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From the Editor

Have you noticed that technology education has become a hot topic the world over? If not, have your senses checked... at least two of them must be malfunctioning. Everyone seems to agree we ought to be teaching young people about technology. The questions being asked, though, are&gml. Who should shoulder this responsibility? And how should they go about it?

Technology (formerly industrial arts) teachers approach the task with a century of :q.hands-on:eq. experience under their collective belt. They boast a rich tradition of motivating young people with hands-on activities. Working from their :q.project method:eq. heritage, industrial arts-turned-technology teachers are working on curriculum :q.upgrades:eq. that are :q.technology:eq. rather than :q.industry:eq. based. In the process, :hp1.project building:ehp1. activities are being replaced by :hp1.problem solving:ehp1. activities, which are believed to be better suited to teaching the technological systems inherent in the new curriculum.

While I still have a lot to learn about the Science, Technology, and Society movement, it is obvious they approach technology education from a substantially different perspective. Traditionally, science is the study of principles and theorems. Yet, as Roy suggests in his guest article, this approach to :hp1.abstract:ehp1. science may be appropriate for only a relatively small subset of the secondary school population. Infusing :hp1.applied science:ehp1. and technology in the science curriculum is seen as a way to :q.reach:eq. a larger audience.

Technology education in Great Britain has evolved out of the craft and design tradition. Accordingly, the British seem to stress the developmental design process in their study of technology to a greater extent than do either the STS or the industrial arts/technology educators in America.

My sense is that each camp has both much to offer and much to learn from the others. Curriculum development in industrial arts/technology

education, for example, has borrowed problem solving ideas from the British. At the same time, an increasing number of scientific principles are being stressed in these curricula. STS, on the other hand, seems to be advocating more hands-on activities as a means of making science more applied and less abstract.

You'll see some of that interchange going on in this issue of the JTE. Roy's guest article provides both a rationale of sorts and a general structure for STS education. Denton's editorial gives those of us on this side of the Atlantic a peek at his thoughts on the importance of teamwork in the technology education classroom. Braukmann and Pedras offer a straightforward prescription for the problem solving method. Korwin and Jones, Litowitz, and Scarborough share their research findings, while Wilkinson gives us a piece of his (Canadian) mind. Or, there are reviews by McCade and Snyder, if you would rather just settle down with a good book...

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