

provide a tertiary level of education. For those who need lifelong education, all three of these systems are available.

If education is to be appropriate to each individual, there must be some provision for identifying individual needs. The provision of remedial or developmental education should be a responsibility for community colleges for all students who may be so identified. The need for correction of gaps in the learning levels of each individual will be a continuing responsibility throughout that individual's lifetime. For some there will be no gaps while for others the gaps will be many. Continuation into postsecondary levels will need corrective and productive developmental education.

One way to identify student needs is through comprehensive programs of testing. Testing can and should be used to identify students along the entire range of the achievement and ability spectrum. Test results are a very useful source of information for educators as they diagnose student progress and prescribe learning for both remediation and enrichment. Used this way tests are a positive rather than a punitive activity. Florida should continue its already existing efforts in this direction. This can happen if the professional faculty at each level works with the other as well as with the students themselves. The need for corrective action will not end with the twelfth grade, however. There will be a continued need for the results of the testing program to be communicated to both students and faculty at both levels.

It is essential that there be a smooth flow for students. A major avenue for achieving a smooth flow from one institution to another is through well developed personal and professional relationships between faculty and staff of the two levels of education. Counselors need to