

implies strengthening teacher training programs. Too long educators have been criticized for leading "ivory tower" lives, separated from the rest of the world by invisible intellectual cloaks. Colleges of education in the next decade will have to rub shoulders not only with college and university professors in other areas but with experts outside higher education institutions altogether. More shocking is the probability that college professors will actually spend time in elementary and high school classrooms regularly assessing their young proteges, providing on-the-spot assistance and taking back with them to campus a renewed understanding of real world problems.

As the Department of Education gathers data identifying those common elements necessary to a successful teacher, teacher candidates will find themselves subjected to greater scrutiny and more careful selection. As entry to teacher education programs becomes more selective, as academic requirements become stronger, and as teacher salaries become more comparable with other careers, the profession as a whole will enjoy greater esteem.

2. Raising Academic Performance is a difficult challenge because we have such subtle ways to measure our results. Recent comments on declining test scores for students have resulted in arguments by some that efforts of educators have failed to produce the desired result. Other researchers, however, claim that scores are artificially lower because more students are taking them.

It seems to me that the issue is not the score on the test that matters (for surely we can develop other methods to measure achievement) but whether we are turning out self-sufficient adults who can read with understanding, write coherently and convincingly and have the tools with which they can master new knowledge for the rest of their lives.

3. The problem of funding is an ever present one for all state supported interests. Education has always suffered

from a "too little, too late" funding syndrome, so it would be folly to predict a great future in the next decade. More likely is a continuation of the argument between those taxpayers who have children to be educated and those whose children either have already been through school and are out on their own or those who migrated to Florida after having paid taxes before their retirement in another state. The fact remains that Florida has very low levels of taxation in comparison with other states and must consider increases in order to fund an excellent educational system, in spite of the expected availability of funding through the recently passed state lottery.

4. While educational discussions more likely are focused on young people in any given community, we must also consider the *lifelong learning needs* of all our citizens. Universities and colleges who felt the pinch of a decline in the potential number of students as the baby boom tapered off, actively cultivated adults as a new educational market. In 1981, the National Center for Education Statistics reported that 21 million adults participated in some type of organized educational activity. As our population ages, activity of this type is becoming and must be encouraged to become the norm, not the exception.

Employers have encouraged continued learning to maintain a work force able to adjust to new job demands. Likewise, individuals have pursued new learning because of their desire to acquire new skills in preparation for job opportunities or for the pursuit of other interests. It is this learning for the love of it that Florida must perpetuate and encourage.

The goals Florida has set are ambitious ones and many other states have stepped out to follow our lead. As the distinguished gentlemen whose articles have preceded mine have shown, we have able guidance and a firm resolve to achieve the goals that have been set. Florida is positioned to make greater progress in education over the next decade than any other state.

The Florida Institute of Education is a Type I systemwide entity established by the Board of Regents in 1982 and administratively assigned to the University of North Florida. The Institute is charged with planning and developing collaborative programs and activities among Florida's universities, community colleges, and public schools. These efforts are intended to support the statewide drive to provide quality, equity and excellence in education. Five priorities/goals set by the State University System Council of Presidents remain central to planning:

1. foster collaborative efforts in the five scholastic regions in Florida;
2. stimulate inter-institutional curriculum planning and development by encouraging establishment of joint high school postsecondary curriculum committees;
3. support development, institutionalization, and dissemination of model educational programs;
4. provide a data base for decision making through support of research studies focusing on Florida's critical education problems; and
5. support dissemination of new ideas and best practices to appropriate state audiences through institutes, dialogues, and publications.