

The model is not radical or even particularly unique in appearance. The only features that may be somewhat different than other models is, first, the explicit and formal identification of thinking skills at its apex and, second, the notion that each of the areas directly involves the other two. As compared to the curriculum description on page 23 of the Paideia Proposal, we can see that the model relates quite closely to what Adler suggests, with some labels altered and the components representing interlocking circles rather than columns. Let's look now at each of the components in a bit more detail.

Basic Skills

That basic skills must be a substantive component of curriculum in Florida's schools is inescapable. It is identified as a high priority goal and evidence of the need is clear from all segments of our society. However, nothing is ever as simple as it appears and to merely state that curriculum should have basic skills as an important component doesn't go far enough. Given that curriculum effectiveness is a function of the teacher, we must consider how basic skills will be taught; we must also look at the results of the basic skills emphasis to this point in time and, given the dependence of teachers on curriculum, we must look carefully at the actual curriculum products that exist in schools. For instance, considering results to this point, a National Assessment of Educational Progress study reported in the October, 1982, Journal of Reading findings such as these:

"Less than half the thirteen-year-olds and seventeen-year-olds reported they liked to read 'very much,'" and

"Almost half the seventeen-year-olds chose reading as their least favorite leisure time activity."