

- Home life of people in low socioeconomic groups often should be depicted as wholesome, although *not because of* deprivation. Some one-parent homes should be presented. Both the hardships and the wholesomeness which characterize such homes should be portrayed.
- Some "success stories" about characters who have risen socially, economically, or culturally are desirable. Again, preaching should be avoided.
- Adult characters in stories should usually be blue collar workers portrayed with admiration; they sometimes should be unskilled or semiskilled workers portrayed without condescension; sometimes they should be highly-skilled workers or business or professional men.
- Minority group members should occupy a variety of economic and vocational levels, including the highest. In some stories, they should be self-employed or own their own businesses, and demonstrate pride in their independence.
- At every vocational level, persons should be portrayed as feeling pride of workmanship and as accepting the dignity of labor of all types.
- Socioeconomic background and vocational status should be sketched in subtly, without preaching or didacticism.
- Minority group members should be main characters at times and often should be minor characters. Stereotypes must be avoided.

Suggestions for Themes and Plots

- Some underlying themes which have strong appeal are the need to belong to a group, the need to be accepted by peers, the need to succeed at something, the need to believe that the individual is important, and the need to feel satisfied about the status of parents.
- Stories may sometimes portray intergroup prejudice and may deal with the current civil rights activities. The treatment should be candid and realistic but fair and not sensationalized.
- Stories might sometimes show effects of automation on adults in such ways as job loss or fear of job loss; they may

also portray the effects of changes in work technology in such ways as the need to retrain, to take night school courses, or to move to a new locality.

- Plots may sometimes revolve around problems resulting from change, such as the following:
Change of housing because of slum clearance or freeway built through residential section.
New neighbor who comes from another state or nation, or who is a member of another ethnic group.
New job in large, impersonal plant rather than in small neighborhood business.

- Plots may sometimes involve dropouts as main or minor characters. The frustrations, resentments, emotional disturbances, and negative attitudes toward teachers and toward education should be shown from the dropout's point of view. The hardships faced by dropouts should be indicated without exaggeration or didacticism. No easy, unrealistic solutions should be proposed.
- Unfinished problem stories ending with a question to be resolved might create interest and motivate discussion.
- Plots may sometimes involve realistic attitudes of adolescents toward law enforcement officers. They should, in general, be shown performing difficult and dangerous duties as part of the day's work, but the officers should not be pictured as paragons of heroism.
- Delinquents should not be glorified. On the other hand, they should not be *preached* against; if there is any sermon, it should take the form of presenting cause and effect.

Suggestions for Follow-Up Materials

- Lengthy sections, describing follow-up activities or study guides are undesirable, although very brief guides may help pupils to think about what they have read. It is well to avoid deadening pupils' enjoyment by assigning unpleasant tasks after each reading.

Reading Skills Development

- Materials are needed for systematic development of both word recognition and comprehension skills. Reading skills

for pupils of junior and senior high school age are the same as those taught in elementary schools. Such skills form the framework for any good basal reading series. However, secondary school pupils who are retarded in reading should be provided with practice exercises of adolescent or adult maturity. Pamphlets of workbook size or paperbacks with adult format are more desirable than large, thick books for pupils in this age group.

SPEECH IMPROVEMENT MATERIALS FOR CULTURALLY DIFFERENT PUPILS

Suggestions for Materials for Pupils in Elementary Schools

- Linguistic barriers present one of the major handicaps to instruction of the in-migrant, the child in a home where a foreign language is spoken, and the child of parents who retain foreign-language idioms despite assimilation of and into the local culture.
- Children of these types approach reading with a foreign or regional set of equivalents for our various orthographic symbols. To some children, our symbol *r* calls forth a response which is actually "ah." From their experience, other children will produce an *er* sound for our "one-dot a," as in *idea*.
- After children have been sensitized to and familiarized with the discrepancies of the sounds which they hear at home (or in the home they left to come to the city) and with the sounds which they hear the teacher producing, they then should be able to read with much greater speed than is now possible.
- Practice materials of some type, preferably consisting of pictures with some additional nonverbal stimulus, are needed to help children acquire both the pattern (grammar or structure) and the pronunciation used by the people in the community where they reside. This will be a difficult and expensive task, since the materials need to be prepared in terms of at least the broad phonetic elements representative of the geographic areas from which major cities obtain their populations.