

Editorial

The tradition of competitions, prizes, medals and awards in craft, design and technology has been with us well over a century. The Royal Society of Arts, The Great Exhibition, The Design Council, have all played their part in developing a network of opportunities for achieving excellence and recognition. Over the years the creative capacity of a multitude of designers, craftsmen and technologists has been encouraged, identified and their work taken from obscurity to public acclaim.

One of the important developments of the past decade has been the extension of award schemes to the schools. *Studies in Design Education Craft and Technology* has, over the years, printed teachers' accounts of the award winning entries and the circumstances that led to their generation and realisation. Such articles have been immensely popular with our readers. One of the most important schemes is the Design Council's School Design Prize — a central feature of the Council's wide-ranging work with schools. This scheme — now sponsored by Rolls Royce Limited — has already involved over 600 schools. In this issue Richard Tufnell of the Design Council introduces and describes the impressive developments in schools and in industry to which the scheme has given rise — developments that are likely to continue in the present year when 12 prizes with a total value of £32,000 are on offer to winners and their schools. (Details from Margaret Bradbury at the Design Council; last date for receipt of entries 25 July, 1980.)

Tufnell's article is followed by illustrated accounts by the teachers from five of the ten schools which won prizes in 1979. The titles alone, ranging from 'A Dosimeter Charger Unit' to 'Solving a Dog Handling Problem' indicate the wide range of creative activity that the scheme has stimulated.

But there are many other active developments in design, craft and technology and a wide range are reported in this issue of *Studies in Design Education Craft and Technology*. Thompson writes of the exciting and original developments at Whelley Middle School which have attracted widespread attention as has the work of Roby Comprehensive School described by Peter Thomas. A special feature of the work of both schools are the 'self-teaching' aids available to pupils and examples of the cards used at Roby, now being published commercially, are reproduced with the article.

Yet another important area of competition is the Buildabike contest sponsored by British Petroleum and the two articles by A.A. Bates and John Hill describe the wide range of developments in design, craft and technology that can arise in the design and construction of motor cycles.

Studies in Design Education Craft and Technology has always been interested in the Home Economics component of design, craft and technology and in this issue we are particularly happy to print Hilsom's article describing how Isle of Wight home economics

teachers are setting about the development of their courses. Other articles examine equally important areas for our readers notably the development of graphic communication by Hill.

Many readers will find the article 'The design education myth' by Tipping of particular interest. He challenges, in a stimulating and provocative way, many of the ideas that have come to be associated with the design, craft and technology movement over the past decade. He writes:

'Yet when one tries to see the extent to which the title gives a true indication of what is happening in the school, it becomes clear that the ones that have tended to avoid, or be reticent about using the word Design in their Departmental title, will probably be the ones who, in a dozen or so years, will have been seen to have it about right.

For the chances are, by then Craft and Design and Technology Education, or Design Education for short, will have all but died. In spite of huge investment and a massive propaganda campaign to get it going in the schools, it has hardly even begun to establish itself.'

We look forward to printing readers' rejoinders in our next issue.

Finally we print yet another contribution by Dance and Threlfall in response to the widespread interest in our previous articles on Axoplan.

As always, *Studies in Design Education Craft and Technology* concludes with its highly regarded sections of reviews and notes which range as widely and searchingly as the articles themselves.

John Eggleston