

How things have changed! And yet the war continues to rage between *quality* and *equality* of educational opportunity. Florida's students in the next decade will find an atmosphere of acceptance and encouragement for each to achieve the highest degree of educational attainment. As we learn more about effective intervention with high risk students, we will achieve a greater level of education for them that will result in a higher standard of living and less incidence of illiteracy.

Rigorous requirements for minimal mastery of certain academic subjects before graduating from our high schools may result in an increase in the number of dropouts initially but should prove ultimately to produce better educated young adults. Awareness of the potential negative effects of increased academic performance expectations on marginal students will require an equal amount of energy to be devoted to identifying the precursors of student dropout, developing effective intervention techniques and strengthening the educational process overall.

The demand for evidence of academic seriousness of purpose will have a profound, positive effect on young people with exceptional athletic ability also. The new NCAA minimum academic requirements for recruitment of a youngster to a college athletic program which have gone into effect this year may create hardship for those students who have not prepared for the stricter requirements. In the coming years, however, both athletics and athletes will profit from the emphasis placed on the importance of education in a well-rounded life. Fewer boys and girls will run the risk of humiliation, unemployability and near illiteracy which often results from over-emphasis on participation in athletic competition at the expense of educational excellence.

The teaching profession will experience an increase in prestige during the next decade, as this vital function gains from the involvement of business and the perfection of computerized learning techniques as an extension of instruction. Statewide and national information sharing will become commonplace as individual students master the use of this wonderful technology and assimilate it into their daily lives.

The cycle of public interest which focused on the necessity for superior instruction for our youth in the days of Sputnik will come around again to result in greater demands for better trained teachers and more visible appreciation of their value. Educational training programs will once again attract "the best and the brightest" to meet the demands of the approaching 21st century.

But our education training programs will undergo major reforms too. Teachers will teach and computers will handle administrative and clerical tasks. Today's criticisms will result in a new kind of teacher better screened before admission for certain qualities highly correlated with instructional leadership, better prepared in academic subject areas, more attuned to resources

outside the school system to continually upgrade his own skills and enhance his students' learning experience, more highly motivated to stay current in his academic area, better compensated for his professional effort, and more highly regarded by his peers and his fellow citizens.

Schools, too, will change in Florida's next decade to reflect the emphasis on fiscal accountability and academic relevance. We are fortunate in Florida to have a strong community college and vocational system, well regarded public universities and numerous private schools and colleges. We will become even more fortunate as these institutions and our high schools learn more about collaborative use of their resources.

Recent changes have increased minimal requirements for high school graduation, focused on remedial programs for high risk elementary and high school students, lengthened the school day, strengthened the curriculum to teach and test for competency of college level courses in high school, required pre-admission placement tests to identify students needing remedial education before admission to college courses, and demanded proof of college level academic skills before allowing undergraduates to move to upper level instruction. In the next decade we must find a way to cycle all that information to those who teach teachers, build curriculum content and guide students so that changes can be made before major problems are discovered rather than years afterward.

What Are Some of the Problems to be Faced?

Surely we will not be able to achieve the academic excellence we seek without facing some serious problems. I can only allude to a few:

1. Selection and training of adequate numbers of high quality teachers.
2. Raising the level of academic performance in the classroom in all instructional categories. This includes increasing access of disadvantaged students to higher education, identifying and aiding high risk students and designing non-discriminatory methods for measuring student achievement.
3. Providing adequate funding to ensure on-going educational excellence.
4. Supporting opportunities for lifelong learning for Florida's adults.

How Can We Deal With These Problems?

1. Teacher Recruitment and Training

Increasing the quality of education in a state has many aspects. First includes turning out better teachers, which