

about career opportunities and requirements, and experiences with the technologies should be provided. Government, business, and industry should cooperate with the schools in preparing students for entry level employment and readiness for postsecondary training and experience. All students need to become familiar with robotics, microcomputers, information processors, and other tools of newer technology. Schools contribute to vocational competencies through programs which help students identify their own interests and skills and which foster positive attitudes toward the world of work. Florida public schools should aim to provide a vocational education experience which will allow students to pursue a variety of career choices, including postsecondary education in college and university and other training. A characteristic of vocational education must be the ability to adapt to changing technologies and opportunities.

Florida schools must establish and maintain standards of excellence equal to the demands of a post-industrial, technological society without imposing a limiting standardization. Limiting standardization occurs when exclusive attention is focused on meeting standards in one or two goals of the school, or when the school fails to take account of the varying degrees of readiness of individuals. Schools in Florida have acceptable standards. Standards can be a platform for further achievement or an obstacle to further advancement. We must aim to use standards as goals and incentives, not barriers and threats.

In conclusion, we might be reminded that three decades ago Henry Steel Commager, the eminent historian, declared in Life magazine that the public schools had kept America free. He noted the schools' successes in unifying our heterogeneous populations, raising the level of