

work in both situations; faculty need contact with each other within disciplines and within program areas; the administrative staffs need the confidence of personal and individual acquaintance on a one-to-one basis. Such contacts are possible between community colleges and local public school systems without any great difficulty except commitment. They may be more difficult between the universities and public school systems but they should nevertheless be developed insofar as is possible.

Counselors in particular need to be well acquainted with each other and with each level of education. Barriers to continued education should be alleviated or eliminated entirely. Even though the geographic barrier is virtually eliminated, the financial and motivational barriers still remain. Access is still inhibited by these.

There must be concern for articulation. Articulation is defined as those activities which promote the uninterrupted movement of students from one level of the educational structure to another. As of the present time, major attention has been given to articulation between community colleges and universities; procedures, rules, concerns, and considerations have been pondered, analyzed, and implemented that are designed to aid students moving from community colleges to the junior level of universities. However, more attention should have been given to helping students move from high schools to community colleges or to the freshman level of the university. This is true at all levels of the ability spectrum, including in particular articulation in the case of gifted and talented students.

While careful analysis of course transfer between community college and university is a general practice, little attention has been given to prior course work in high school. The sequential nature of some