

that has thinking skills as an area of formal emphasis. Teacher educators must be models intimately familiar with the curriculum and capable of demonstrating the skills for prospective and practicing teachers.

Before anyone recoils in consternation at the suggestions in this paper, let us emphasize that they do not mean a radical departure from what exists, nor are they inconsistent with present policy or proposed future policy. The suggestions do, however, recommend a reorganization of present thinking and formal emphasis placed on areas not presently receiving that emphasis. Curriculum developers and teacher educators will be pressured and should be held accountable for the results. It is their responsibility to prepare and deliver the components that will result in better educated citizens of Florida and the nation.