

not always allow for the same degree of active participation with students of differing racial and ethnic backgrounds. The geographic distribution of population in our state is so varied that minority groups while present in great density in one area may be almost totally absent in another. Despite these differences in population concentration, the following guidelines have some degree of application to all school districts of the state.

1. Place the responsibility on colleges and universities in the training and preparation of teachers to emphasize more strenuously the ramifications and implications of intercultural relationships as they affect a community and influence the growth and development of young people.
2. Colleges, universities, and school districts should plan practice teaching experiences to maximize exposure to communities and/or areas where there are diversified racial and ethnic school populations.
3. Specific in-service training programs should be developed to aid teachers in achieving a broad background and understanding of the role played by various racial, ethnic, national, and religious groups in the history and development of our nation. Developing positive attitudes in these areas will enable teachers to work more effectively in developing similar worthwhile attitudes on the part of their students.
4. To carry out the principle of interchange of groups, student contacts in their regular curricula with teachers of several racial and/or ethnic groups will contribute materially to the worthwhile development of students in schools which are otherwise relatively homogeneous.
5. Instructional materials are important tools for all phases of the instructional process. In selecting such materials, it is important that proper attention be given to the degree to which the materials con-