprised the remaining 6 per cent.

Combining the various areas, data further indicate that two-thirds of the respondents stressed emphasis and reinforcement. One-fifth of the teachers made allusions to the skills; slightly more than one-tenth gave no formal training in them.

TABLE 23

DISTRIBUTION OF RESPONSES WITH REGARD TO LITERARY APPRECIATION

Type of Skill	Type of Emphasis													
	Emphasize		Reinforce		Allude To		Disregard		Other		No Response		Total Response	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Appreciate humor and plot	51	24.6	88	42.5	53	25.6	5	2.4	4	2.0	6	2.9	207	100.0
Identify and compare elements of style	69	33.3	70	33.8	26	12.6	26	12.6	10	4.8	6	2.9	207	100.0
Identify and evaluate character traits and motives	74	35.7	79	38.2	42	20.3	3	1.4	3	1.4	6	2.9	207	100.0

Most emphasis, 74 per cent, seemed to be placed upon the identification and evaluation of character traits and motives. About 67 per cent of the teaching emphasis centered about identification of mood and style, and appreciating humor and plot.

#### Summary

Essentially, this chapter was concerned with the interpretation of teacher responses regarding stress of critical reading skills considered essential by authorities in this field. Although specialists have identified specific higher level comprehension skills and urge their teaching, responses from persons involved in this study indicated differences of opinion regarding teaching emphasis. The average degree of stress placed on the various skill groups tended to be towards reinforcement of them. Weaknesses were evidenced particularly in the areas of word meanings, investigating sources, and propaganda devices. Perhaps these weaknesses can be traced to the stress placed upon primary reading skills in methods courses. Can be teachers be too elementary in their approaches, thereby failing to include upper level reading skills in their teaching? If so, the present trend requiring elementary school teachers to have six credits in reading and high school teachers three credits may help to counteract this situation.

## CHAPTER VI

### Summary

The purpose of this study was to determine whether seventh and eighth grade teachers in specific schools gave proper consideration and emphasis to critical reading skills considered essential by leading educators in the reading field. Two minor aims, inherent in the major one, were (1) to clarify the nature of critical reading and (2) to identify the specific skills incorporated in critical reading.

To achieve these objectives extensive research related to the topic was undertaken. Then, having attained the minor aims, a four-part questionnaire was formulated in order to obtain information pertinent to the respondents' educational and experiential backgrounds, their use of student records, their emphasis of the various skills, and information for planning in-service programs. It was submitted for approval and then distributed to 230 teachers in selected schools in seven states. Of this number, a net usable total of 207 or 89.6 per cent were returned.

Responses to the questionnaire were tallied, converted into percentages and assembled into appropriate tables. Careful analysis and interpretation followed.

### Findings

Data revealed that the majority of the respondents were educationally and experientially prepared to teach at their respective levels. In general, about 72 per cent had a Bachelor degree and 15 per cent had

a Master degree. Three-fourths of the teachers had either bilevel or multilevel teaching experiences and nearly two-thirds had taught 3 or more years at their particular grade levels; hence, most were cognizant of the skills embodied in critical reading. But, despite their education and experience, the majority of respondents considered themselves deficient in reading competence. About three-fourths regarded their pre-service collegiate preparation as inadequate for teaching the higher-level comprehension skills.

Opportunities for advancing competence through professional reading seemed insufficient to meet needs. Less than two-thirds of the teachers confirmed availability of professional books by reading specialists in school libraries. Similar circumstances seemed to exist with regard to in-service programs. Two-thirds of the respondents confirmed availability of bulletins and workshops; one-half affirmed accessibility of demonstration lessons; one-third reported offerings of TV programs and less than one-fourth had opportunities for inter-class visitation. Among three choices checked by respondents, preferences were indicated for those programs designed to present both theory and practice. Workshops were favored by 63 per cent of the teachers as the most beneficial type of in-service education; 61 per cent considered unprepared demonstrations to be helpful, and more than half considered interclass visitation an essential means of professional growth.

Figures revealed favorable practices regarding availability of and frequent consultation of pupils' cumulative records. Pertinent information concerning academic performance, social behavior, and test results was utilized by a majority of the respondents to identify retarded readers and to assist them either through personal efforts or

referrals to special reading teachers.

The concensus among authorities is that critical reading is developmental in nature--an on-going process which is initiated in the earliest reading years and extended and refined in the junior high and high school. It demands significant teaching emphasis at all grade levels if students' concepts and abilities are to be kept abreast of increasingly difficult reading materials. Teachers, however, were at variance with authorities regarding both placement and degree of emphasis to be placed on certain skills. In general, they tended to give inadequate development to skills. Less than one-third of their teaching emphasis was focused in this area. Nearly half tended to be placed on reinforcement--the type of stress predominant in six skill areas notably, reasoning, organizing, developing word meanings, distinguishing fact and opinion, forming judgments, and literary appreciation. A balance of development and reinforcement was evidenced with regard to recognizing authors' purpose and inferences.

Assumptions that adequate skill knowledge had been previously acquired seemed to influence some areas of teaching stress. About one-third of the respondees only alluded to organizational abilities and nearly a fourth to some aspects of word meanings and judgments. Still other skills--propaganda techniques and investigating sources--received no attention from nearly one-third of the respondees because they considered these skills beyond their teaching levels. For the same reason a smaller percentage, about one-fifth, neglected recognition of authors' purpose. Such percentages, with their consequent effects, seem too large to be ignored.

### Implications and Recommendations

Reflection on the findings of the foregoing chapters concentrates attention on prevailing weaknesses in the areas of teachers' professional growth and skill emphasis--the latter an apparent effect of the former but both probably due partially to extrinsic factors and partially to intrinsic factors.

Among extrinsic factors, pre-service preparation of the teacher is essential for the development of realistic attitudes, experience, and subject competence. Yet, for the majority of teachers of this study, pre-service training seemed inadequate for teaching the evaluative or critical reading skills. To counteract deficiencies in collegiate preparation, reading courses must be upgraded so that prospective teachers will have a knowledge of every aspect of the reading process. Under no circumstances should assumptions be made concerning their backgrounds of reading experiences. Training for them should include first the why of reading instruction, then the what or theory for all levels, and finally the how through abundant observations and teaching experiences under expert guidance which should continue during the first few years of teaching. Much more attention must be given to critical reading and organizational skills in these courses.

Availability of in-service education--another extrinsic aspect of professional growth--should be dependent upon the needs of teachers. To be both inspiring and effective, programs must be geared to assist or complement classroom teaching. In order to up-grade the quality and effectiveness of in-service programs for the teachers of this study, opportunities to voice needs should be provided. Then, in co-operation

with them, the planning and executing of appropriate programs should be undertaken. A simple overview of the reading process, placement of the evaluative skills, emphasis on functional use of skills, and lectures and lessons by teachers competent in the reading field should be included in the programs.

Insufficient consideration and inadequate emphasis was given to several of the critical reading skills deemed essential by reading authorities. Can the reason be partially intrinsic? Austin noted that "too many teachers themselves have never learned to think and read critically and therefore are unable to assist their students in developing these skills."<sup>1</sup> If the skill weaknesses result from the teachers' lack of reading maturity then intensive efforts must be made by them to improve their personal reading habits.

#### Recommendations for Further Study and Research

Findings of this study seem to substantiate Austin's conclusion regarding the status of critical reading instruction in the schools-- "that there is little evidence that schools are doing more than a minimal job in this vital area."<sup>2</sup> If maturity is to be the goal of reading instruction, then "the instructor has a great intellectual challenge: he must lead his students into a thoughtful encounter with the variety of messages one can find in print."<sup>3</sup> To stimulate such thoughtful en-

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<sup>1</sup>Austin and Morrison, op. cit., p. 41

<sup>2</sup>Ibid.

<sup>3</sup>Clements H. Millard, "Inference and Reading Instruction," Twenty-eighth Yearbook Claremont College Reading Conference (Claremont, California: Claremont College Press, 1964), p. 156.

counters with printed communication, efforts must be made to impart sound criteria, or standards of judgment, within the realm of student abilities, beliefs, and experiences. This can be achieved through provocative exposures to systematic and frequent exercises utilizing the evaluative or critical thinking skills. Planning and evaluating experiences in interpreting multifarious reading materials with the higher-level thinking skills may involve some active research; hence, the writer offers the following topics for possible exploration and experimentation:

1. A study of the relationship between the reading maturity of a selected group of teachers and their competence in teaching reading.
2. An experiment evaluating the efficiency of an in-service program utilizing professional reading and one utilizing attendance at reading conferences for a selected group of teachers.
3. The construction and experimental testing of a simple evaluative tool to measure growth in application of evaluative skills to reading materials.

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**APPENDIX**

## SOURCES FOR CRITICAL READING SKILLS

	Comprehension Development	Critical Reading	Vocabulary Development
Austin, Mary C., and Morrison, Coleman. <u>The First R: The Harvard Report on Reading in Elementary Schools</u> . New York: The MacMillan Company, 1963.	Pp. 35-39	Pp. 39-43	
Betts, Emmett A. <u>Foundation of Reading Instruction</u> . Cincinnati: American Book Company, 1957.	Chap. VII	Pp. 86-87	
Dechant, Emerald V. <u>Improving the Teaching of Reading</u> . Englewood Cliffs: Prentice-Hall, Inc. 1964.	Pp. 353-371	Pp. 372-375	Pp. 322-352
Figurel, J. Allen. (ed.) <u>Reading and Inquiry</u> . "International Reading Association Conference Proceedings," X) Newark: International Reading Association, Inc., 1965.	Seq. I, II, IV	Seq. V	
Harris, Albert J. <u>How to Increase Reading Ability</u> . 4th ed. revised New York: Longmans, Green and Co., 1961.	Chap. XVI	Pp. 443-445	Chap. XV
. <u>Effective Teaching of Reading</u> . New York: David McKay Co. Inc. 1962.		Pp. 246-249	
Heilman, Arthur W. <u>Principles and Practices of Teaching Reading</u> . Columbus: Charles E. Merrill Books, Inc., 1961.	Chap. VIII	Chap. IX	Pp. 303-307
Smith, Helen K. "Sequence in Comprehension," <u>Sequential Development of Reading Abilities</u> , ed. Helen M. Robinson. Supplementary Educational Monograph, No. 90. Chicago: The University of Chicago Press, 1960.		Pp. 51-56	

	Comprehension Development	Critical Reading	Vocabulary Development
Smith, Nila B. <u>Reading Instruction for Today's Children.</u> Englewood Cliffs: Prentice-Hall Inc., 1963.	Chap. IX	Pp. 270-277	Pp. 281-298
Spache, George D. <u>Toward Better Reading.</u> Champaign: Garrard Publishing Company, 1963.	Chap. IV XVI	Chap. V Pp. 284-85 289	Chap. XX Pp. 51 78
. <u>Reading in the Elementary School.</u> Boston: Allyn and Bacon, Inc., 1964.		Pp. 229-32	
Strang, Ruth., McCullough, Constance M., and Traxler, Arthur E. <u>The Improvement of Reading.</u> 3rd ed. New York: McGraw Hill Book Company, Inc., 1961.	Chap. I, IV, V, XVII	Chap. VI, VII	
Williams, Gertrude. "Provisions for Critical Reading in Basic Readers," <u>Critical Reading: An Introduction</u> , ed. E. Elma Sochor et al. Champaign: National Council of Teachers of English, 1959.		Pp. 34-36.	

Seton High School  
Cincinnati, Ohio  
March 7, 1966

Dear

No doubt you are well aware that our present society demands excellence in education, excellence that can be achieved through good teaching of basic subjects. Hence much stress is being placed upon the teaching of reading - reading as a specialized subject, reading in relation to content area courses, and reading as a preparation for future citizens.

Stemming from this emphasis is the need for teachers to take an overall view of reading - its meaning and the skills involved. Teachers need to become conscious of the higher level comprehension skills, to note how well they are presently being taught, and, if it is found necessary, to be prepared to make changes. Therefore, to answer this need, I have selected as a research topic "A Comparative Study of the Critical Reading Skills Stressed by Reading Specialists and Those Emphasized by Teachers of Grades Seven and Eight." Although this study will be used to fulfill partial requirements of an M.A. degree at Cardinal Stritch College in Milwaukee, I feel it will be of some value to our teachers.

This survey, which is being submitted to all seventh and eighth grade teachers presently enrolled on the faculties of all Sister of Charity staffed schools, forms the basis of my study. Perhaps its contents will acquaint you with some new skills or focus attention on others which are considered important by specialists in the reading field. Since this study is entirely dependent upon your co-operation and sincerity, I trust you will assist me in this endeavor by returning the completed forms to me in the enclosed envelope by March 25, 1966.

Permission for this survey was granted by Mother Mary Omer who assured me of one hundred per cent co-operation on the part of all our teachers both religious and lay. Our supervisors, Sister Rose Helene and Sister Martha Jean, have also given their approval.

May I thank you in advance for the time and charity required to complete this survey. Your kindness is truly appreciated.

Gratefully,

A Comparative Study of the Critical Reading Skills  
 Stressed by Reading Specialists  
 And Those Emphasized by Teachers of Grades Seven and Eight

Part I: General Information

Experience: (Encircle Answer)

1. Total number of years teaching experience previous to this year  
 None      1-2      3-5      6-10      11-20      21 or more
2. Grades in which you have taught... 1   2   3   4   5   6   7   8
3. Present teaching position (Grade for which this questionnaire is being answered)

Self-contained classroom (teaching all subjects)  
 Grade 7                      Grade 8                      Grades 7 and 8

Departmental: (Check grade and subjects taught)

Grade 7 \_\_\_\_\_  
 Religion \_\_\_\_\_ Reading \_\_\_\_\_ English \_\_\_\_\_ Social Studies \_\_\_\_\_  
 Science \_\_\_\_\_ Math \_\_\_\_\_

Grade 8 \_\_\_\_\_  
 Religion \_\_\_\_\_ Reading \_\_\_\_\_ English \_\_\_\_\_ Social Studies \_\_\_\_\_  
 Science \_\_\_\_\_ Math \_\_\_\_\_

Grades 7 and 8 \_\_\_\_\_  
 Religion \_\_\_\_\_ Reading \_\_\_\_\_ English \_\_\_\_\_ Social Studies \_\_\_\_\_  
 Science \_\_\_\_\_ Math \_\_\_\_\_

4. Number of years experience in this grade  
 None      1-2      3-5      6-10      11-20      21 or more

Educational Background: (Fill in information at the graduate and/or under-graduate level)

1. College Credits \_\_\_\_\_ or degree held \_\_\_\_\_

2. Under-graduate courses in reading:  
 (Not Children's Literature)                      Institution:  
 \_\_\_\_\_  
 \_\_\_\_\_

3. Graduate courses in reading:  
 (Not Children's Literature)                      Institution:  
 \_\_\_\_\_  
 \_\_\_\_\_

Graduate courses in reading:

Institution:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Methods courses in content area subjects (Check courses and level)

	Under-graduate	Graduate
Religion	_____	_____
English	_____	_____
Social Studies	_____	_____
Science	_____	_____
Math	_____	_____

5. Did any of these courses stress the teaching of technical terms and comprehension skills required for mastery of the subject?

	Yes	No	Name of Course	Institution
Religion	_____	_____	_____	_____
English	_____	_____	_____	_____
Social Studies	_____	_____	_____	_____
Math	_____	_____	_____	_____

## Part II: Student Information

All questions in this section pertain to your present teaching situation.

### School Records: (Circle Yes or No)

1. Were pupils' records checked to determine past progress or failure, strengths or weaknesses in all subjects? Yes No
2. Do you have the results of standardized reading tests taken at various levels? Yes No
3. Do you have the results of any diagnostic reading tests given at a previous level? Yes No
4. Were any informal reading diagnoses included on the records? Yes No
5. Was consideration given those students with specific reading problems? Yes No
6. Was there evidence of lack of comprehension skills? Yes No
7. Was there any indication of remedial help given? Yes No

### Present Status: (Circle Yes or No)

1. Was a standardized reading test administered to your pupils this year? Yes No
2. Did it include a section on critical reading skills? Yes No
3. Do you have the results of this test? Yes No
4. Was the test helpful in identifying specific reading problems? Yes No
5. Did the test serve as a springboard for planning course instructions for the advanced, average, and below average students in the courses you are teaching? Yes No
6. Have you referred any students for remedial instruction? Yes No
7. Have you given any remedial instruction outside of class hours to students experiencing difficulties in your classes? Yes No

### Part III: Check List

Five different choices will be used in this check list. Each number represents a term the explanation of which is given below.

1. **Emphasize** - Either teacher expects no former teaching of skill, or previous instruction is perceived to be ineffectual; hence, developmental and abundant practice exercises are provided.
2. **Reinforce** - Previous teaching of skill is presumed; students knowledge appears weak; provision is made for review and frequent drill exercises.
3. **Allude to** - Pupils manifest a workable knowledge of skill; passing reference is made to it when occasion permits but formal instruction is deemed unnecessary.
4. **Disregard** - Item is judged to be beyond the scope of present grade level instruction; hence, no attention is given to it.
5. **Other** - Space is provided for a specific response other than those listed.

#### Skills

**Directions:** After the critical reading skills listed below indicate your technique according to the terms explained above. Please check only one choice for each item as it applies to you in your present teaching situation whether as a reading teacher or as a content area teacher.

I. **Interpretation:** "...those skills concerned with supplying or anticipating meanings not directly stated in the text." Nila B. Smith

A. **Reasoning:**

	1	2	3	4	5
1. Classify ideas	1	2	3	4	5
2. Compare and contrast	—	—	—	—	—
3. Draw conclusions	—	—	—	—	—
4. Form opinions	—	—	—	—	—
5. Form sensory images	—	—	—	—	—
6. Formulate generalizations	—	—	—	—	—
7. Interpret ideas implied not stated	—	—	—	—	—
8. Interpret charts, graphs, maps, pictures, tables	—	—	—	—	—
9. Perceive relationships between words, ideas	—	—	—	—	—
10. Predict outcomes from in- formation given by author	—	—	—	—	—
11. Reason cause and effect	—	—	—	—	—
12. Reason about details not given	—	—	—	—	—

B. Organizing:

- |   | 1   | 2   | 3   | 4   | 5   |
|---|-----|-----|-----|-----|-----|
| 1. Detect main idea                                     | ___ | ___ | ___ | ___ | ___ |
| 2. Detect significance of passage, statement, selection | ___ | ___ | ___ | ___ | ___ |
| 3. Establish sequence                                   | ___ | ___ | ___ | ___ | ___ |
| 4. Follow directions                                    | ___ | ___ | ___ | ___ | ___ |
| 5. Summarize  | ___ | ___ | ___ | ___ | ___ |

C. Getting Word Meanings:

- |  |     |     |     |     |     |
|--|-----|-----|-----|-----|-----|
| 1. Isolation                                   | ___ | ___ | ___ | ___ | ___ |
| 2. Context                                     | ___ | ___ | ___ | ___ | ___ |
| 3. Denotation (basic message)                  | ___ | ___ | ___ | ___ | ___ |
| 4. Connotation-feelings word evokes            | ___ | ___ | ___ | ___ | ___ |
| 5. Interpret figurative and idiomatic language | ___ | ___ | ___ | ___ | ___ |

II. Critical Reading: "...includes literal comprehension and interpretation but it goes further than either of these in that the reader evaluates, that is, passes personal judgment on the quality, the value, the accuracy, and the truthfulness of what is read." Nila B. Smith

A. Critical thinking

	1	2	3	4	5
--	---	---	---	---	---

B. Investigating Sources:

- |   |     |     |     |     |     |
|---|-----|-----|-----|-----|-----|
| 1. Attitude of inquiry towards author, his statement of problem, and reasons for defense of his stand | ___ | ___ | ___ | ___ | ___ |
| 2. Challenge accuracy and reliability of facts  | ___ | ___ | ___ | ___ | ___ |
| 3. Challenge sufficiency of evidence supporting the author's viewpoint                                | ___ | ___ | ___ | ___ | ___ |
| 4. Combine and reconcile viewpoints of various authors  | ___ | ___ | ___ | ___ | ___ |
| 5. Detect faulty logic  | ___ | ___ | ___ | ___ | ___ |
| 6. Judge reasonableness and relevancy of material to topic  | ___ | ___ | ___ | ___ | ___ |
| 7. Question authenticity of author's professional reputation and competence                           | ___ | ___ | ___ | ___ | ___ |
| 9. Question publication date and importance of topic  | ___ | ___ | ___ | ___ | ___ |

C. Recognizing Author's Purpose:

- |  |     |     |     |     |     |
|--|-----|-----|-----|-----|-----|
| 1. Anticipating author's meaning                                     | ___ | ___ | ___ | ___ | ___ |
| 2. Decide truthfulness of the author's statements                    | ___ | ___ | ___ | ___ | ___ |
| 3. Detect bias or prejudice  | ___ | ___ | ___ | ___ | ___ |
| 4. Evaluate ideas and react to them in light of the author's purpose | ___ | ___ | ___ | ___ | ___ |
| 5. Evaluate the author's attitude                                    | ___ | ___ | ___ | ___ | ___ |

- |  |       |       |       |       |       |
|--|-------|-------|-------|-------|-------|
| D. Distinguishing Opinion and Fact:  |       |       |       |       |       |
| 1. Distinguish fact and fancy  | 1     | 2     | 3     | 4     | 5     |
| 2. Distinguish fact and opinion  | _____ | _____ | _____ | _____ | _____ |
| 3. Recognize unverified statements   | _____ | _____ | _____ | _____ | _____ |
| E. Making Inferences:  |       |       |       |       |       |
| 1. Draw inferences from the material   | _____ | _____ | _____ | _____ | _____ |
| 2. Recognize stated inferences   | _____ | _____ | _____ | _____ | _____ |
| 3. Sense inferential meaning in the author's diction   | _____ | _____ | _____ | _____ | _____ |
| F. Forming Judgments:  |       |       |       |       |       |
| 1. Evaluate summaries  | _____ | _____ | _____ | _____ | _____ |
| 2. Experience personal reactions in agreeing or disagreeing  | _____ | _____ | _____ | _____ | _____ |
| 3. Judge author's statements in light of child's knowledge and experience                                | _____ | _____ | _____ | _____ | _____ |
| 4. React to the mood or tone of a selection and its degrees of realism as viewed from child's background | _____ | _____ | _____ | _____ | _____ |
| G. Recognizing and Analyzing Propaganda Devices:   |       |       |       |       |       |
| 1. Seven common methods  | _____ | _____ | _____ | _____ | _____ |
| 2. Sheer repetition  | _____ | _____ | _____ | _____ | _____ |
| 3. Highlighting or playing down of certain ideas through size of print and position on paper             | _____ | _____ | _____ | _____ | _____ |
| 4. Recognize words, phrases and sentences quoted out of context  | _____ | _____ | _____ | _____ | _____ |
| H. Literary Appreciation:  |       |       |       |       |       |
| 1. Appreciate humor and plot   | _____ | _____ | _____ | _____ | _____ |
| 2. Identify and compare elements of style  | _____ | _____ | _____ | _____ | _____ |
| 3. Identify and evaluate character traits and motives  | _____ | _____ | _____ | _____ | _____ |

Part IV: Attitudes and In-Service Training

Directions: After you have read thoughtfully the following questions encircle either Yes or No.

1. Were you cognizant of all or most of the skills included in this check list? Yes No
2. Do you feel your students came to you with an adequate working knowledge of many of the critical reading skills? Yes No
3. Do you feel that the content area teacher shares the responsibility with the reading teacher for teaching technical vocabulary and the comprehension skills required for understanding the subject that he teaches? Yes No
4. Do you feel that your college courses gave you an adequate background for teaching all these higher level comprehension skills? Yes No
5. Does your school system provide any of the following opportunities for in-service training? (Encircle either Yes or No)
  - a. Workshops Yes No \_\_\_\_\_
  - b. Demonstrations Yes No \_\_\_\_\_
  - c. Bulletins Yes No \_\_\_\_\_
  - d. Observations and inter-class visitation Yes No \_\_\_\_\_
  - e. Educational and/or closed-circuit TV Yes No \_\_\_\_\_
6. Have any of these in-service programs emphasized:
  - a. The development of the levels of the comprehension skills? Yes No
  - b. The importance of the content area teachers as teachers of reading? Yes No
7. If you could avail yourself of in-service training, which three types do you think would profit you most? (Place an X on the blank spaces above)
8. Does your professional library contain books on reading by specialists in that field? Yes No