

# Editorial

The range of articles in this issue of *Studies in Design Education Craft and Technology* is, we believe, one of the most extensive and most interesting we have yet published. We are confident that it is likely to be of the greatest interest to our growing band of readers. We begin with a discussion of the central, but seldom examined question of Design Education: whom is it for? Cross, in a forthright article, suggests that our target should be lay people who use design rather than execute it; who decide what should be designed rather than decide the details of designing. He questions whether we might stop talking about participation in the design process and instead start thinking about liberation from the design process. He recognises that the strategies he advocates might not be generally recognised as design education at all but suggests 'it is the kind of design for lay people that all of us need'.

Roberts in a commentary on Cross's article continues the exploration of these ideas and considers how such radical approaches might be put into practice. In doing so he turns many more of our well loved assumptions upside down.

Readers of *Studies in Design Education Craft and Technology* have, since the project's inception, taken a keen interest in Art and the Built Environment. In this issue Adams gives a progress report and a reappraisal of the objects of the project. Of special interest will be the examples of students' work in the project showing precisely that developed perception of the environment that the project seeks to foster.

Another important set of initiatives currently in train are those of the Scottish Central Committee on Technical Education's National Working Party which has set up an innovatory course for mixed ability pupils in the first two years of the secondary school. Readers will find Fraser's article on this work of particular value not least for the attention it gives to the evaluation of the activity; an emphasis which is likely to be of increasing importance in most schools as our new national interest in assessment of performance develops.

Working in an entirely different context Camus writes of an unusual project in her New York school which unquestionably added a new dimension to the experience of her pupils.

It is easy but mistaken for educators to become preoccupied with designing as a school activity and it is a valuable corrective to be reminded of the designing and design training that now forms an essential feature of modern industry. In no area is this more in evidence than in the modern ceramic industry and it is with pleasure that we print Moorcroft's article which illustrates the modern approach to design and design education of the Wedgwood company; guided but in no way bounded by tradition.

Two articles on the Art and Design Curriculum follow. Allison argues strongly that we should escape from the product orientated syllabus in Art, Craft and Design; a syllabus that he sees as being

reinforced by the developing A level examinations in Design. He sets out a four fold strategy whereby we may seek a more fundamental education of sensibility and sensitivity. Lancaster in a parallel article, explores the possibilities of a core curriculum in Art that may also lead to new and more fundamental achievements.

Wooff returns us to the realities of contemporary achievements in the schools in his review of some of the work exhibited at the schools' exhibition of the South Wales Association for Design Education and reminds us that notwithstanding our many unresolved problems, the work of many children is reaching very impressive levels.

Sayer in the third and last of his well received series of articles on the History of Technology discusses technological appreciation with particular reference to the rich potential of the resources available for schools at the Ironbridge Exhibition in Salop. Kimbell, with similar objectives in mind explores yet other ways of achieving 'a taste for technology'.

In our last issue we were happy to have been given permission to print extracts from the HMI Working Paper – *Curriculum 11-16*. We are now particularly pleased to be able to print a supplementary chapter to that volume recently written by the Home Economics Committee of the Inspectorate.

The issue concludes with a selection of Morris' visual poetry; an amusing and stimulating experience which we believe will be new to many readers of *Studies in Design Education Craft and Technology*.

As always a selection of book reviews, notes and news concludes the issue. We hope readers will enjoy it.

John Eggleston