

- development of understanding of the reasons for rules and laws.
- Help the pupil to recognize that resentment of law enforcement represents rebellion against authority in general and that such an attitude endangers society.
 - Show the need to resist peer group pressures when they contribute to violation of standards of behavior accepted by the community, and indicate positive activities which can provide wholesome outlets for the group.
 - Illustrate the constructive roles of government and law in such fields as labor, traffic, health and sanitation, and licensing regulations.
 - Contrast use of the orderly democratic process in solving problems and changing laws with the unpredictable, always dangerous use of extralegal action by groups such as the Ku Klux Klan, vigilante organizations, mobs, and rioters.
 - Introduce the study of the psychological causes and effects of mob action to help young people recognize and guard against such manifestations in themselves and others and to act more rationally.
- Occupational Opportunities Available in the Urban Area and the Need for Skills and Training**
- Young people need to develop a recognition of and appreciation for the dignity of all honest labor and of the satisfaction gained from a job well done. The urban complex, with its greater specializations and the lack of identification of an employee with the finished product, makes this goal difficult to attain. All young people, especially those of cultural minorities living in large urban areas, need to learn and experience the satisfaction of a job well done and to appreciate its significance as a contribution to the community in which they live.
- Provide material about persons who use skills and training to perform work in the immediate community such as:
Storekeeper, Salesman, Clerk, Barber, Engineer, Lawyer, Repairman, Bank Teller, Visiting Nurse, Teacher, Beautician, Doctor, Businessman, Bus Driver, Newsboy, Policeman, Fireman, Milkman, Librarian.
- Provide information about occupational opportunities, the training needed to take advantage of them, the value of developing talent and special abilities, and the importance of education.
- Describe persons in various levels of occupations who do their work so well that they are in constant demand.
 - Point out actual situations in which faulty workmanship has resulted in failure or disaster.
 - Help students to examine their goals in life and to begin to discriminate between false and real values, ideas of status, and conceptions of success.
 - Show how job opportunities increase for the young person who is properly trained and prepared and who has set high standards of workmanship and achievement for himself.
 - Reinforce the importance of preparation and training to young people of minority groups in seeking job opportunities which have opened to them because of progress in civil rights.
 - Present evidence that opportunities in self-employment exist for young people of initiative who are responsible, well-trained, and unafraid of long hours of hard work; point out that rewards, nonmonetary as well as monetary, may be great in self-employment.
 - Stress the need for all individuals to assume roles in society as competent, self-supporting, and self-realizing adults.
 - Illustrate that retraining becomes necessary as old jobs are replaced by new ones requiring different skills.
- AMERICAN HISTORY**
- The urban child, growing up in a large city environment, has difficulty in identifying himself with the events and the people depicted in American history. For large numbers of urban children, particularly those who are members of cultural minorities, American history must be made more meaningful, with greater stress upon the fact that history is made by all peoples. Materials are needed that:
- Deal with leaders of minority groups who have made real contributions to the scientific, political, and social
- development of our country, and which thus help members of these groups develop pride in their ancestry.
- Help the pupil to develop pride in his own country; understanding and appreciation of the American heritage, its traditions, and the many people who have contributed to the democratic way of life; and a respect for the innate worth and dignity of all human beings.
 - Show the part played in United States history by our national leaders; by the "less-than-epic" heroes, such as reformers, social workers, civic leaders, inventors, teachers, scientists, and artists; and by the other people from every walk of life who make up the community.
 - Point out the roles in American history of prominent and famous people from all ethnic groups.
 - Provide due consideration of well-known contemporary figures who have transcended minority group barriers and with whom minority group youngsters can relate and accept as models upon which to base their own behavior.
 - Describe contributions of lesser-known persons of ethnic and cultural minorities who have served their country.
 - Develop an appreciation of all nations, without a loss of devotion to American ideals of democracy, by providing biographical accounts of heroes of other nations as well as American leaders.
 - Provide accurate and frank portrayals of current problems and changing conditions as influences in shaping the future.
- COMMUNICATION SKILLS MATERIALS, K-12**
- READING**
- Background Information Concerning Special Reading Needs
- The problem of teaching culturally deprived or culturally different pupils to read arises from several causes. Current literature refers to such factors as the following:
- Reading is not prized in the home. (In some sections of the nation, even in cities, home deliveries of daily papers are made to 25 per cent or less of the population.)
 - Many adults over 25 years of age have completed no years