

The article further states,

"Ironically, these results might be a reflection on the effects of the back-to-basics movement's insistence on reading competence with its attendant stress on the requisition of cognitive skills. Secondary School students for whom 'reading' has meant years of worksheets, pretests, and posttests may have learned some things in addition to literal and inferential comprehension skills--that reading is hard work and often boring."

The above article is but one illustration of evidence that should influence curriculum decisions. For instance, curriculum materials designed to teach basic skills must have a conscious and formal affective component. These same materials must also incorporate features designed to develop thinking skills, and they must relate to general education. In other words, basic skills are not limited to reading, writing, and computing, but must be an integral part of every area of study. The means to accomplishing this is the curriculum and, more specifically, the actual products teachers use every day. As one descriptive illustration, explicit provision must be made in the curriculum to not only allow but promote science teachers' developing reading comprehension, language arts teachers' practicing computation, and so on. Some might argue that this goes on right now, but there exists little evidence to support the argument.

An additional trend must be considered with respect to basic skills that may result in a modification in definition. The increased influence of the business and technological world may result in the use of computers as a basic skill, and the dramatic increase in the emphasis on science--while not resulting in it being defined as a basic skill--could result in emphasis similar to that on basic skills as they're now defined. At any rate, basic skills must remain a primary curriculum focus, but