

# Book Reviews

Review Editor  
Brian Tait

## TSB Banking On Education

Free

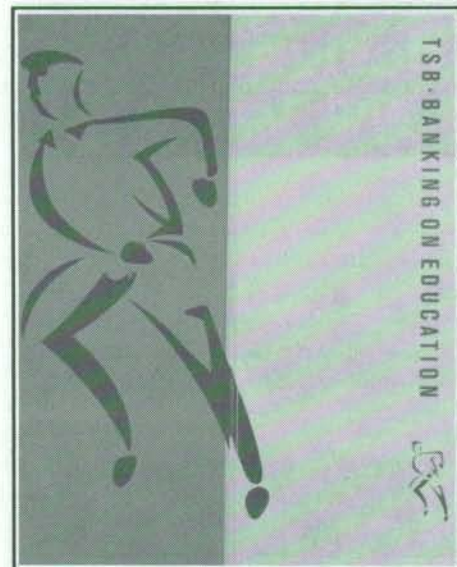
Reviewed by Paul Taylor

This Resource Material has been produced as part of an on-going programme by TSB Educational Division. It has been prepared for pupils at KS3 & KS4 and is available, free of charge, on the basis of one copy per school. The TSB has appointed Liaison Officers who will be happy to work closely with schools. If your school has not yet received the package, please write or phone: TSB Banking on Education Centre, PO Box No.934, Poole, Dorset BH17 7BR, Tel: 0202 669993.

TSB Banking On Education is a resource pack produced with specific reference to the Scottish system of education and the National Curriculum in England and Wales.

Suited to mixed ability pupils in Years 9, 10, & 11, the pack is copyright free and splits into two distinct sections - DESIGN & TECHNOLOGY and the Cross-Curricular Theme of ECONOMICAL & INDUSTRIAL UNDERSTANDING. The pack provides a comprehensive set of resources for teachers in both these areas. The DESIGN & TECHNOLOGY section contains material covering five distinct projects which deal with various aspects of the image of the TSB. The aspects explored in these projects include exterior design, interior layout, staff uniform, logo, bankcard and stationery. Each project is designed to act as a stimulus for learning experiences through a wide range of D & T activities. The projects address the Programmes of Study for Key Stage Four in the National Curriculum for Technology and are related clearly to both Attainment Targets and levels. This section of the pack is successful in providing stimulating materials that lend themselves to investigation, realisation and evaluation in a wide range of possible media for individual or group work.

The section on ECONOMIC AWARENESS & INDUSTRIAL UNDERSTANDING provides a detailed and comprehensive set of resources that relate to this important cross-curricular theme. The material is



directly applicable to Economics or Business Studies but is designed for use in other areas. It shows how this theme is found within subjects and provides activities in Mathematics, Science, Geography, History, English, Languages and Technology. This section encourages pupils to engage in self-supported study through an integrated approach. It is successful in developing skills in handling evidence, working co-operatively and communicating. The material clearly assists pupils in understanding their potential roles as informed producers, consumers and citizens.

The TSB Banking On Education pack provides a 'user friendly' resource for new and experienced teachers that contains stimulating, comprehensive and appropriate materials and ideas.

## Design and Technology

James Garratt

Cambridge University Press

ISBN 0-521-36969-X

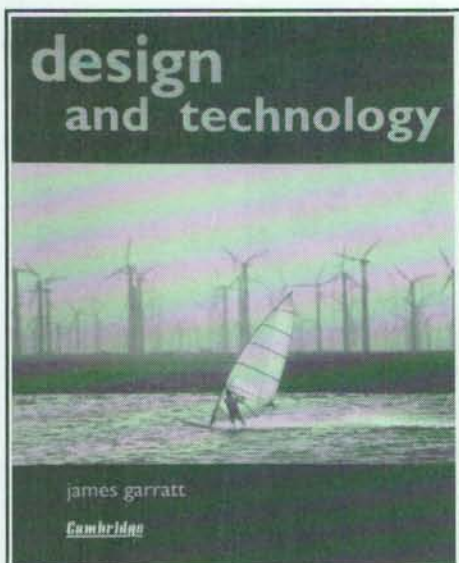
Price: £9.95 P/B

Reviewed by A.V. Mathews

In these days of cost cutting it is almost *de rigueur* that new publications are presented in one or two colourways. It is heartening to find the benefit of full colour, and plenty of it, in James Garrett's book. I firmly believe it helps to describe the subject matter better and helps to keep the pupil's attention.

The book addresses a breadth of design experiences which should aid the pupils to appreciate how Design and





Technology affects their whole lives. It is particularly good in setting out the enquiry into specific subjects and then analysing, before showing the way towards potential solutions.

I would want to regard this book as a general reference book, as Stage 1 in a stimulation of the pupil's thinking. For finer detail they may then require to move on to more specific literature.

In the 'Further details of the Design Process' section some mention is made of safety aspects. I am sure that James Garratt did not intend that these should be taken as being exhaustive, but was probably in a position of 'what to leave out?'. I mention this as an example to illustrate the possible need for a 'Teacher Support Booklet'. Bearing in mind that many staff teaching in this subject area were not trained to teach the subject, any 'tips for teachers' I am sure, would be welcome. For example:—

1. Enhancing the safety aspect or giving sources of information, including the excellent safety booklets provided by the National Association of Advisers and Inspectors of Design and Technology.

2. Further details to bolster the Design Briefs so that pupils can have 'stepping stones' provided by the teacher according to the pupil's ability and progress.

In conclusion, I believe this to be an excellent reference book to be made available to pupils in every Design and Technology Department and perhaps

even recommended to parents as a solution to the Christmas/Birthday present dilemma.

### Learn Lettering and Calligraphy Step-by-Step

Gail & Christopher Lawther

Macdonald Illustrated

ISBN 0-356-20573-8

Price: £9.99 P/B

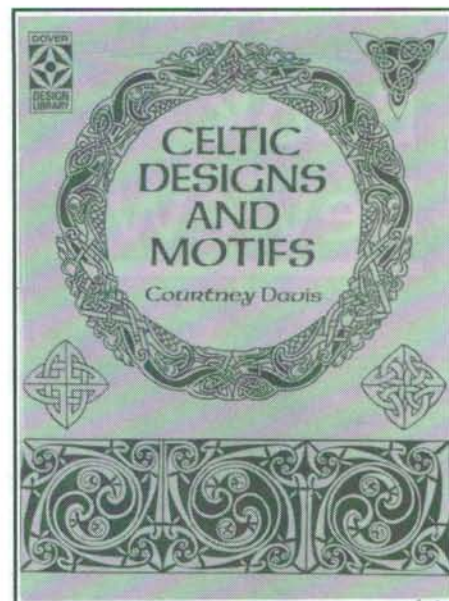
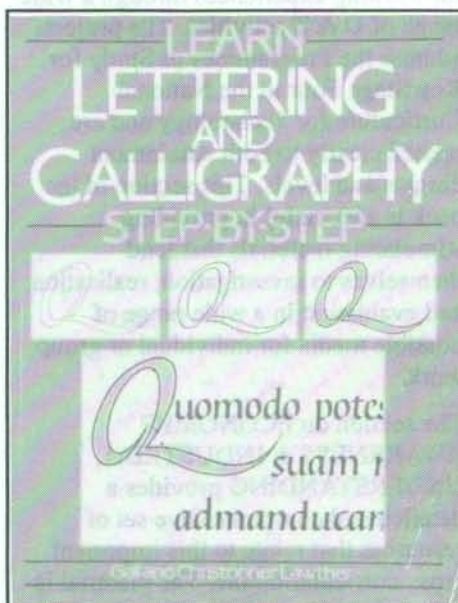
Reviewed by Brian Fletcher

At the beginning of the twentieth century Edward Johnston studied the scripts of the medieval manuscripts and resurrected the use of the broad-edged writing tool. As a consequence of his practice of calligraphy and his legendary inspiring teaching, there was a renaissance of interest in fine lettering and calligraphy. This interest has continued to the present day and the study of calligraphy in Britain and America has become highly popular.

To cater for this popularity many books have been published in recent years. Any new publication, therefore, enters a competition market and must be good if it is to be successful alongside so many others on the shelves of the bookshop.

'Learn Lettering and Calligraphy' is a comprehensive, detailed, clearly and attractively presented addition to the range.

The authors' aim is 'let's hope that more and more people discover the beauty and power of good lettering and the sheer exhilaration of producing a superb piece of piece of calligraphy'.



They do this by presenting a text divided into a number of sections. The first is a survey of the history of lettering. It is a thorough history and is presented in a stimulating manner.

Particularly interesting is the section on tools and materials, which makes proper reference to the wide range of modern equipment available.

The book continues with a survey of the Basics of Lettering and Alphabets, which demonstrate clearly the form and structure of the 'classic' hands. To follow this there is a particularly interesting presentation of a number of alphabets by modern lettering artists and a section of complex forms showing expressive lettering styles, which could inspire lettering for use in the school or for public information.

'Learn Lettering and Calligraphy' is lively and exciting. Its emphasis on the balance between good practice in the study of the traditional 'hands' and the more expressive forms of modern lettering make it a valuable text for the study of calligraphy and a reference for ideas for the development of expressive work.

The book deserves a place as a comprehensive survey of lettering and calligraphy and a lively and stimulating reference in the classroom and the school library.



**Celtic Designs & Motifs**

Courtney Davies

Constable Publishers

ISBN 0-486-26718-0

Price: £3.55 P/B

Reviewed by George Asquith

Celtic Designs and Motifs is the latest publication from the Dover Design Library. For those who are unfamiliar with the American Dover Publications they form a wide range of low priced resource booklets. This booklet provides forty-four pages of designs with a Celtic essence which are drawn in a crisp, clear manner and fall into the categories of spirals, steps, keys, knots and zoomorphic shapes. The book at a price of £3.55 is a must in any designer's resource bank. I think it will be particularly useful in a fabrics and textile area.

**The Design & Technology File (Series 2, Issue 1)**

Liz Galley and Peter Gowers

ISBN 0958-9295

£32.95 for 3 issues and the ring binder annual subscription

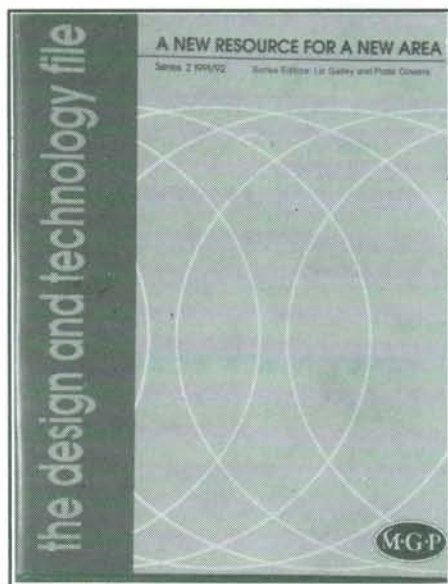
Reviewed by Dr Rowland Dye

Textbooks are constantly going out of date. Subjects, especially our own, are in a state of flux. Teachers are frustrated at the unavailability of resource material they need right now. What is the solution?

A subscription to The Design & Technology File promises to bring a steady supply of ready-made or easily adaptable photocopiable material to resource and support your teaching. Being published termly its content can be topical, its ideas fresh, and it can be adaptable enough to supply new demands.

The File first appeared in the academic year 90/91 and was obviously in preparation before the details of the National Curriculum were clear. It provided almost exclusively for the old D&T subject area and has had to adapt quickly to take account of the enlarged subject area of Technology.

Each termly issue comprises some six units, each a few pages in length, written by different practising teachers and established educational writers. Despite the multi-author input the visual style is consistent and the pages



are well presented with clear drawings, cartoons, and text. The ring-binder storage is practical and accessible. The material is aimed at all pupils throughout the secondary age range, specifically Key Stage 3 and 4.

In the Autumn 91 issue Sue Elliott and Linda Bassett have written an excellent project on Healthy Eating. In a few pages they provide a wealth of stimulating and challenging information, pupil assignments, and design activities which could be used en bloc. Similar style project work is provided in the area of Textiles by Celia Davies leading pupils through the research, the realisation, and the evaluation of solutions to the problem of Keeping Warm. Barbara Norey provides the latest part of a series on Food Safety which contains a pupil activity and well illustrated factual information.

The issue includes two similar units of design studies. Mike Mansfield traces the history of the style development of the domestic radio and Roger Gowers describes how a professional designer developed a new water jug for the NHS. Both are excellently written but I was surprised it would be left for the teacher to draw out the salient points.

Finally Malcolm Plant writes an electronics series on Communications which is well written and includes a useful component suppliers list. Unfortunately it seems to represent a reference area for circuits, the intercom, the crystal set, etc., which I would think could be better obtained from

traditional textbooks. This unit with its absence of pupil design activity was a disappointment.

The recent Spring issue I have just received continues with a similar format. There are projects on Fast Food and on Corporate Identity together with information units on Safety and Colouring Textiles. The series on Electronics and Design Studies continue. Finally there is a useful unit on Designing Questionnaires.

My overall impression is that The Design & Technology File is moving in the right direction and beginning to find the right mixture of material teachers need. However I would feel more confident if there were a clearer statement of intended content, subject coverage, and current needs in the annual editorial. Personally I found it hard to detect differences in levels which would correspond to different years in the secondary school. Most of the material seemed to aim very high but age or years was seldom stated. The teachers notes accompanying most units were helpful, but what is missing throughout is precise reference to the National Curriculum Attainment Levels which is essential for the record keeping now being demanded. I also found the subject areas unevenly covered. Presuming that D&T had received its share in the first year then subsequent material has been aimed mostly at Food Technology and Textiles. It would seem that Business Studies and IT has yet to receive much attention.

In my opinion a regular subscription based photocopiable teaching resource book could do much to keep a department abreast of the changing times. Clearly The Design & Technology File should be compared with comparable publications, computer databases, and CD-ROMS which might compete in this same area. For the price including the photocopy licence for two hundred sides per year it seems good value and a promising start to meet our needs.



**Homing in on Technology**

Sue Mabbett &amp; Jane Down

Blackie

ISBN 0-216-93182-7

Price: £25.00 P/B

Reviewed by Jonty Crockett

This A4, ring bound book is a set of photocopiable sheets for work at KS3. At the outset the Authors say that they wish to produce work that will help pupils to experience Technology as one subject rather than in fragmented and isolated sections.

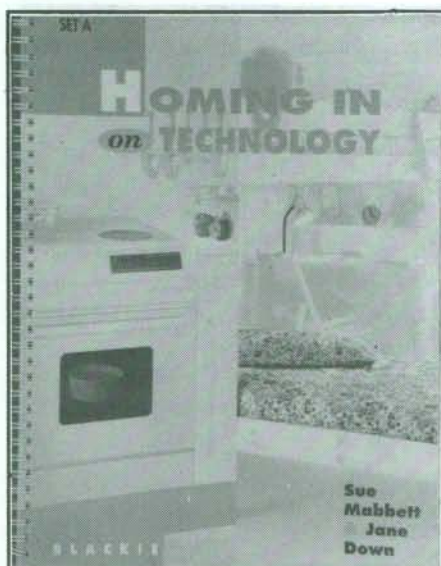
Additionally, the authors are definite in their allegiance to the spirit of the non-statutory guidance and each brief is intended to include inputs from each area of experience: food, art and design, textiles, CDT, business studies and IT.

As implied in the title, the viewpoint of the book is Home Technology, particularly food and textiles. This is a very welcome change as so many of the publications to date have been written from the perspective of hard materials or graphics. (Regardless of the implied holism.) I was pleased therefore to see that subject specific briefs did take up 50% of the book.

Delivery uses a simple technique — in each of the 5 National Curriculum contexts, there are 4 briefs, two of which are 'focussed' and subject specific, and two 'open'. For example in Recreation, the focussed pair are 'Winter warmers'; one brief for food and the other for textiles. The following pair of 'open' briefs are 'Ski Run' and 'Packing for Pleasure'.

The briefs have been designed to allow group work but of varying types. It is recommended that no more than 4 pupils work at any one time and that in the case of artefacts, there should be individual outcomes. Systems work can have joint outcomes if appropriate.

Reading the introduction, I was favourably impressed by the no nonsense approach by two obviously experienced teachers. In addition there was little introductory bumph, as in so many similar presentations. Explanations of the place of the brief are simply done in a graphical mode, and with each brief. Indeed the graphics are simple but effective throughout. Transferable skills are mentioned but



not dwelt upon, and reading the briefs the broad outline of these is easy to spot.

With each brief there are detailed guidance notes which must have taken some time and thought to compile. Materials that are needed, discussion points, evaluation checklists amongst others, are listed. Software requirements are given in some detail with mention in some cases of particular programs.

Some teacher input is needed however to further unpick the transferable skills and interaction concepts. The broadness and repetition of the latter indicate again the need for a model for progression; something that has been lacking in all the materials that I have seen so far. For instance for food, 'healthy eating' is mentioned many

times for each of the very different briefs. There is no further elaboration of this statement; a scientific concept with many facets and areas of experience needed by children for the idea to have practical meaning. All teachers of food technology recognise this problem. Similar broad all-embracing concepts include food preparation, the general area of food spoilage, etc.

'Science' is also included as a list of teaching points for each brief. But with timetabling and the needs of the science curriculum the likelihood that pupils will bring this knowledge to their work will be very small in most instances.

A final chapter of techniques, in this instance mainly about colouring fabrics could be useful.

There is little doubt that this is a carefully compiled document with lots of ideas that are especially welcome in this area. It indicates ways in which the learning of capability can focus on food, and is the first book to do so in such a clear fashion. As an indication of its timeliness, this weekend I am mining it for ideas for next years KS3 assessment.

I would like to use two of the briefs, in a summative manner, to assess capability in Te2 and Te3 as required in the latest January document from the SEAC. Several of both the open and focussed briefs will be suitable even if I do not use the teaching points and ideas as suggested, but expect the pupils to bring together and expand in their own way the skills and concepts already learnt. With careful direction, practical food work as preparation for the final artefact will be a genuine part of the research process, and not a simple one-off at the end of the unit as so often envisaged.

**Vehicles: Moving Structures**

Michael Cole &amp; Tony Darby

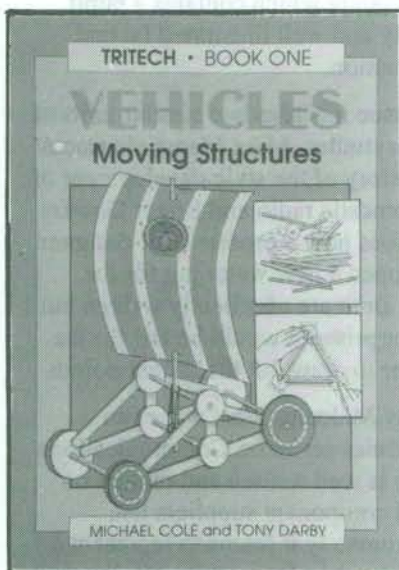
Southgate Publishers, Glebe House, Church Street, Crediton.

Devon EX17 2AF

ISBN 1-85741-010-6

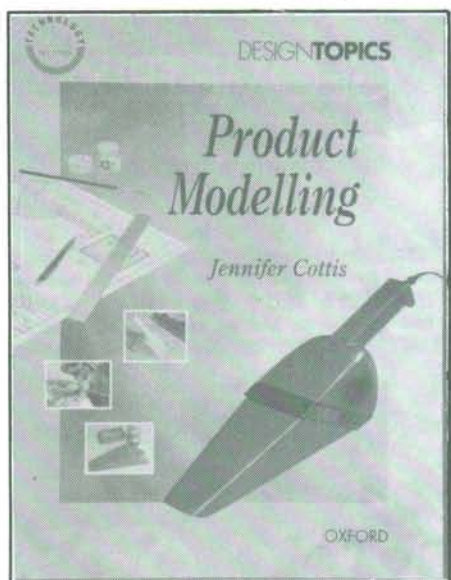
Price: £12.95 P/B

Reviewed by David Foster

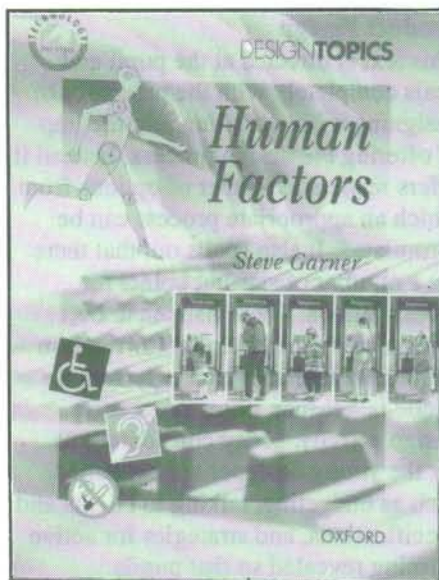


This book should prove to be an excellent resource for either the upper primary or lower secondary age range. There are many good ideas. The one





that most impressed me was that of using work-sheets which are sealed in a laminated envelope. Several sets are included in the pack. Pupils are able to assemble their components by arranging them directly onto the laminated sheet until the glue is dry! The authors have obviously thought this one through very carefully because the worksheets can be washed free from the glue after use! A stroke of genius! This idea alone is worth seeing and I wonder how many teachers centres could be persuaded to buy a laminating machine as an area resource? The instructions throughout the book are clear and straightforward. There is good progression of ideas such that pupils could dip into it at the appropriate level. This would allow work to be done in mixed ability groups also. One other thing that I particularly enjoyed was the fact that the authors include a list of suppliers for the parts required in the book. These suppliers obviously stock a wide range of other items which some staff may be unaware of. From their literature it should be possible to see how more advanced work based on the ideas contained within this book could be attempted. The same authors have already planned subsequent titles which will include Bridges, Fairgrounds, Cranes and Computer Assisted Design. I feel sure that they will be of the same calibre and look forward to reading them.



### Product Design

Stephanie Atkinson and Clive Mockford  
Oxford University Press  
ISBN 0-19-832784-6  
Price £4.95 P/B

### Human Factor

Steve Garner  
Oxford University Press  
ISBN 0-19-832783-8  
Price: £4.95 P/B

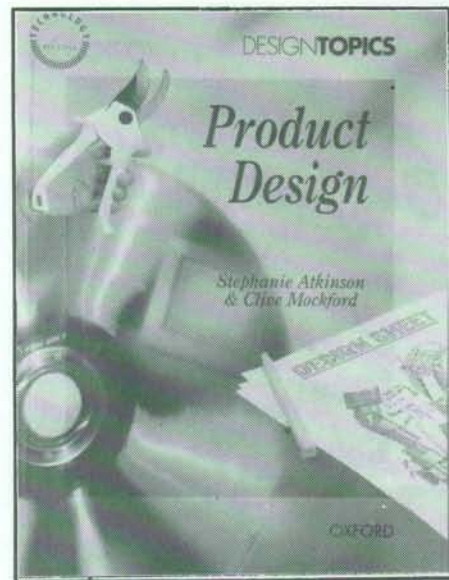
### Product Modelling

Jennifer Cottis  
Oxford University Press  
ISBN 0-19-832761-7  
Price: £4.95 P/B

### Design in Society

Terry Liddament  
Oxford University Press  
ISBN 0-19-832779-X  
Price: £4.95 P/B  
Reviewed by Bob Booth

Design Topics is a new series of (initially) four topic books in full-colour to support National Curriculum Technology at key stage four, the purpose of which will represent a splendid and reasonably priced addition to GCSE resources. The series raises current practical, social and environmental issues in technology in a lively and stimulating way with individual books focusing on specific elements within design and technology such as specifications, market research, model representation and physiological factors. From coloured, glossy cover to (black and white) glossary each book is packed with invitingly interesting



photographs, diagrams, pie charts, graphs and easy but stimulating reading.

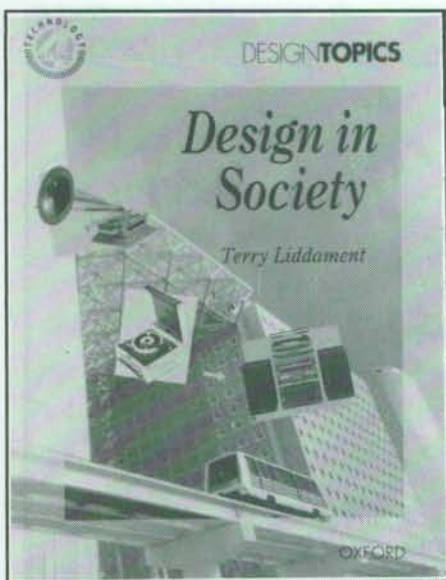
### Design and Society

Design and Society deals completely with the 'difficult' areas of the 'the past', 'progress', 'marketing', 'environment' and 'consumerism'. Titles such as *The Challenge to Design*, *Design with Responsibility* and *Designing with New Materials* are representative of over a dozen in each of the five chapters which will represent teachers with a structure for departmental and class discussions, personal interpretation by pupils and further resourcing by both teachers and pupils. This resourcing will inevitably come from other sources such as some of those mentioned in a substantial acknowledgements section. Architectural and product 'champions', in terms of design, technology and manufacturing, are scattered in profusion throughout this volume and will only begin to look dated in ten years when we have access to digital recordings and the like. A superb acquisition.

### Product Modelling

This text contains a variety of three-dimensional 'presenting' ideas which are communicated through clear, full-colour, stage-by-stage photographs. The information should promote what has become the much-abused process of modelling by using professional, and often very simple, techniques to gain amazing effects. Modelling is a way of presenting future aesthetic concepts and





ideas and linking them to mechanical and electrical details fairly cheaply. It is also a method of demonstrating high quality designing and making at a faithful scale. This book could be a passport to convincing two and three-dimensional representation in the GCSE studio. The reason for choosing the two case studies, a telephone and cassette player, is not clear and rather confusing since so many more exciting products and concepts are on or nearing the marketplace. Nevertheless their treatment is very informative and presents teachers with opportunities to supplement products of personal and future interest.

### Human Factors

Perhaps the most difficult subject matter to relate to designing and making treated with more than an acceptable level of appropriate factual reference material which has been brought together and enhanced by graphs and charts. The decision to use sketches of easily photographed situations slightly reduces the impact of this important message but the exploded ergonomics can be reproduced in the purchaser's institution, without infringing copyright laws, at different scales by careful use of school enlargement and reduction facilities. The order of contents will signal to teachers a viable way of tackling an often neglected area in design and technology. Nine case studies and anthropometric data suggest further investigative pupil activity which should result in a greater accumulation of evidence to base design decisions on.

### Product Design

This text is directed at the pupil and deals completely with the processes of designing without falling into the trap of offering the design process. Instead it offers readers a number of options from which an appropriate process can be formulated. It also spells out that there are a number of starting points for investigations. These happen to be paralleled by the National Curriculum attainment targets which represent a cyclic rather than linear process of design activity. Many considerations for the young designer are explained, such as budgeting, talking to clients and specifications, and strategies for active learning revealed so that pupils working with a degree of independence can base design decisions on far more than personal opinion and imaginative effort. Year ten and eleven pupils and a teacher in training provide three interesting case studies to round off this useful text.

These books provide explicit and realistic assignments which can easily be translated into legitimate technological activity with the addition of a few inexpensive resources. In general terms, the great advantage is that they are pitched, very much through the examples used, in the age and world of young people rather than in the past.

### Geometrix — 161 Patterns for Artists & Designers

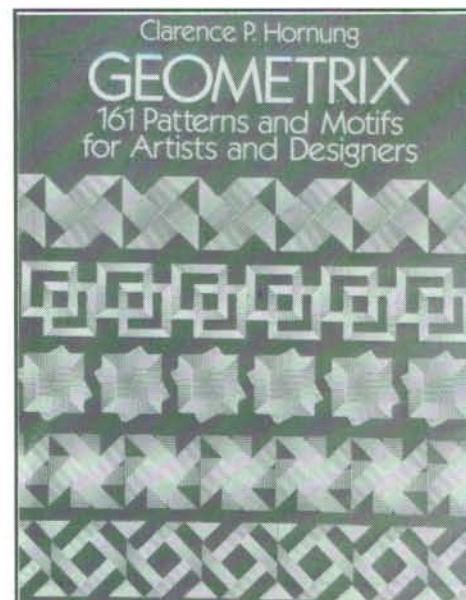
Clarence P. Hornung  
Constable

ISBN 0-486-26674-5

Price: £7.15 P/B

Reviewed by B.A. Tait

Here is a beautifully printed and presented book which offers Patterns and Motifs for Artists and Designers. It is the third volume prepared by Clarence P. Hornung and abounds in



ideas for Banks (or Borders), Patterns, Stars and several pages of 'Solid' images. All of the images in the book are in Black on White. These are available for copying although if you wish to use more than ten at any one time permission has to be sought from the publishers. This book can be recommended as a useful part of the Resources Library.

### Graphic Saying

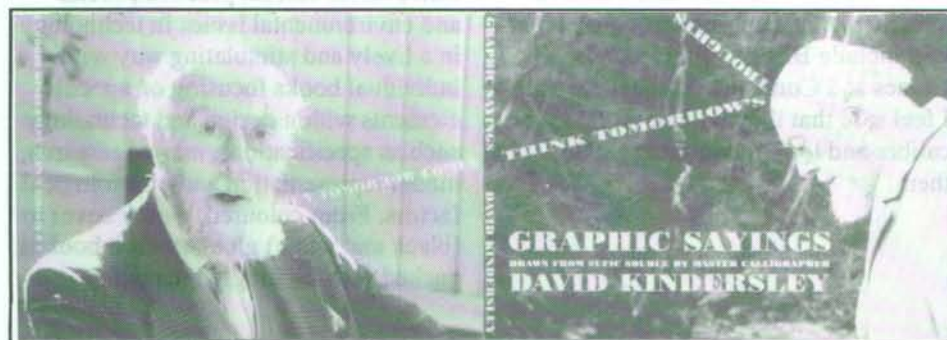
David Kindersley  
Cardozo Kindersley Editions

ISBN 0-9501946-97

Price: £5.95 P/B

Reviewed by Geoff Crabbe

This simple little book of 'Graphic Sayings' by David Kindersley demands attention if only because it is the work of a fine calligrapher. But it is more than that. The craftsman has taken the carefully chosen sayings of Idries Shah, and using the negative format of white on black background, has woven the words, their meaning and the calligraphic shapes into beautiful abstract images. Admittedly some are more subtle than others. Sometimes the





WHOEVER HAS  
HAS MADE  
SLAVE  
LETTER  
TAUGHT  
WE ONE

subtlety is lost by adding a supplementary drawing, and of course the idea of using lettering in this way goes back a long time. Where a certain persistence is necessary to discover all the proverb, so comes a greater satisfaction, perhaps because in doing so one becomes more aware of the artistry and ingenuity of the craftsman.

All in all this delightful little book should help persuade the student of Design that a study of letter forms, lettering and letter manipulation is well worthy of serious consideration. Just looking at the book gave considerable pleasure.

### Design & Technology — The Six Counties Project

Trevor Davies, John Gilbert, Patrick Dillon

Longman

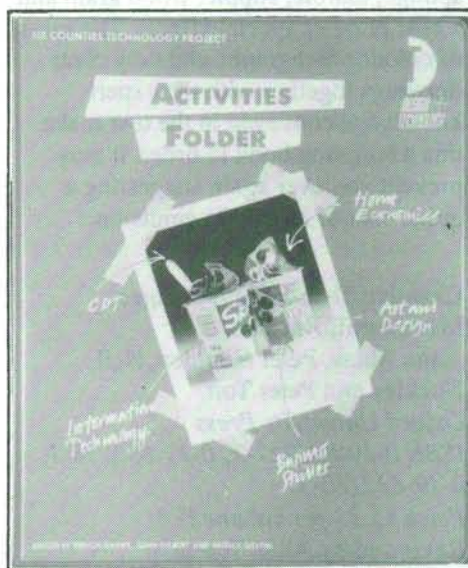
ISBN 0-582-08751-1

Price: £99 + VAT H/B

Reviewed by Tim Fulford

This is a substantial publication consisting of two ring binders, one entitled 'Management Folder' and the other 'Activities Folder'.

The 'Six Counties Technology Project' collected and developed the ideas from all over the country, these ideas were formed into an integrated method for the development of Technology under the National Curriculum for Technology. Both folders are presented in a formal manner which makes their



use relatively easy for training and the development of further ideas within a school as well as providing a solid foundation on which to base programmes of study.

### Management Folder: (161 pages ringbound in a folder)

This forms one volume of the project, it is an integrated manual for the introduction and development of Technology within the curriculum. It covers the management of Technology and Technological projects in the following areas; Home Economics, CDT, Information Technology, Art and Design and Business Studies. The folder covers all the major issues related to Technology, from the well established curriculum through to those

starting on the exciting road of implementation. Issues include, Promoting Learning, Carrying Out a Curriculum Audit and Curriculum Review (a useful and very helpful guide which can be used directly in the school supported by the other chapters in the folder). Other areas include; Equal Opportunities, Transference of Skills, Assessment of Technological Achievement and Technology education: developing a coherent approach. A useful guide to the development of school-industry links gives those considering developing this area a very good starting point for discussion and implementation of such a valuable initiative. The guide highlights the areas of education which benefit directly from the positive step of linking with industry and *vice versa* (this would make a good starting point for those who are persuading their school or company to adopt and foster links in both directions.) This carefully prepared publication is a useful starting point for training and development within the area covered by the National Curriculum for Technology.

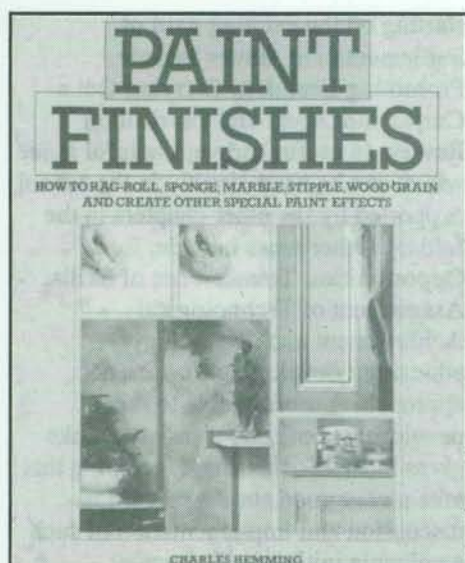
### Activities Folder: (325 pages ringbound in a folder)

This folder is described as a set of ideas and materials which can be taken directly into the classroom and used immediately. All of the activities are interesting and could be used on their own or as part of an overall curriculum policy. Each Activity Project is divided into specific categories which make the selection of an appropriate project much easier, a quick look through the Summary sections at the aims or a review of the Case Study given for each project helps the teacher select suitable methods of delivery.

Each case study gives an honest account of the problems faced by the development schools. This evaluation of the activities is very useful for the teacher looking at these projects for incorporation into the curriculum. It enables the pitfalls to be avoided and success to be guaranteed!

The project themes are varied and interesting, topics range from the unusual, 'The Channel Tunnel' to the very tempting 'Somebody's Homemade Pizza/Cake Company'. All the activities have been tried and tested in the





schools connected with the project, that surely is a recommendation on its own merit, there is considerable value in the use of such a publication in the modern classroom.

#### Summary:

The Six Counties Technology Project is a useful resource for all schools. All of the projects can be used directly or adapted for use at all levels of education. They are also very usable for staff training and development.

The whole project pack is supported by an INSET scheme which sets out to provide teachers, co-ordinators and school managers with an opportunity to improve the Technological Provision in their schools as an addition to the project folders. (Details of this are supplied with each folder)

Each volume of the project can be purchased and used separately or as a joint pack.

Activities Folder £75 + VAT

Management Folder £35 + VAT

Both purchased together £99 + VAT

I personally do not like the style of the cartoons, they seem a little unnecessary, the publication would have benefited from some coloured dividers between the sections to make for easier reference. It is something which every school should have and should use to assist with the development of Technology under the National Curriculum. It is a great shame that the Project is so expensive, justifying the purchase of such a publication may prove difficult for some. In conclusion The Six Counties Technology Project

will be an invaluable guide to developmental management of a progressive subject area accompanied by an interesting collection of suggested activities.

#### Paint Finishes Handbook

Charles Hemming

Macdonald Illustrated

ISBN 0-356-20568-1

Price: £9.95 P/B

Here in one book is probably all the information you will ever need to begin to use paint in the decoration of rooms (or Sets, Exhibitions and Displays). The book leads you through basic but vital areas such as the preparation of surfaces, equipment and materials, choosing a colour scheme and then unravels the delights of rag-rolling, sponge, marble, stipple, wood grain and a host of other special effects. The mass of colour photographs and very clear drawings together with the expert knowledge conveyed in the text make this a tempting book to order. It may prevent you ever again suggesting a quick coat of Magnolia emulsion.

#### Creative Technology: Images, Movement, Futures

Anne Ablay, Peter Goulden, Neil

Nuckley and Peter Toft

Oxford University Press

ISBN 0-19-832782-X, 0-19-832778-1,

0-19-832780-3

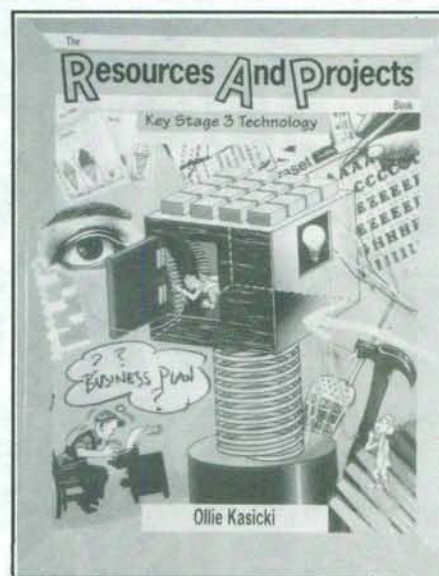
Price £3.25 per volume P/B

Reviewed by Allan Trueman

Creative Technology is a series of three books, each having an attractive and colourful front cover. They are all intended for key stage 3, adopting a cross curricular, open-ended approach to technology, in keeping with current trends in National Curriculum. The three titles are namely Images, Movement and Futures and each book is full of colourful illustrations, covering all aspects of the design process.

#### Images

This book is divided into four parts — Companies, Displays, Packaging and Images. I feel that these areas are mainly to do with presentation of an idea or a product.



#### Movement

This book is divided into three parts — Illusions, Surprises and Movement. These headings deal with such diverse areas as making a zootrope to making dragons and monsters. These tasks tend to be made out of card, thin plywood and acrylic, and could easily be made in an active classroom rather than a workshop.

#### Futures

This book is divided into three parts — Changes, Environments and Messages. These headings look at how things such as fashion, houses or communications might change in the future. This particular book tends to be the most imaginative and should motivate the most slothful pupil.

In conclusion all three books offer a lively and practical approach, the only criticism being that the approach is ideal for an eleven year but might be too young for a fourteen year old.

#### The Resources and Projects Book — KS.3 Technology

Ollie Kasicki

Thomas Nelson

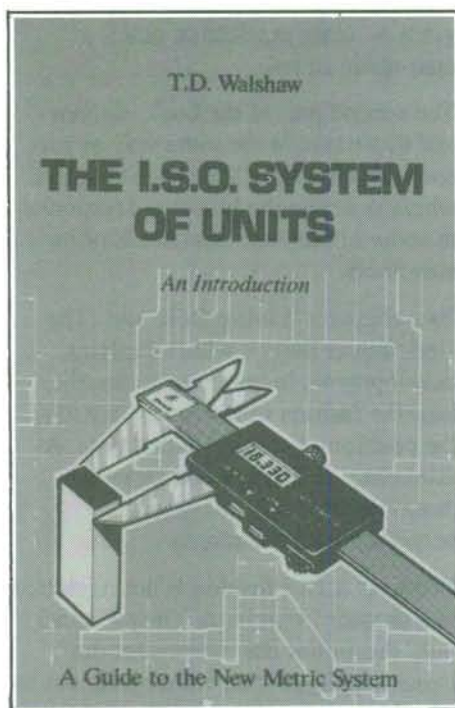
ISBN 0-17-438408-4

Price: £4.95 P/B

Reviewed by J.B. Mellor

The book has a colourful, well illustrated and informative format. There is a lot of reading to do on each page, but this is broken down into small sections. Some sections explain some of the words we would use in technology. There is an introductory chapter entitled 'Introducing





Technology', this looks at what technology is, how to manage your work, making judgements, and finding information amongst others. Each of the subsequent four chapters covers a varied and interesting cross section of some of the issues of the National Curriculum. For example the section on 'Graphic Communication' shows how to develop and present your design proposals. It explains how a designer would use a variety of methods to present ideas. Followed by materials you would need and 'skill tips' to help you with the process of communicating ideas in a graphic way. The following chapters on 'Systems', 'Materials', and 'Construction Techniques', also show you processes, and skill tips. Money for producing a full colour book obviously ran out at this point and the final chapter 'Projects' is in black and white. The projects section gives pupils a broad design brief, some key questions to consider and a 'skills booster' to remind them of the design process. The suggested project list contains nothing new, the usual celebrations, packaging, recycling, and fundraising to name a few.

The book looks at only a very limited aspect of Key Stage 3 technology, there is no reference to food or textiles no mention of a computer and only a brief mention of Business Education. However I'm sure some pupils would enjoy the format of the book and the

way it could help some of them in following the written instructions and skill tips to develop a specific technique without bothering the teacher.

### The I.S.O. System of Units/An Introduction

T.D. Walshaw  
Argus Books  
ISBN 1-85486-063-1  
Price: £6.95 P/B

This slim volume, written by a man who admits to being over 70 years old and who further reveals that for the first 50 years of life he has worked almost exclusively with Imperial Measurement, could prove itself to be of enormous value in any school system. It contains almost all that most of us will ever need to know about the 'Système Internationale' or 'S.I.'. Many pages are devoted to clearly laid out tables of conversion and information about 'preferred sizes' but the author, in a far from desiccated manner, unravels some of the modern mysteries of measurement. So if you are slightly ashamed of still being into 'pounds per square inch' here are the answers. Now why did I measure the time it took to type all that as '5 minutes and 43 seconds'?

For orders by post, please add 75p for postage and packing with a cheque made payable to 'Combined Book Services' and send to: Combined Book Services, 406 Vale Road, Tonbridge,

Kent TN9 1XR. Credit Card Orders:  
Tel. 0-732-357755.

### Solar Electricity

Centre for Alternative Technology  
Price: £1.50

### Water Power

Centre for Alternative Technology  
Price: £1.00

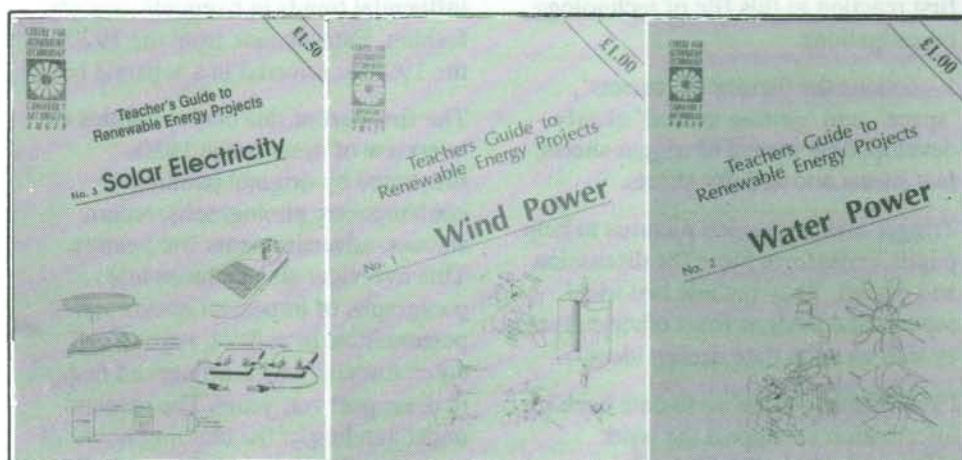
### Wind Power

Centre for Alternative Technology  
Price: £1.00

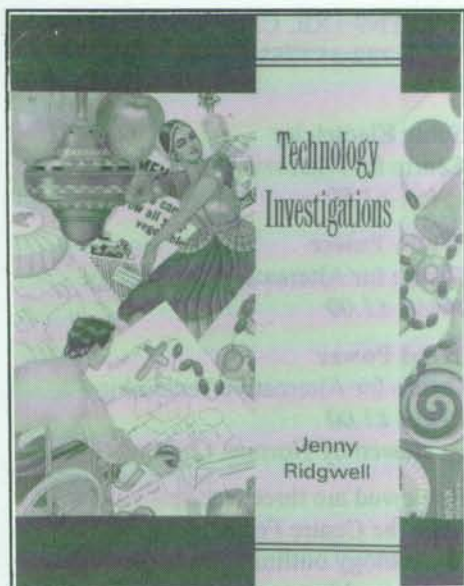
Reviewed by Norman Casson

Reviewed are three teachers guides from the Centre For Alternative Technology outlining basic principles on renewable energy projects. The three guides deal with Wind Power, Water Power and Solar Electricity. Each guide is short but contains a lot of useful information suitable for use by a wide age range of children and students. The content is directed at teachers for the 5-18 year age group and is successful in that there is source information which can be used at any level. The first two guides, Wind Power and Water Power follow the same format of: Content; Existing Devices; Construction Techniques; Gearing; Testing/Evaluation; Larger Scale Projects and addresses of suppliers. There are twelve pages in each guide.

Solar Electricity does not follow exactly the same format and is more suitable for use with an older age group. There is a useful explanatory







section suitable for beginners which outlines basic principles and useful components. This guide is sixteen pages long.

My first impression of these guides was not favourable due to the presentation of the front covers however, I was pleasantly surprised at their content and found they contained a lot of useful facts for most teachers.

### Technology Investigations

Jenny Ridgwell

Heinemann Educational

ISBN 435-42006-2

Price: £39.50 H/B

Reviewed by Ian Wilford

Wait!!

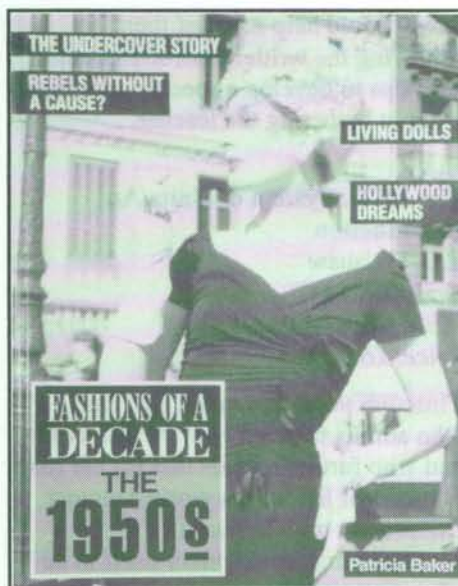
'Open that file again'. That was my first reaction to this file of technology investigations.

It contains the themes of 'carrots', 'space', and 'getting around' clearly developed by means of trigger sheets, fact sheets and activity sheets.

Trigger Sheets provide pictures to help pupils brainstorm ideas for discussion and design. They include historical aspects and designs from other cultures, as well as up to date design ideas.

Fact Sheets provide up to date back up information to support the work suggested within the theme.

Activity Sheets can be used for design and make activities or as ideas for further work in class, or for homework. All activities are organised under the headings of 'discuss', 'research',



'plan', 'record', 'design and make', and finally 'evaluate'.

All activities are plotted against the N.C. programmes of study and each sheet indicates the level of attainment it is hoped pupils will achieve.

As all sheets are photocopiable and the file is so well written it is a must for any self respecting technology department.

### Fashions Of A Decade: The 1950's

Patricia Baker

Batsford

ISBN 0-7134-6639-1

Price: £10.45 H/B

Reviewed by Rosemary Price

This short but informative book is one of a new series looking at the most influential trends in twentieth-century fashion. Each decade from the 1920s to the 1990s is covered in a separate book.

The first part of this book provides an overview of dress in the 1950s illustrated by original paintings, contemporary photographs, record sleeves, advertisements and posters. This overview also includes brief paragraphs of important events and personalities in politics, royalty and entertainment which influenced fashion in these post war years. The readers' understanding of the clothing needs of society at this time is enhanced by a description of family relationships. The overview continues by relating how in order to satisfy these needs the fashion industry used some of the scientific and technological developments of the war

years — mass production and man-made fibres.

The second part of the book, written and illustrated in the same way as part one, contains eight four page chapters which describe the industry's response to some of the identified needs of its customers.

Two chapters 'Living Doll' and 'The Undercover Story', which explains developments in underwear, describe how the fashion industry responded to the position of women at that time. A third chapter 'Hollywood Dreams', describes how this image was perpetuated on the screen.

However men's fashion is not neglected in a chapter 'Man in the Grey Flannel Suit' the author describes what the industry offered men whose task was to rebuild the economy after the war — 'he didn't have to be fashionable: that was for the female'. Illustrations show, however, that American men were far more adventurous in their dress.

The book goes on to describe, in two chapters, how the fashion industry was beginning to change. 'An Artificial Freedom' describes the impact mass production and man-made fibres had on the industry; whilst the chapter 'Haute Couture Heyday', shows how American designers responded more directly to the changing needs of women.

In the last two chapters 'Cafe Society' and 'Rebel with a Cause' the reader is given a glimpse into the major fashion changes to come in the next decades.

This would make a useful reference book for teachers and some pupils in achieving attainment targets in Design and Technology in Key Stages 2, 3 and 4. In addition it would be helpful in the preparation of pupils following A level and G.C.S.E. Home Economics courses in Textiles.