

Editorial

Studies in Design Education Craft and Technology has always published a carefully selected range of research studies in Design Craft and Technology. These articles are only printed when we are confident that they have a real relevance to the work of schools and colleges – either in testing the value of existing and new approaches or in exploring the justification for what we do in new ways. We know from readers' responses that many of the articles that we have selected in the past have enabled them to develop their teaching with new certainty and have also given them many valuable arguments with which to further the cause of craft design and technology.

In this issue we are printing no fewer than five articles which we have gathered together in this special issue devoted to development and evaluation. The first two articles are from practising teachers in schools in Stourbridge and Sunderland. Mathias presents a detailed account of the way in which his department set about the difficult and often painful task of self-evaluation. The technique and the frank statement of the results will be of great interest to many readers. Shield's paper presents a careful evaluation of attempts to develop creativity through small groups in CDT. Again a very frank account of students' and teachers' view is given; readers will have no difficulty in recognising their authenticity.

The Thames Television CDT programmes have been a major initiative in our subject area in the past years; they have already been profiled in a recent issue of *Studies in Design Education Craft and Technology*. Here we present the company's evaluation of the first year of the series which demonstrates the impressive care and attention that accompanies a major television project of this kind.

Other evaluative studies follow. We are particularly pleased to print a student's view. Mulberg, now a first year design student, presents his considered analysis of his experience of A level design at his school. It adds an important extra dimension to the experience of the design process in school. Down offers an impressive analysis of the process of problem solving which lies at the heart of the design process. He concludes by recognising that there is still a lack of clarity about aims and seeks the assistance of readers of *Studies in Design Education Craft and Technology*. In conclusion Tipping, in a sequel to his two previous articles, offers some suggestions for CDT teachers to improve their own design skills through a transatlantic venture.

One of the most interesting new initiatives in design craft and technology is the forthcoming establishment of DES/Tech, the new professional organisation for those who work in our field. A special feature of DES/Tech will be to act as a vigorous pressure group to achieve the objectives which are shared by all readers of *Studies in Design Education Craft and Technology* – the enhanced recognition of our subject area, its status, its

achievements and its central role in the education of all young people who are going to be adult in the 21st century. The organisation was announced at Wembley in October 1983 and has attracted great interest. Advance information was presented to readers of *Studies in Design Education Craft and Technology* in our last issue and further news will be reported from time to time. Readers who wish to have details about membership should contact Mike Wharton, Senior Adviser in Design and Technology, Hertfordshire LEA, Hertford.

We have always tried to keep readers in touch with the arrangements for publishing *Studies in Design Education Craft and Technology*. Over thirteen years of independent publication, *Studies in Design Education Craft and Technology* has never received any kind of financial subsidy from any organisation. This has enabled us to retain our total independence which is unique and greatly valued by our readers.

Yet if *Studies in Design Education Craft and Technology* is to practice what it preaches it must itself be well-designed, attractive in appearance and easy to read and also able to withstand the multiple readership that most copies enjoy. If production and distribution costs were to be wholly covered by the subscription price this price would have to be raised to a point which would make it unattractive to many readers and would of course, be immediately counter-productive.

In time we shall solve the short-fall of revenue because as the readership increases so the journal will become more attractive to advertisers and this source of revenue will, we confidently hope, solve the fundamental difficulty. At present our circulation of just under two-and-a-half thousand copies of each issue is not quite enough to attract a full range of advertisers. We hope all readers will help us in our expansion campaign and, as an inducement, we are offering free books to subscribers who obtain new readers. A special announcement appears later in this issue (p.63).

But in the shorter term we have adopted other strategies. For some time now we have distributed books of particular interest to readers. We have been able, by bulk purchase, to supply these books very cheaply but we have also been able to make a small profit on the transactions which has been helpful. Even more recently we have published a few carefully chosen books on education which have also sold well and which have been able to subsidise the journal in a useful way. More recently still we have established a parallel journal for teachers who are concerned with the issues of teaching in a multicultural society and, although still smaller than *Studies in Design Education Craft and Technology*, *Multicultural Teaching* is achieving an enthusiastic response.

All these mutually supporting activities are designed to promote the exchange and development of ideas in everyday teaching and are intended to be self-balancing and not profit making. However, we

Notes on Contributors

have stumbled upon a technical problem. The total turnover (not profit!) of these various publishing and distribution activities now comes to a figure that is very close to the level at which we become liable for VAT. Although no tax is payable on books and magazines, the turnover figure is significant because these items are not exempt but "zero rated". As it would be difficult for any one individual associated with our activities to be registered personally for VAT, we have decided to set up a small company which can be registered. This will be called Trentham Books Ltd., and will provide an "umbrella" organisation under which *Studies in Design Education Craft and Technology*, *Multicultural Teaching* and occasional books will be published. This offers us a small but useful additional incentive; we shall be able to reclaim value added tax paid on any "taxed inputs"!

All this will make little difference, other than a greater financial security, to *Studies in Design Education Craft and Technology*. The bank account through which Bankers' Orders are paid and subscriptions are received remains the same; all other arrangements for our publication are quite unchanged. But we would like our readers to be aware of our situation and not feel that we have been "taken over" by a monolithic international corporation called *Trentham Books Ltd!*

The next issue of *Studies in Design Education Craft and Technology* will be guest-edited by John Cave a contributor well-known to readers, it will be devoted to new approaches in schools technology.

John Eggleston

The Editor and author wish to point out that the material set out on the bottom of page 89 of the Spring 1983 issue of *Studies in Design Education Craft and Technology* (Vol. 15, No.2) derived from a handout issued at the Developments in C.D.T. Course N623, 12th July 1980 "A" level courses in Design and Technology" Course Tutor: A. Breckon.

Dr B K Down lectures in Education at Brunel University

John Mathias teaches CDT at High Park School, Stourbridge.

Colin Mulberg was a former 'A' level design student at Orange Hill School. He is now a first year Design student at the University of Warwick.

George Shield teaches Design and Technology at Monkwearmouth School, Sunderland.

Anne Suffolk was Schools Liaison Officer, Thames Television. She is now an Education Officer, Central Television.

Colin Tipping lectures in CDT at Middlesex Polytechnic.

Two new Keele/
Studies in Design Education,
Craft & Technology
Saturday conferences

28 January & 17 March

see back cover for
details