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Experiment in teaching the techniques of detecting propaganda

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AN EXPERIMENT IN TEACHING
THE TECHNIQUES OF DETECTING PROPAGANDA

by

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A RESEARCH PAPER
SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF
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This research paper has been
approved for the Graduate Committee
of The Cardinal Stritch College by

Sister Marie Colette
(Adviser)

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TABLE OF CONTENTS

| | Page |
|------------------------|------------------------------------|
| ACKNOWLEDGMENTS | |
| Chapter | |
| I | THE PROBLEM |
| | Introduction.1 |
| | Statement of the Problem 2 |
| | Definition of Terms 2 |
| | Summary. 4 |
| II | SURVEY OF RELATED LITERATURE |
| | Definition 6 |
| | Basic Skills and Abilities. . . .8 |
| | Application to Classroom. . . . 12 |
| | Detecting Propaganda. 14 |
| | Conclusion. 16 |
| III | PROCEDURE OF THIS STUDY |
| | Procedure.18 |
| | Skill Sheets. 19 |
| | Lesson Plans. 20 |
| | Review Test.21 |
| | Summary.21 |
| IV | FINDINGS, SUMMARY AND CONCLUSIONS |
| | Findings. 23 |
| | Summary.26 |
| | Conclusions.26 |
| APPENDIX. | 29 |
| BIBLIOGRAPHY | 41 |

CHAPTER I

THE PROBLEM

Introduction

The development of good critical readers has long been cited as a main goal for reading instruction. The number of articles published concerning this subject have greatly increased during the past several years. Despite this increase in interest, the importance of this skill is low ranking in priority of skills taught in the grades.

The teacher has an obligation to instill in the students the deep desire and ability to "think critically." The first step for the development of this skill should be introduced early in the education of the students. Much time and effort must be directed toward this instruction throughout the school years.

Propaganda materials, commercial advertising, and political persuasion are three media used to reach people today. The negative influence these have on individual's lives is staggering. This is caused, some writers state, by the lack of ability to weigh evidence, compare, evaluate and draw conclusions.

The effectiveness of propaganda depends entirely upon strong appeal to the human interests and desires of people, involvement of human interests, their loves, hates, fears, prejudices, curiosities, and amusements. There are many techniques used in making an appeal to the public. Identification of those techniques is the first step to understanding and interpreting propaganda.¹

Statement of the Problem

The purpose of this paper was to find an aid in teaching one phase of a unit involving critical reading skills. An experiment in teaching pupils the techniques of detecting propaganda was conducted in a single grade at Saint Francis Seraph School located in a low-socio economic area in Cincinnati, Ohio. Seven basic techniques were chosen as a guide for the study. These techniques were chosen as a guide for the study. These techniques were adapted from the book, Reading Instruction for Today's Children.

Definition of Terms²

A definition of terms was deemed necessary, because of the use of the worksheets.

Propaganda was defined as a deliberate attempt to persuade a person to accept a point of view or take a certain

¹ Nila Banton Smith, Reading Instruction for Today's Children, (New York: Prentice-Hall, 1963) p. 273.

² Ibid.

line of action.

The seven basic techniques are defined as the following types:¹

1. Bad name. - The use of disagreeable words to arouse fear, hate, and disapproval without giving any evidence to support the point being made.

2. Glad name. - The use of pleasant words as halos of desirable association are built around a person or thing to such an extent that the reader is moved to admiration, respect, or will buy a product in order to possess the desirable quality.

3. Transfer. - The ability to get the reader to transfer his respect, admiration or reverence from the thing to which he has already attached one of these attitudes to something else.

4. Testimonial. - This is similar to the transfer technique except the person names the object of the propaganda.

5. Plain Folk. - This is the referral to a word-picture, of a person, painted to convince the public of the persons very common, ordinary qualities.

6. Bandwagon. - The acceptance of something because everyone else is enthusiastic about it.

¹
Nila Banton Smith, Reading Instruction for Today's Children, (New York: Prentice-Hall Press, 1963), pp. 273-277.

7. Card Stacking. - Of all the techniques, this is the most subtle and most dangerous. This is the glorification of points which contribute to his good but the omission of those which might influence the reader in the opposite direction.

Summary

A definite need for training in the critical reading skills is present because of the diverse means and ways of communication. Students must be taught skills to develop mature awareness of these propaganda techniques.

1

Huus states:

The complexity of skills needs for this penetration into reading lessons, propaganda, and literature requires intelligent planning and logical arrangement of learning activities by teachers. The development of higher-level skills begins with concrete experiences basic to concept formation and with labels for these experiences that accumulate to form the vocabulary; it culminates with the evaluation of the truth, value, or worth of the material read.

The seven basic techniques for this study were substantiated by Kottmeyer in an article taken from Critical Reading. In the article, methods of developing work sheets, guide sheets and small group activities for an experiment

1

Helen Huus, "Innovations in Reading Instruction: At Later Levels" in Innovation and Change in Reading Instruction, ed. Helen Robinson (The Sixty-seventh Year Book of the National Society for the Study of Education, Chicago: University of Chicago Press, 1968) p. 149.

were explained.¹

¹ William Kottmeyer, "Classroom Activities in Critical Reading" in Critical Reading, ed., Martha King, Bernice D. Ellinger, Willavene Wolf (Ohio State University, Philadelphia: J. B. Lippincott Company, 1967) pp. 168-172.

CHAPTER II

SURVEY OF RELATED LITERATURE

Definition

There are as many definitions for the term "critical reading" as there are methods of teaching it. This process is sometimes referred to as reflective reading, critical reasoning, active reading, creative reading and interpretive reading. Any reading in which thinking is done is and can be called critical reading.

In order to better understand the idea of critical reading an explanation of comprehension is advisable. Comprehension, a much used word, entered our professional, but useful vocabulary in the early twenties. This skill called comprehension can be broken down into categories representing different types of thought-getting processes. Literal comprehension, interpretation and critical reading were cited as acceptable divisions by Smith.¹

Literal comprehension is the conveying of a primary meaning to what is read. This would be developed at an

¹
Nila Banton Smith, "What is Critical Reading?",
Elementary English, Vol. XL., No. 1, (April, 1963) p. 409.

early level in education. In order to obtain a deeper meaning than that obtained through literal comprehension interpretation skills need development. This is a giant step on the way to becoming a mature critical reader. The final step was the actual critical analysis. In this process the student evaluates, passes personal judgements on the quality, the value, the accuracy, and the truthfulness of what is read.¹

Despite the fact that no one definition is a cover-all for defining critical reading, this skill is undoubtedly most meaningful to teachers.

As stated previously, there is a definite need for the teaching of critical reading skills in the intermediate grades. Approaching the problems of how to attack it and how to develop proper attitudes are major issues of concern.

William S. Gray states in his article, "The Magic Aspects of Reading" that the attainment of competence in understanding what is read requires steady growth in ability to read the lines, to read between the line and to read beyond the lines.² It is the job of each teacher to develop, utilize, and implement the use of skills needed to produce the proper effect.

¹
Ibid., p. 410.

²
William S. Gray, "The Magic Aspects of Reading," Sequential Development of Reading Abilities, ed. Helen Robinson, (1958) p. 8.

Basic Skills and Abilities

There are pre-requisites to critical reading that are of great importance. The development of the required skills must be begun early in the training of the student. When a student develops these abilities, his reading is enhanced; when they are neglected, the result will be sham, superficial reading. Some of the major points of importance for building skills for more accurate critical reading are listed below:

1. The ability to recognize the meanings of words.
2. The ability to select the one appropriate meaning of the word which may have many meanings.
3. The ability to see the relationship between one part and another and of all the parts of the whole. ¹
4. The ability to draw inferences.

These are some of the beginning skills necessary for the proper training in the lower grades.

Smith states, "Rarely should a teacher "plan" to give a lesson in critical reading, particularly in the primary grades!" ² However, there is a great need for the initial development of critical reading in the primary grades. Questions will usually arise as a discussion of the content is taking place. A wise teacher keeps herself

¹
Arthur W. Heilman, Principles and Practices of Teaching Reading, (Columbus, Ohio: Charles Merrill, Inc., 1961) Chapter 9.

²
Nila Smith, Reading Instruction for Today's Children (New York: Prentice-Hall, 1963) p. 270.

ever alert for any leads, encourages the student and leads them on to search for more. If this search is initiated, as best as can be, at the primary level, the students will be ready to apply the skills learned to other content areas or subjects in the intermediate grades.

Durr has this to say concerning evaluation in critical reading. He states, "Many opportunities arise for promoting critical evaluation in the classroom."¹

There is a deep realization that there is a great need for critical thinking. Clymer made this statement at a recent reading conference:²

You recognize critical reading as the zenith of all comprehension skills and you are constantly striving to find improved ways to develop critical reading abilities for the students you instruct in reading. . . . The importance of the reading act in a democracy cannot be over-emphasized.

This is a valuable technique and educators must search for ways to aid in teaching for these needs. The ability to apply ideas gained through reading to a personal problem is very important. Without a doubt, the skills have to be deeply instilled for such a specific use.

¹
William Durr, "Building Initial Critical Reading Abilities," Vistas in Reading, Vol. XI, Part 1 (Proceedings of the International Reading Association Convention), (1967), p. 561.

²
Theodore Clymer, "Implications of Research on Critical Reading and Thinking," Reading and Thinking, (A Report of the Seventeenth Annual Conference and Course on Reading. (University of Pittsburgh, June 12-23, (1961), p. 41.

Critical reading involves critical thinking.¹ Karlin states that reading serves two purposes. The first purpose is to provide a source for ideas and to trigger reactions to ideas. In his estimation, he concludes that these purposes are the essence of thinking critically.²

The early aspects of critical reading readiness were mentioned earlier in the paper. The major aspects necessary for the development of sufficient skills could be categorized in the following manner.

1. Freedom to seek answers.
2. Sufficient practice on all levels of maturity.
3. Sufficient background.
4. Listening.
5. Recreational reading.
6. Learn to be an "expert" on a favorite author.³

Development of the skills, such as locating information, adjusting the rate of reading, word meaning and understanding of content are quite important to a critical reader. Reading and interpreting graphs, understanding captions and using numerous reference books are also needed skills.

If a question arises from reading, the student should, as a middle grade student, have a right to check and

¹
Helen W. Painter, "Critical Reading in the Primary Grades," Reading Teacher, Vol. XIX, No. 1 (1965-66) p. 35.

²
Robert Karlin, "Critical Reading Is Critical Thinking," Education, Vol. LXXXIV, No. 1 (September, 1963) p. 8.

³
Helen Caskey, "Developing Power in Critical Reading," Educational Digest, Vol. XXIX, No. 1, (January, 1963-1964) p. 52.

to search for other or even better solutions to the problems. This use of research will also strengthen skills, already learned, while the critical mind is working.

Extensive reading and sufficient knowledge of materials read seem to go hand in hand. These two necessities, in forming a critical reader, cannot be over-stressed. When readings are chosen to enrich the subjects and to further the understanding in new fields, the person is more apt to form a better judgement.

A strong foundation or training in graph reading, interpreting pictures, and skills of this nature tend to aid the mature reader. Each skill used at the appropriate time is an aid to understanding and increased learning. This exercise would increase in difficulty as levels progressed and there should be more efficient and mature evaluation as the student advances.

The process of listening is an excellent way or means of learning. In some class schedules, teachers have regular periods of time to read to the students followed by a discussion and period of questioning. These times of complete sharing can be most rewarding while sharpening the "listening" skills for detecting propaganda and other controversial issues.

Recreational reading is perhaps one of the most neglected aspects in building evaluative skills. Use of the library, different types of books, and interesting topics for student, add much enjoyment and can be a great

help in the learning process. Searching for meaning in a book, reasons for the outcome and interpretation of the illustrations are some of the important steps in making a book live.

Dowd stated, "A mature reader has the power to search out the intended meaning of the author."¹ When a student becomes interested in the works of one artist, encouragement to explore, investigate and re-study his works should be reinforced.

The aspects presented here are developed gradually and as the student matures. Hopefully, his ability to interpret and to evaluate grow as well. The result will be a "balanced" reader.

Application to Classroom

Middle grade students are at the point where they are constantly questioning things. They become "prove it" conscious of their parents, teachers, and peers.² Their skepticism is very easy to detect when proof is not available. At this time in their education, the middle grade

¹ Sister Ellyn Dowd, CSJ., "An Experimental Study of the Effectiveness of Teaching Vocabulary Through Direct Means and Context Clues," (Unpublished Master's Thesis: Cardinal Stritch College, Milwaukee, Wisconsin: 1967) Chapter 5, p. 50.

² Jeraldine Hill, "Teaching Critical Reading in the Middle Grades," Critical Reading, ed. Martha King, Bernice Ellinger, Willavane Wolf, (Philadelphia: J. B. Lippincott Company, 1967) p. 326.

student begins to utilize the skills taught in the earlier stages of learning. They will need direction and expert supervision during this time. It is up to the teacher to make certain that all available sources and resources are used to the fullest.

Space lists six skills necessary for mature critical¹ reading.

1. Investigation of sources.
2. Recognizing author's purpose.
3. Distinguishing opinion and fact.
4. Making inferences.
5. Forming judgements.
6. Detecting propaganda devices.

If these skills have not had time to ripen or they have been neglected by teachers and pupils, the teacher must now do something about the teaching of them.

Diverse ways and means are available to a teacher with much initiative and ready will, coupled with experience. First, favorite books can be studied by the middle grade student. Books pertaining to biography, family, and particular boys and girls, are always interesting to student. Authors can be notified by a letter of the interest the student has in his work and then the work will be much more practical and greater appreciation will result from the student involvement.

Johnson says, "When attempts have been made to develop critical reading and thinking abilities, they have

¹
George Spache, Toward Better Reading, (Champaign, Illinois: Garrard Press, 1961) Chapter 5.

frequently been concentrated in certain lessons and usually placed in higher grades."¹ Social studies and science are not the only areas where critical analysis works or is of great importance. The skills of reading, if well-taught, will almost unconsciously be applied by a mature reader in the content fields. This is again a connotation or implication of the mastery of the needed techniques.

Detecting Propaganda

The media now used to transfer messages to the public are quite extensive. When being confronted with propaganda in so many facets of society, the public must be aware of all the ways to interpret what they encounter and make the proper decision or application to their lives. The students of today must know the meaning of propaganda and be able to detect it. Experience designed to help the pupil can begin as early as the fourth grade. Propaganda can be found in all types of reading materials: bill-boards, handbills, pamphlets, newspapers, magazines, and books. The simplest forms, for detecting these tricks, should be used in the early years of the elementary level. Teachers of these techniques will be of great assistance to their students. Teachers, must instill in classes a desire to ponder, question, provoke systematic thinking and evaluate the procedures used. Stauffer remarks, "Unexamined experiences result in vague

¹
Marjorie Johnson, "Readiness for Critical Reading,"
Education, Vol. LXXIII, No. 1 (February, 1953) p. 391.

notions that represent gross, sweeping, wholesale general-
izations."¹

Newspaper study would prove to be a very useful and rewarding project. Many local newspapers are cooperative in giving copies of their papers to schools. There have, in some cases, been teacher guides to accompany the issue for directions in the study. If several papers can be obtained, a comparison of stories could be made by the students. The comparison, evaluation and interpretation of the printed news stories is of interest to the most "distracted" students.

Another type of study would be the investigation of articles written on the same subject by different columnists. They could be discussed to determine the facts from personal opinion and to identify radical ideas or sensationalism.

Panel discussions would also be a marvelous way to develop an attitude of an evaluative and critical nature. To fully participate in a panel discussion, research is necessary to have the facts and ideas close at hand. During the period of time the student is preparing for this discussion, he will constantly be evaluation and analyzing the material with which he is coming into contact.

To develop a better understanding of the products on the market and to increase the ability to interpret the meaning of the "sales pitch", a thorough study of the

¹
Russell Stauffer, "Children Can Read and Think Critically," Education, Vol. LXXX, No. 1, (May, 1960) p. 522.

techniques for detecting propaganda in advertisements is quite interesting and rewarding. Many authors had comments¹ pertaining to this topic. Durr states in a recent bulletin:

Certainly one of the most common and effective forms of propaganda is exemplified in most advertisements. Many people are conscious of the fact that they are propaganda and are probably aware of the techniques used in them to entice the reader to rush out and buy almost anything. Nevertheless, some persons still are moved to foolish actions because of their inability to read as critically as they should.

Conclusion

It seems that there is a definite necessity for the teaching of critical reading skills in the middle grades. If, by fault of our own or the system in general, our students have been cheated of ever mastering this are, it is our obligation to begin to teach it. It is never too late to begin. Each teacher has a terrific responsibility to the students that are encountered. The development of critical reading skills in our present world are essential.

2

Pauk wrote:

Our principal goal, then is to teach students not just to read, or to read more, quickly, but to read with percision and awareness, with the sensitivity that depends on his ability to sense and make discrimination.

1

William Durr, "Teaching Critical Reading in the Intermediate Grades." A Reading Service Bulletin for Houghton-Mifflin Company, (1967) pp. 16-17.

2

Walter Pauk, "Improving Critical Reading," Journal of Reading Specialist, Vol. III-IV, No. 1 (1965), p. 86.

Teachers must see that students become aware of the tremendous avenues open before them, help them to move onto those paths to success and understanding, never stopping until they have reached the goal as a "mature critical reader."

The impact of the whole idea and need for development of critical reading skills was pointed out by Cameron¹ when he stated:

The chief job of reading education in an age of media fallout is not to train people to read novels in front of a fire, attractive as such a prospect might be but to make them critical readers in a world where emotional reading at the wrong time can amount to join-
in the mob rather than resisting it, and will in the long run enslave a man rather than set him free.

¹
Jack R. Cameron, "Read Critically ---Or Join the Mob", Journal of Reading, Vol. XII, No. 1 (October, 1968) p. 26.

CHAPTER III

PROCEDURE OF THIS STUDY

Smith states:

Critical reading, is a third level in the hierarchy of reading-for-meaning skills. It includes literal comprehension and interpretation but goes further in that the reader evaluates, passes personal judgements on the quality, the value, the accuracy and the truthfulness of what is read.¹

This fact and also the idea that today's needs for exact critical analysis are even more demanding, were two of the most frequently mentioned points in the research read.

Procedure

The experiment in teaching pupils the technique of detecting propaganda was conducted in a single grade at Saint Francis Seraph School. It is located in a low-socio economic area in Cincinnati, Ohio. A class of seventh grade students were participants in the experiment.

The writer prepared all materials used in this study and also taught the unit to the students following the Lesson plans for the developmental lessons.

¹
Nila Banton Smith, "The Many Faces of Reading Comprehension," The Reading Teacher, Vol. XXIII, No. 3., (December, 1969), p. 256.

The materials for the critical reading exercise were collected early in the school year. Magazines that the students would have access to were sought. After the initial collection of advertisements, they were categorized according to the seven types of propaganda techniques considered for the experiment. The advertisements were then prepared for classroom use. Some were mounted on the board for permanent, immediate reference. The remainder of them were used daily for review and then removed.

Skill Sheets

The formulation of the worksheets followed the categorization of the materials. Seven sheets, one for each of the techniques, were organized for study and used in the classroom for discussion.

Each paper was arranged in a very simple style. A character from the Peanuts comic strip was pictured on each sheet introducing a sample of the technique involved. Directly below the illustration a concise definition of the technique was stated; followed by samples of different advertisements demonstrating the particular technique.

The next step was to plan the time of the experiment, and as a result of this need, a tentative schedule of lesson was arranged. Each of the students received a calendar for the experiment and a copy of each of the worksheets.

Lesson Plans

A general lesson plan was organized and outlined to determine the aim and procedure of the exercise. The aim of the instruction was to acquaint the students with a phase of critical reading. Interpretation and analysis of propaganda in advertisements was the skill to be strengthened by this lesson.

The procedure for the specific lessons were more detailed in nature.

The analysis sheet was formulated for distribution to the students with the basic ideas of the techniques listed. Another section on the sheet consisted of a list of questions to consider as the lesson was conducted and different advertisements were discussed.

A general or over-all view of the idea of propaganda was introduced, then the developmental lessons followed in sequence. This consisted of material for eight or nine periods of classroom work. Preceding each class period the techniques already discussed were reconstructed.

Upon the completion of the developmental lessons and follow-up exercises there was a general review of all the techniques taught. Pupils' recognition and critical evaluation of the techniques were checked through discussion and review of the advertisements. A sharing period, of the advertisements collected by the students, was added to increase interest and motivation.

The students then were asked to write an original advertisement. These were discussed during a small group

discussion period prior to the final test date.

Review Test

An interim of a week lapsed before the administration of the final test. This gave the students an opportunity to observe more advertisements and gain new insights into different aspects of advertising.

The test consisted of eighteen samples of actual advertisements. The students were to identify the technique used to convey the message. The questions or samples, which numbered eighteen, seemed adequate for checking the ability of the students to detect, interpret and evaluate the type of propaganda used to entice the public.

Summary

After the collection of materials, the planning of the lessons to fit the needs of the students and organizing the necessary skills sheets and test, the developmental lessons were undertaken. The aim was to further develop the skills of the students to help meet the needs of the day.

Finder stated in a recent article that the ability to apply ideas and to integrate these with one's experience has also been called a skill of comprehension.¹

¹
Morris Finder, "Comprehension: An Analysis of the Task," Journal of Reading, Vol. XIII, No. 3, (December, 1969), p. 199

The aim of this experiment in the detection of propaganda was the application of propaganda-detection techniques to situations.

CHAPTER IV

FINDINGS, SUMMARY AND CONCLUSIONS

Findings

The results of the experiment for detecting propaganda were quite revealing. As the developmental lessons progressed, the students were seemingly grasping the ideas quite easily. The enthusiasm displayed and the eagerness for continued work were also incentives for the teacher. References to the lessons were made frequently, at times other than reading class time.

The worksheets were used only during the periods of class and as discussion guides following the introduction of each technique. They were completed by the class as a group. As a result of this method of instruction, there was no immediate check for comprehension at the conclusion of each developmental lesson. However, the short review each day had been anticipated as an aid to the retention of the facts learned.

As stated in the preceding chapter, the test was administered and graded following the seven developmental lessons. The results of the test showed evidence that there

existed a definite need for training in the critical reading skills due to many factors involved.

Although this test prepared by the writer consisted of materials similar and in some cases the same as that on the study sheets, it proved to be a challenge. The scores were greatly scattered in the final charting and evaluation.

Reference to Table 1 on the following page will be an aid to understanding the students' scores. The number of questions contained on the test and the number of students obtaining that score was charted for the readers convenience.

The experiment was begun with 36 pupils. Only 26 were available to complete the experiment. This reduction of the participants was due to the family transiency in the school used for the exercise. However, as seen by referring to the chart, results indicated that approximately two-thirds of the class obtained scores of nine points or more correct, compared to the eighteen advertisements that were to be identified according to technique.

A definite weakness during the experiment was the length of time given to each technique and its introduction. The work would have been much more understandable if the periods of instruction had included more time than the eight periods used for the experiment.

The writer wondered about the possibility of a higher score on the test if it had been administered upon completion of the developmental lessons. A week had elapsed before the test was administered.

TABLE 1
POSSIBLE TEST SCORES AND NUMBER OF PUPILS OBTAINING THEM

| SCORE OBTAINED | NUMBER OF STUDENTS OBTAINING SCORE |
|----------------|------------------------------------|
| 18 | 1 |
| 17 | 0 |
| 16 | 2 |
| 15 | 2 |
| 14 | 1 |
| 13 | 1 |
| 12 | 4 |
| 11 | 3 |
| 10 | 1 |
| 9 | 5 |
| 8 | 2 |
| 7 | 1 |
| 6 | 0 |
| 5 | 1 |
| 4 | 1 |
| 3 | 0 |
| 2 | 0 |
| 1 | 1 |
| 0 | 0 |

N=26

Summary

This experiment was an excellent one for checking the students' ability to detect propoganda in advertising but this exercise stressed only one of the areas of the critical reading skills. There is much additional training needed to meet the propoganda challenges of today's world.

The lesson conducted for the detection of propoganda were worthwhile. Both the teacher and the students profited greatly from the experiment. The students developed awareness of the techniques used in propoganda. These aspects of reading had until that time been foreign to the class.

Exercises similar to the one discussed in this paper could present an excellent climate for a learning atmosphere in the classroom. Training in this area of critical reading and many other areas should be continued, increased and reinforced as often as necessary or the teacher finds a situation presents itself.

Conclusion

It was concluded that there should definitely be a sequential development of the skills necessary for the training of informed adults. Also resolved was the fact that much time and effort is needed to become adept at detecting propoganda in its varied forms. This seemed evident because of the scattered scores on the students' tests.

After studying the work habits of the students in-

volved in the experiment and investigating their past training, it was concluded that all aspects of the reading skills were in need of improvement. That they were weak in practical application of points learned became even more evident as they compared the techniques with the sample advertisements.

The experiment proved to be a means for the students to converse more freely on subject matter and thereby increase language development and personal contact. A greater spirit of helpfulness, understanding and willingness to listen to one another were results of this unit of work. As stated before, the unit became a learning process for the students and the teacher.

Hopefully, the exercise conducted was the beginning of further work in this area and others in the reading skills. Exercises of that nature or similar ones should be an aid to students as they enter society and have, of necessity, to judge for themselves.

1
Howard states:

Let us say that to raise the level of critical reading skills, at all levels, requires a solid foundation of structural skills and an environment which exudes and generates discussion, debate, and awareness of all kinds of relationships, with key emphasis on selectivity.

Therefore, it is the teachers privilege and duty to begin and/or to raise the level of skills by continued efforts for improving and enriching the students experience.

¹ Melvin Howards, "Ways and Means of Improving Critical Reading Skills," Developing Comprehension Including Critical Reading, compiled by Mildred Dawson, (reprinted from publications of the International Reading Association, 1968), p. 195.

The exercises developed for use in the classroom was one small effort toward improvement of reading skills with a concentration in one phase of critical reading.

It is the responsibility of each teacher to be instrumental in preparing students to meet the educational needs of their everyday life. A continued and dedicated effort, in this type of exercise, will not be in vain. The students of today will be adults of tomorrow and must be prepared to intelligently and critically begin to evaluate and problems confronting them. The training for this evaluative and critical analysis begins early and grows and develops as education advances and responsibilities multiply. If teachers have aided in any facet of the development of these adults, there will be a generation to be proud of and people need never to fear for the greatness of tomorrow.

APPENDIX

SCHEDULE FOR DEVELOPMENTAL LESSONS

| | |
|-------------|--|
| December 1 | Introduction and Bad Name technique. |
| December 2 | Review and Glad Name technique. |
| December 3 | Review and Transfer technique. |
| December 4 | Review and Testimonial technique. |
| December 5 | Plain Folk technique and review. |
| December 9 | Bandwagon and review of all concepts learned. |
| December 10 | Card Stacking and review. |
| December 11 | General review of the seven techniques taught. |
| December 12 | Quiz determining the ability to recognize the tactics used by propagandists. |

PLANS FOR DEVELOPMENTAL LESSONS
IN DETECTING PROPAGANDA
IN ADVERTISEMENTS

Aim: To acquaint the students with a phase of critical interpretation and analysis of propaganda in advertisements.

Procedure:

1. Introduction: Introduce the idea and meaning of propaganda.
Definition of propaganda.
2. Explain: The basic propaganda tricks.
Show and read different advertisements to show trick involved.
3. Continue the introduction of each technique using the advertisements collected for display and demonstration.
(Encourage the students to bring different advertisements.)
4. Distribute the worksheets and correlate them with the technique being discussed and use as a discussion guide.
5. At the beginning of each class (daily) have a quick review of techniques already learned.
6. Prepare some of your "original" advertisements. Share with the class.
7. Review the techniques for retention and check-up before the quiz.
8. Administer the quiz, thereby giving the students an opportunity to check the application of the techniques and evaluative factors learned.

ANALYSIS SHEET

The following are questions to consider and use during the study of the analysis of propaganda in advertisements.

1. Who is the propagandist?
2. Whom is he serving?
3. What is his aim in writing on this subject?
4. What technique does he use?

| | |
|---------------|---|
| Bad Names | -Use of unpleasant words. |
| Glad Names | -Desirable traits and qualities. |
| Transfer | -Famous people mentioned. |
| Testimonial | -Person uses the product. |
| Plain folk | -Beautiful word picture of person |
| Bandwagon | -Accept because everyone else does |
| Card Stacking | -Show what is favorable in his product and for his purpose. |

5. How would you challenge this technique?
6. Are you or are you not going to permit yourself to be influenced through the tactics of this propagandist?

Name _____

Homerroom _____

B A D NAME

**GOOD
GRIEF!**

When you feel worn out- when
you feel all in-- T
a
k
e new "LIFT"
to get rid of your draggy feelings.



This technique when used in advertisements, tries to cause the reader to apply several unpleasant words to himself and to be moved that in order to overcome this state, he will purchase the product the advertiser is trying to sell.

1. AFTER 30 DAYS WOULD YOU STILL CALL IT "just dry skin"?
You may have the heartbreak of psoriasis. Do you have dry, flaky skin...a persistent itch...a scaly patch? These are often the "harmless looking" early signs of psoriasis. If these symptoms last more than 30 days, see your doctor. And be sure to ask him about Tegrin.
2. Take rust or cloudiness or bad taste or odor or hardness out of your water and what do you have? CULLIGAN conditioned water.
3. When you feel worn out - when you feel all in - Give yourself a lift when New VIVARIN. Vivarin is the fast acting stimulant that acts in your bloodstream to give you a life anytime you need it. When you feel too tired for your daily chores....If you're getting weary of the great outdoors.. If you just can't make it through your busy day...If you feel all yu-u-uk when you want to feel gay...liven up with new VIVARIN!
4. I charmed my snake-catching hubby by losing 79 pounds. I declare, at 223 pounds, I was the hippest girl in Jacksonville, Florida. Now if I had been a rattlesnake, my husband would have appreciated my size. He catches them and he could have sold me to a reptile show for a pretty penny.
5. Burnt up over hot taste? Come up to the Kool taste.
6. Give Sudden Beauty Facial 5 minutes with your skin, and watch it smooth out ugly wrinkles. Your skin's been through a lot with you. It's time you did more than cover it up.

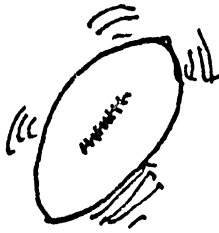
SWISH shampoo takes care of your hair
the way beauty soap takes care of
your skin. For shiny- easy to
manage hair use new Swish.



This technique is used most frequently in advertising. The "glad names" appeal to the person and they buy in order to have all the desirable qualities mentioned.

1. If you can't take the heat.. take the cure. Get fast relief from sweltering summer days and hot, sleepless nights with Chrysler Air conditioning. It makes you feel great all day. Helps you enjoy a comfortable, restful night's sleep.
2. BRECK Shampoo takes care of your hair the way beauty soap takes care of your skin.
3. Things start moving your way when you move by MAYFLOWER. You sense it the moment the Mayflower men arrive. Neat, courteous, skillful. You recognize it as they carefully nestle, wrap, pad and pack your things. Find us in the Yellow Pages.
4. The frosting that spreads easier, tastes creamier than homemade..It's homogenized. You can't beat it. Betty Crocker- Ready-to-Spread Frosting.
5. Watch Mom! Fizzies turns water into a magic drink. Right! It's magic. One Fizzies tablet turns an ordinary glass of water into a fizzing, bubbling, soft drink. No mess. No mixing.

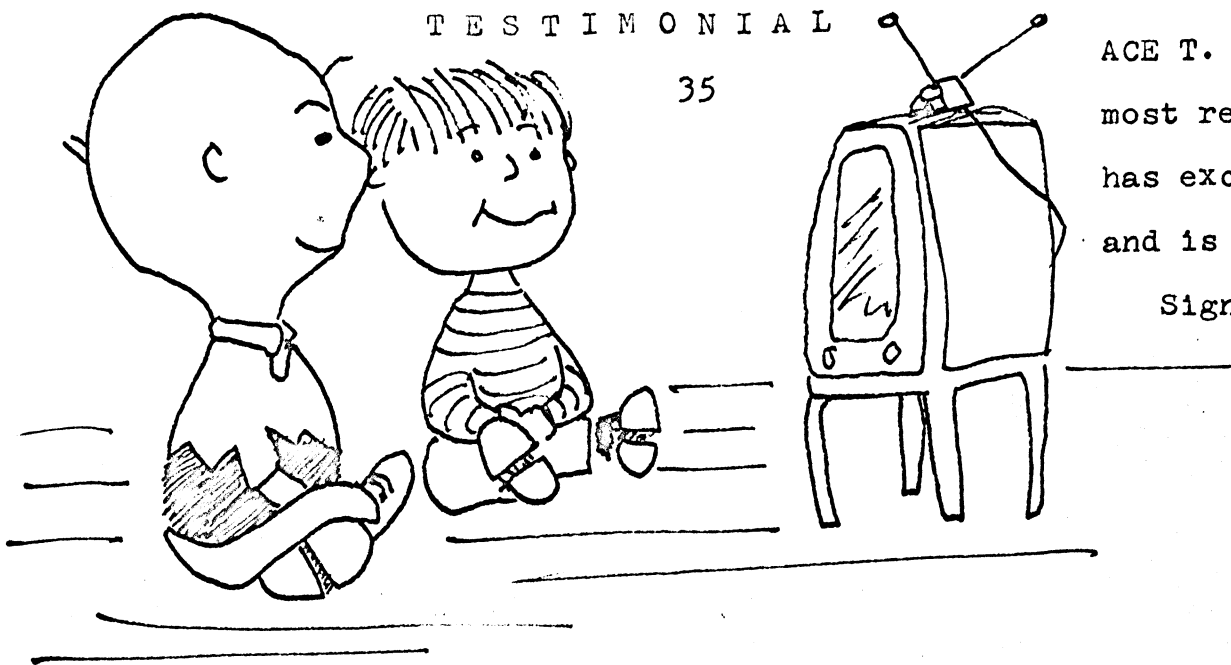
Smart Stars use only the best athletic equipment by "BOUNCY" -- the best in equipment manufacturing.



O. J. Snoopy

Famous people in show business, sports, or society are frequently used for this method. They are mentioned or pictured for transfer purposes only. It does not state that they use the product or thing. The person is only pictured.

1. STIR UP A BLIZZARD with "FRESCA". It's the way to save yourself from the perils of ho-hum summer drinking. (Featured in picture of snow and St. Bernard dog: Johnny Carson, a TV celebrity)
2. Have you tried everything and still can't get your dishes soporless? Try "JET*DRY". (Pictured: Jane Kean featured on a TV show.)
3. Under a picture of a trim actress is the following statement: "Surprised how you can look in a few weeks?" Try "Admit" the new reducing formula for women who want to be attractive.
4. Joe Namath has "something for the Girls". (Pictured with a group of girls and there is a Schick razor on the side of the page.) Joe Namath is a Schick Retractable fan. And a girl fan. Combine the two and you get a fantastic offer.
5. "Every woman should have a touch of the soft life at her fingertips." (Pictured is Gwen Mitchell -actress) And more women soften their hands with Jergens than the next 6 lotions put together.
6. Curt Stewart wears Brut. Because he feels like it. (Pictured next to a bottle of Brut) Use after shower, after shave or after anything.



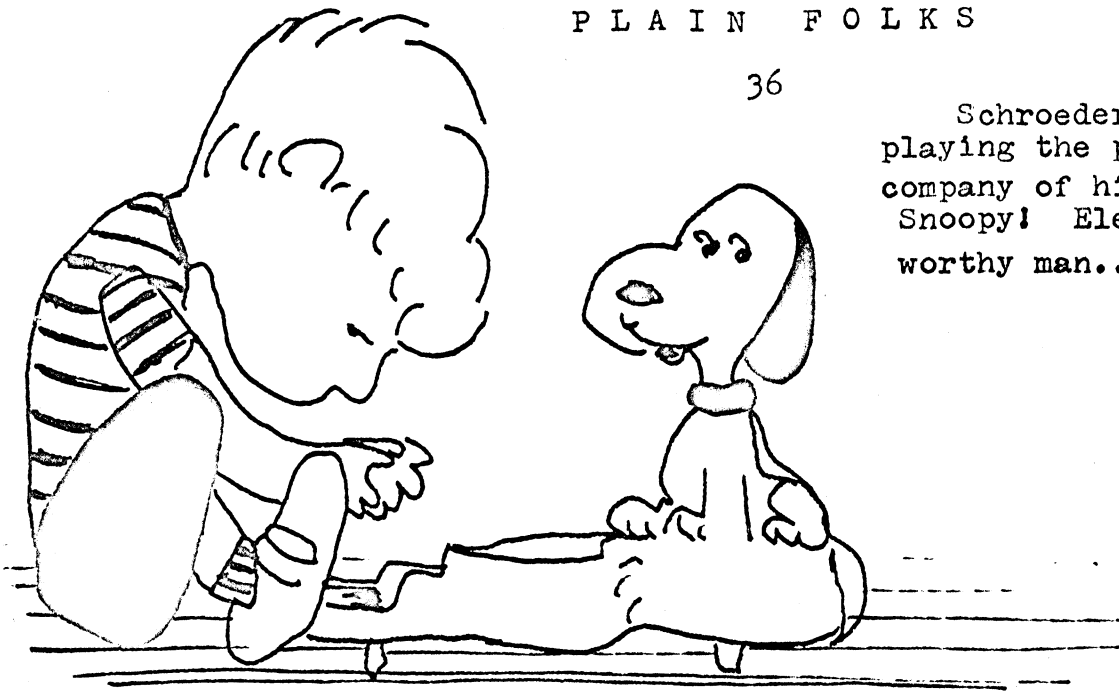
ACE T. V. is the most reliable and has excellent reception and is guaranteed.

Signed

This is similar to the transfer technique but this goes so far to state that the person does use this product or do this thing. Endorsement is the key.

1. She's Broadway's favorite costume designer. Why did Patricia Zipprodt want a Kenmore from Sears? "I could have bought a more expensive sewing machine," Patty says. "But I'm convinced I couldn't get a better one than my Sears "Kenmore."
2. "Wheaties" is the breakfast of champions. That is why I have to have my wheaties each morning...my sons eats them, too. They give us all the energy that we need for the day. (Roy Rogers talking while eating breakfast.)
3. Why I like to keep America Beautiful by Henry Gibson. Because it's my country and it's getting dirty. That's why.
4. STANDARD OIL has made me a winner. Mario Andretti says, "It has made me a winner....last year and many other times. It is the only oil to use. Why not be a winner?"

Schroeder spends his evenings playing the piano and enjoying the company of his faithful dog, Snoopy! Elect this worthy man...



A beautiful word picture is painted of the person they wish to promote. This is a technique to gain the admiration of the people and consider to him a common man, and therefore, worthy of his office or desire position.

1. (Pictured: Bob Cousy and family unpacking their dishes)
The Bob Cousy family has moved to Cincinnati. The new coach lends a hand to his wife, Missy, right, and daughter, Tish, as they start to arrange things in the kitchen.
2. Mayor in Motion: New York's Lindsay: Gung-Ho in a brutal job.
(Pictured: The Mayor with some of the poorer people of New York.)
3. Sophia Lorene is a good mother to her new child. This is the first and the long awaited one. (Pictured: The star with the child on a walk in the park.)
4. (Basketball player is pictured with his small son while they are fishing.) There is always time for his children. Even in the busy day of a professional player.

B A N D W A G O N

Last month 10,000 Americans switched
to "CORN-POP".

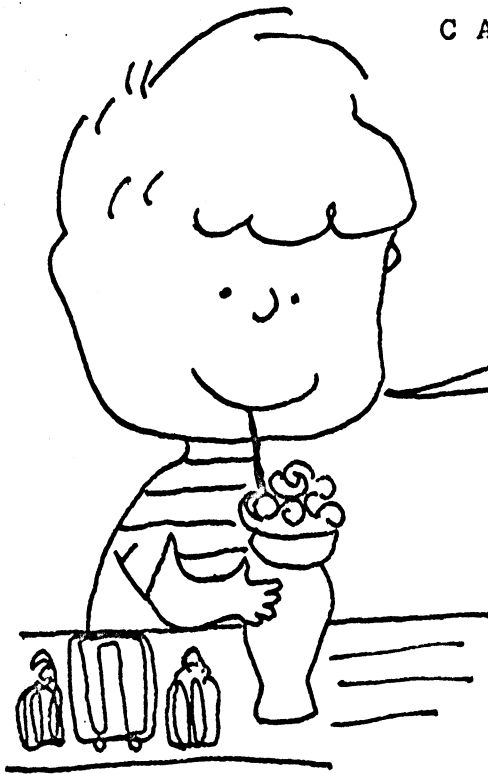
Why not you?



The bandwagon technique is used to get the reader to accept something because everybody else is enthusiastic about it. After reading the advertisement the reader will want to think, vote, or buy what the majority favors.

1. Will electric heat be No. 1 before too long? The tide has turned to flameless electric heat. Today, over 3 million families have made the switch. Hundreds of thousands of commercial and industrial buildings have done the same. And the forecast: millions more electrically heated buildings in the near future.
2. A Bribe: from the world's largest maker of fiberglass runabouts. If you're one of the many thousands who will buy a 1970 Glasspar or Larson boat (on display now), we offer you a three part bribe.
3. Take a look at what's happening. A new crude oil discovery that may well become the most important in the history of our hemisphere. And now more than 25,000 service stations in 45 out of our 50 states to bring you the most in driving pleasure almost anywhere you go. Use Arco Products.
4. Join the smart people and travel in your own car. More people are going "Car-Power" than ever before. Get with it.

CARD STACKING



"Supreme- SPARKLE STRAWBERRY Soda"
tastes better, contains finer
syrup and the taste lasts longer.

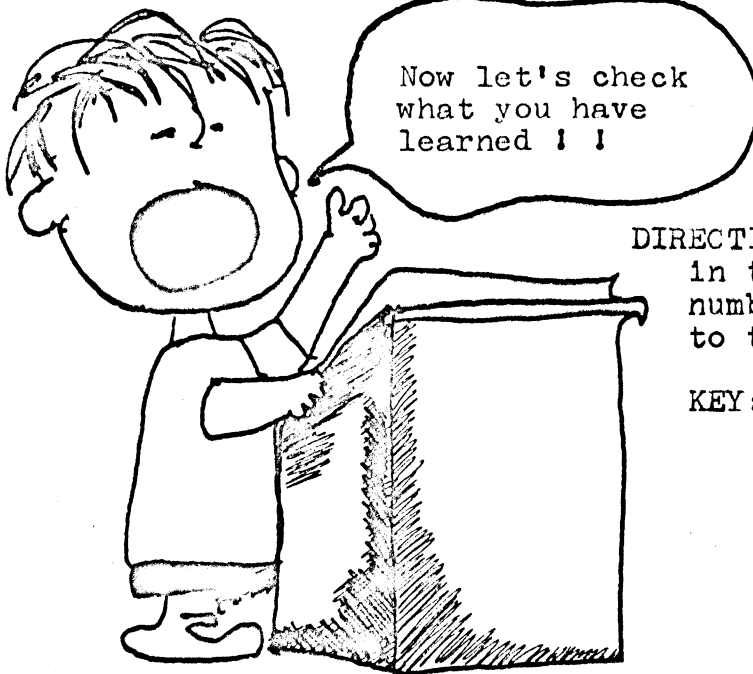
So try it!

This is the most dangerous of the propagandist's techniques. An ad writer may show only what is favorable to his purpose. He makes anything that serves his purpose greater than it is and misrepresents those which turn the reader in the opposite direction.

1. Gives You more of the Strong Pain-Reliever Doctors Recommend Most for Headaches... than the other leading extra-strength tablet. Compare: Of all the pain-relievers known to medicine, there's one doctors recommend most for headaches. Anacin's fortified formula gives you more of this than any other leading headache tablet.
2. PALL MALL MENTHOL 100's U.S. Government figures show they're lower in "tar" than the best selling menthol king. Longer-yet milder.
3. Sure the Chevy pickup is better looking and easier riding. Want to make something of it?
4. If you could put Tareyton's charcoal filter on your cigarette, you'd have a better cigarette. But not as good as a Tareyton. That's why us Tareyton smokers would rather fight than switch.
5. SILVA THIN .. THE ONE THAT'S IN . Silva Thins-lowest in 'tar' and nicotine* of all 100's, lower than most Kings. Yet better taste. Silva Thin. The one that's in.

*According to latest U. S. Government figures.

HOW WELL CAN YOU DETECT PROPAGANDA ?



TEST

DIRECTIONS: Identify the technique used in the statements below. Place the number of the technique on the line to the left of each of the samples.

- | | | |
|------|----------------|------------------|
| KEY: | 1. Bad names | 5. Plain folks |
| | 2. Glad names | 6. Bandwagon |
| | 3. Transfer | 7. Card stacking |
| | 4. Testimonial | |

- _____ 1. Take rust or cloudiness or bad taste or odor or hardness out of your water and what do you have? Culligan conditioned water.
- _____ 2. Wheaties is the breakfast of champions. "That is why I have to have my wheaties each morning." (Roy Rogers is talking while eating breakfast.) "They give us all the energy we need for the day."
- _____ 3. SILVA THIN - The one that's in. Silva Thins - lowest in "tar" and nicotine of all 100's, lower than most kings. Yet better taste. Silva Thin--The one that's in.
- _____ 4. (Under a picture of a trim actress is the following statement.) Surprised how you can look in a few weeks? Try "AYDS" the new reducing formula for women who want to be attractive.
- _____ 5. Today, over 3 million families have made the switch. Hundreds of thousands of commercial and industrial buildings have done the same. Will electric heat be No. 1 before too long?
- _____ 6. Burnt up over hot taste ?? Come up to the Kool taste.
- _____ 7. There is always time for his children. Even in the busy day of a professional player. (Pictured: A basketball player, of a popular team, with his small son. They are fishing and camping.)
- _____ 8. The frosting that spreads easier, tastes creamier than home-made. It's homogenized. You can't beat it. Betty Crocker- Ready-to-Spread.

- _____ 9. A Bribe: From the world's largest maker of fiberglass runabouts. If your're one of the many thousands who will buy a 1970 Glasspar or Larson boat. (on display now) we offer you a three-part bribe.
- _____ 10. Have you tried everything and still can't get your dishes spotless ? Try JET-DRY! (Pictured: Jane Kean featured on a TV show.)
- _____ 11. If you could put Tareyton's charcoal filter on your cigarette, you'd have a better cigarett. But not as good as a Tareyton.
- _____ 12. Breck shampoo takes care of your hair the way beauty soap takes care of your skin. For shiny-easy to manage hair use new Breck.
- _____ 13. "Standard Oil has made me a winner." Mario Andretti says. "It has made me a winner...last year and many other items." This is the only oil to use.
- _____ 14. (A man running for a political office is pictured with a poor family with this statement connected to the picture.) MAYOR IN MOTION: New York's Lindsay: Gung-Ho in a brutal job.
- _____ 15. When you feel worn out-when you feel all in- Give yourself a lift with new Vivarin. When you feel too tired for your daily chores..If you're getting weary of the great outdoors. If you feel all yu-u-uk when you want to feel gay.. take Vivarin.
- _____ 16. Sure a Chevy pickup is better looking and easier riding. Want to make something of it?
- _____ 17. Stir up a BLIZZARD with FRESCA! It's the way to save yourself from the perils of ho-hum summer drinking. (Pictured: Johnny Carson - a TV celebrity with a bottle of Fresca.)
- _____ 18. Gives you more of the strong pain-reliever doctors recommend most for headaches, than any other leading extra-strength tablet. Anacin's fortified formula gives you more of this than any other leading headache tablet.

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