

and the skill in presentation. Overt moralizing may seem "corny" to young readers.

Suggestions for Setting and Characters

- Stories usually should have the central part of a big city as their setting. Suburban settings sometimes should be used, but less often than in current teenage literature. In addition, exciting adventures with settings in outer space, in Alaska, on the American Frontier, and under water are acceptable.
- Some stories should take place in segregated, one-race neighborhoods and in some integrated, multiethnic neighborhoods. In books about multiethnic neighborhoods, it is especially important to avoid stereotyping. There should be some intergroup friction, some intergroup friendliness, and some friction between members of the same ethnic group. Intergroup relations may sometimes be the main theme of stories, especially in those with settings in changing neighborhoods, but should more often be used as background for a plot which is not concerned with intergroup relations.
- In materials prepared for pupils in upper elementary school grades and junior and senior high schools, characters portrayed should be adolescents or adults, but not young children.
- Characters should sometimes live in multiple dwellings, tenements, housing projects, and rundown one-family houses; less frequently, they should live in homes representing high-income levels.
- The tendency to stereotype the "middle class" and "middle-class values" should be avoided. The socioeconomic status of the main characters should usually be of the lower-lower and upper-lower classes, occasionally of the lower-middle class, and much less frequently of the upper class. Poverty, moonlighting, homes in which both parents are working, the matriarchal home, unemployment, and seasonal employment, as well as prosperity and regular employment, sometimes should be depicted.

language and ideas expressed in the content of readers need to be considered. The speech patterns and actual vocabulary used in real-life situations should be utilized in the content of the readers.

- Young people usually are more interested in books which portray life situations like their own and which, therefore, seem real. They are less interested in an unfamiliar, seemingly artificial society and way of living, but a few themes are so exciting that unfamiliar settings are acceptable. These include adventure, the struggle for survival, and life on the frontier.
- The success story, or "Horatio Alger" narrative, will appeal to pupils of low socioeconomic status if presented in a realistic contemporary context. Books of this kind can help raise pupils' aspirations, and thus aid "high horizons" programs.
- If a book arouses a genuine emotional response in the reader, it may help modify his attitudes, values, and behavior. Overt preaching or didacticism, however, will defeat its own purpose.
- The content of books for teenagers, from the upper elementary school grades through senior high school, should have strong and immediate appeal. Some specific suggestions include:
 - For all boys: Adventure, danger, survival, athletics, animals
 - For all girls: Dating, jobs for girls, school activities, mysteries
 - For both boys and girls: Science fiction, mystery and detective stories, humor
 - For high school boys: Jobs, cars, military service, dating
- Wherever appropriate, the reader should have an opportunity to make value judgments based on realistic behavior of characters, and his sympathies and emotions should be stirred in desirable directions. Success in modifying a reader's attitudes, judgments, values, and actions through literature depends on the emotional impact of the writing, the genuineness of the situations portrayed,

of school; great numbers of others have completed four years or less. Children in families with such backgrounds do not associate with anyone whom they value who uses books, magazines, or newspapers as a regular part of his life.

- Connected discourse (conversation) is all but unknown to many children. Martin Deutsch points out that words and phrases constitute the only verbal diet familiar to large numbers of boys and girls in the poorest sections of cities. These children have had no preschool experience with the expression of abstractions. Discourse at home has been a series of directions, instructions, and expletives delivered with the greatest possible economy.
- It is important that materials for these pupils be written by persons who understand current urban conditions and the cultural backgrounds of minorities.

Literature: Fiction, Drama, Poetry, Articles

Suggestions for Reading Levels

There should be a variation of reading levels so that material is available for children who represent a range of reading abilities. Some materials are needed for junior high schools with reading levels from second to fifth grade and for senior high schools with reading levels from second to eighth grade. However, the need for reading materials of this type does not mean there should be a lack of sophistication in content. Often subject matter of considerable maturity can be handled in easy-reading books. It is also desirable for books and stories to be short.

Suggestions for Content

- The content of reading materials should more adequately reflect the lives and characteristics of the young people who use them to learn to read. Clinical psychologists and psychiatrists should be consulted in determining the kind of image with which deprived or otherwise different children can identify, or at least not reject; then characters of this type should be depicted in pupil materials. Both the