

## Editorial

The present number of articles in 2014 is currently five. Kirsti Salo-Mattila discusses in her article how students in the textile teacher program of a Finnish university experienced the flat pattern design process. In garment design, the three-dimensional form is developed in two dimensions. The results of the survey indicated that studies in clothing design and construction had only a minor effect on how the students evaluated the difficulty of various pattern design tasks on the advanced level as compared with the introductory level.

Viveka Berggren Torell and Ulla Ranglin focused on crafting knowledge in weaving. The article is based on interpretations of interviews with hand weavers, and films of their work. The aim of the research was to analyse the weaving process in order to explore the empirical examples of important components of knowledge in action. The authors highlight the importance of routine, rhythm, bodily skills, senses, judgement and experience crucial for craft.

Else Marie Halvorsen's presents a survey of students' attitudes to the arts in general and handicrafts in particular. The survey was conducted in 1968 and it revealed that gutted/needlework followed the same profile as the physical education and it was well-liked in all ability groups and in both genders. The aim of the article is to document student attitudes back in time, and to identify aspects of this historical period.

Eeva-Maija Lappalainen introduces the Ha-La-Cu - method in the multicultural education. She explored the learning language in craft learning environments and in learning situation where language and textile material and colour impression (craft) were emphasised. She concludes that this kind of multicultural pedagogy and didactics is effectively breaking the gender gap.

Erling Framgard focuses on the traditions of the visual art education that have a different pivot point which forms the educational and academic traditions. According to Framgard's analysis one point is the discipline orientation, another is individual orientation. Nevertheless, he proposes a third tradition which synthesizes and develops the two remaining. The aim of this article is to provide a brief historical overview of these subject didactic and educational theory traditions.

Pirita Seitamaa-Hakkarainen