

In Florida there are several special problems which should be recognized. Since a larger than average portion of Florida population is in the older age groupings, the postsecondary institutions and the K-12 districts should cooperate in making lifelong education available and accessible. Joint use of facilities, cooperation in providing information, avoidance of unnecessary duplication--these and other indicators of mutual support for lifelong education programs are desirable.

Another consideration is the increasing number of Spanish speaking youth and adults in Florida. Relationships between K-12 and postsecondary educational institutions affected by the problems of these persons need more careful and more complete analysis than is usually given to them. Cultural as well as language gaps should be recognized and the special needs of the Spanish speaking citizens of the state taken into account.

The major concern of this brief discussion has been a concern for professional communication. The K-12 faculty and administrators need to know what colleges expect and college and university faculty need to know what the K-12 system does. University faculty have the role of translating research findings into practice and K-12 faculty and administrators must apply these practices in the classroom. Both groups need to demonstrate their regard for the educational progress of students. The development of our society is dependent upon the educational development of our human resources--the people who live around us.

These call for public support of a total system of education, kindergarten through the advanced graduate and professional schools. The recruitment of high quality professional faculty is essential and the continued inservice development of these persons is also required. The