

# Editorial

'Science for all' was first used as a name for a syllabus and schemes of work over eighty years ago. Ever since then there have been calls for school science not only to educate in useful knowledge but also to be liberalising and humanising. The debate on how much of science education should be *about* science and how much of it should be *in* science is still current today; and this debate is not just within the science education community. Bernard Crick, Chair of the Government's former Citizenship Advisory Group, revisits some of this debate in his article *Citizenship and science; science and citizenship*. He outlines what he sees as the implications for science teachers of the inclusion, from September 2002, of the new subject of 'citizenship'.

His prescriptions are for cooperation and collaboration between teachers of science and teachers of citizenship so that each supports the other and neither abdicates responsibility for citizenship to one and science to the other. Two experienced ASE members comment critically on his views. They remind readers of what science teachers have done in the past to educate pupils to be active citizens. They welcome the opportunities that these new orders bring for stimulating change in science teaching but also recognise the constraints that teachers operate under and that may have suppressed these ways of teaching in our immediate past.

Whilst the citizenship initiative may raise discussion on education about science, Cedric Mumford, in *Light of the first order*, reminds us of how much satisfaction there is in knowing and doing science.

This September also sees the continuation of the piloting of the key stage 3 science strategy. Departmental audits will have been done and secondary science departments will have written their action plans and be well immersed in their staff training and development. An important strand in the pilot of the science strategy

is continuity and progression from key stage 2 to key stage 3. 'Science for all' is now for all pupils aged from 5 to 16. Stuart Naylor and Brenda Keogh in their article, *Primary science for secondary science teachers: a review of Primary Science Review*, bring secondary science teachers up to date on current ideas about science teaching in primary schools. Much of this may help secondary teachers plan their teaching to ensure an easy move from primary to secondary (and look out for the *Passport* on the ASE CD-ROM).

*SSR* has always carried inserted letters, leaflets and advertisements but we believe that the CD-ROM accompanying this issue is a first. It is one of five CD-ROMs that are being produced by the ASE Science Year team. The article in this issue, *Science Year and the ASE* (pages 14–17) outlines how to use the first CD-ROM, describes what kind of resources are planned for dissemination throughout the year and suggests how you (and your non-science colleagues) could use the CD-ROMs to support Science Year. And to really get your enthusiasm for Science Year going and re-stimulate your passion for teaching science, read Robert Matthews' article, *Testing Murphy's Law: urban myths as a source of school science projects*. This is an inspiring description of a rigorous experiment that obviously enthused thousands of children. So switch off the National Curriculum (for as long as you can in Science Year) and try one of his other suggested projects instead – and then write it up for *SSR*!

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