reasoned action. Connors believes this thinking process is essential for students as they learn to recognize the power of peer pressure in their own life decisions.

Lorraine Ewing, Mount Vernon High School (Fortville, Indiana) is using a new cocurricular program of the Future Homemakers of America, which provides a framework to enable students to set and achieve goals. Students carry out individual home economics projects that cultivate skills in leadership, communication, time management, relationships, and self-discipline. A student-selected team evaluates their projects.

Teachers like Judi Merkel of the South Adams School Corporation (Berne, Indiana) teach critical thinking as students research various fad diets and products, apply nutrition information, and judge the merits of each diet or product. Merkel's Food and Fitness class takes a holistic approach to wellness, incorporating physical fitness instruction with nutrition. Merkel's partnership with physical educators in her school combines related disciplines and allows students to select, manage, and evaluate a reasonable plan for their nutrition and good health.

The two trends discussed here, toward incorporating basic skills and higher-order thinking in home economics courses, are not mutually exclusive. Rather, they support the more effective contribution of home economics to the mission of public education and to young people's work and life after they leave school. □

Reference

Moss, Darlene P. "Perceived Application of Basic Mathematics Skills and Science Strategies in Secondary Vocational Home Economics." Paper presented at the annual meeting of the American Vocational Association, Atlanta, December 1985.

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English

CHARLES SUHOR

NCTE Task Force Searches for Successful Teacher Development and Rewards Programs

A report prepared by the Task Force on Teacher Competency Issues, National Council of Teachers of English, includes a search for model preservice, inservice, and career ladder programs.

Global recommendations focus on establishing "multiple and varied measures" of teacher competency, influencing national and state groups that define competency, recruiting and retaining minority teachers, assuring high admission standards for teacher education programs, and recognizing excellent state and district programs for teacher support and advancement.

The last recommendation will involve a search for well-articulated career development programs "in which advancement is not equated with leaving the classroom," programs for beginning teachers that employ experienced classroom teachers as consultants, school-based assistance programs for teachers needing help, effective inservice and staff support programs for minority teachers, and programs that make use of strong peer evaluation designs.

Commenting on recent paper-and-pencil testing programs, NCTE Task Force chair Maia Mertz noted that "many potentially good teachers will be eliminated from the teaching force unless current patterns of teacher testing are reevaluated." The task force stressed the need for viewing teacher competency issues more broadly. □

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