

- created. Point out that:
- Neighborhoods are occupied by particular cultural groups and some of the specific customs evidenced in shops, foods, newspapers, and traditions.
 - It is important for people to work together. The community gains greater strength when people of different backgrounds unify their efforts in communities and cities.
 - Emphasize the interdependence of people living in large urban complexes and show how our life is constantly being enriched by the influences of other cultures, traditions, and the heritage of the past.
 - Portray honestly the problems created by prejudice and discrimination and the ways in which the young person can recognize them and work to overcome them.
 - Show how a young person can help to overcome distrust, fear, and discrimination by living up to the best in his culture and by acting responsibly in both the immediate and total communities.
 - Prepare supplementary materials which provide a coordinated anthropological and sociological approach to the problems of urban life.
- Desirable Attitudes Toward and Respect for the Law and for Those Persons Who Have the Responsibility to Enforce the Law
- The need to develop respect for the law as a cornerstone of society is of particular concern to responsible citizens and leaders in a megalopolis. Growing lawlessness and hostility toward law-enforcement officials must be countered by emphasis on the positive, protective role of the law and reliance on lawful group action.
- Develop understanding of and respect for those persons who have responsibilities for maintaining law and order, safeguarding health and safety, and developing the character of youth, such as: policemen, school personnel, probation officers and welfare workers, religious leaders, and leaders of youth clubs.
 - Stress the need for law and law enforcement in maintaining a stable and secure society, and increase appreciation for the orderly process of law through

- must adapt to new friends, standards, values, and goals; and provide positive suggestions for the solution of the problem of rootlessness, identifying community workers and agencies available for assistance.
 - Show that the student may experience many failures in achieving identification before even small success is achieved and that some problems require long-range rather than short-range efforts.
 - Indicate how gang and club activities may be positively directed in efforts to improve the neighborhood, to participate in constructive community endeavors, and to make responsible use of recreational facilities.
 - Show that the young people in the high school age group can exert a positive influence on younger children without being regarded as weaklings.
- Diverse Backgrounds of Groups Living in the Urban Complex
- Young people need to understand that society in an urban complex consists of many elements. They must be made aware of its existence, strengths, shortcomings, and contributions. To this end, students must learn to accept the existence of differing sets of values, to understand and avoid stereotypes, and to recognize the common goals of all elements of a pluralistic society, despite the diversity of races, religions, and cultures.
- Begin to develop understandings of the many different kinds of family structures in a multi-racial society, such as: Wholesome family life in two-parent and one-parent families; home environment when both parents are working.
 - Relationship of children to persons other than parents who may be responsible for them, including grandparents, housekeepers, and baby sitters.
 - Responsibilities in the home.
 - Develop appreciation for the achievements and contributions of members of cultural and ethnic minorities through reading of biographies, vignettes, stories, and use of illustrations.
 - Describe the pluralistic make-up of a megalopolis, exploring the development of cultural pockets or islands and noting the contributions and the problems which are

- Complexity of Urban Areas as Groups of Communities and Neighborhoods
- The need to belong is difficult to satisfy in a megalopolis. Young people should receive help in developing an understanding of the causes of rootlessness: occupational transiency; economic instability; lack of identification with the city; problems arising from short-term acquaintances; and the resultant disinterest in community needs.
- Guide pupils in the study of various kinds of neighborhoods and community settings, such as areas of single-family dwellings, multiple-family dwellings, neighborhood shops, shopping centers, small business establishments, office buildings, and schools.
 - Build concepts from the immediate environment to the larger community through teaching about the interrelationships of communities, such as transportation networks of streets, roads, and freeways; transportation of goods and raw materials in a variety of ways between communities; and the relationship of neighborhoods and communities to the metropolitan center.
 - Help the young person extend his interest and involvement beyond the family and immediate neighborhood by showing his role in the city as a whole and his importance to the entire community.
 - Expand concepts of the urban area as a megalopolis of residential areas, business and industrial areas, and manufacturing centers to develop understandings about: Development of urban centers through urban renewal projects.
 - Common problems of urban centers, such as traffic, utility services and protection of health and property.
 - Relationship of suburbs and rural communities to metropolitan center.
 - Economic factors relating to production of goods, the market, financial operations, and policies concerned with public welfare.
 - Point out the function of youth organizations and agencies in helping the pupil develop a sense of usefulness, worth, and belonging.
 - Describe the conflicts arising in the young person who