

Editorial

The rapid pace of development and recognition of design, craft and technology has been marked by several important landmarks since the last issue of *Studies in Design Education Craft and Technology*. Perhaps the most significant, forecast in our last editorial, has been the decision of the Assessment of Performance Unit to set up an exploratory study on the feasibility of assessing performance in design and technology. The study, already under way, is being conducted at the National Centre for School Technology at Trent Polytechnic under the direction of Professor G. Harrison and guided by a nationally representative committee. Details are presented in this issue. If the study satisfactorily demonstrates the feasibility of measuring performance then the first step on the way to including design and technology as a major indicator of pupil performance in the schools, along with mathematics, science and languages, will have been achieved.

Yet another major development is the commissioning of a major schools television series on Design, Craft and Technology by Thames Television. This initiative follows the setting up of a special meeting by the Independent Broadcasting Association Education Council at which the case for a full inclusion of programmes on Design, Craft and Technology in schools broadcasting was convincingly and overwhelmingly made. The programmes are being produced by Michael Feldman and full details will be included in the next issue of *Studies in Design Education Craft and Technology*. Meanwhile any readers who wish to raise issues concerning the programmes at this stage are invited to write to Mr. Feldman at Thames Television Limited, 149 Tottenham Court Road, London, W1P 9LL.

Another important new development is the production of a second Department of Education and Science film. This is entitled 'Teaching Starts Here' and is available from The Central Film Library, Chalfont Grove, Gerrards Cross, Buckinghamshire, SL9 8TN.

A further range of continuing activity and reflection is featured in the remaining pages of this issue. In an important article Langley examines in detail the problems of departmental organisation in our subject asking, 'Why is it that many Craft, Design and Technology departments have such problems in grasping the opportunities being offered by the current surge of interest in the subject's new conception?'

This is followed by a head's view of the organisation of Design in the school curriculum. Anderson, like Langley, argues for a more active and positive role of the design, craft and technology teachers in decision-making in the affairs of the school. Some ammunition for them is provided by Lewin, Project manager of the Fulmer Industry/Education group who reminds us of the crucial role of our area in preparing young people for our future society.

Yet there are recurring problems in the teaching of Craft, Design and Technology, one of the most

serious being the recurring shortage of teachers. Cantor reviews the long standing problem and offers six positive suggestions which may together offer considerable alleviation of the situation.

A group of articles follow that explore the range of techniques and resources available for teachers. Tickle considers the development of observational drawing in the middle school which can offer an important basis for a wide range of subsequent work in art, craft, design and technology.

Gammon introduces readers to the Energy Data Sheets developed by Day at Southampton University and already in effective use in schools. Hughes alerts readers to some important new considerations on one of the most familiar teaching techniques in design, craft and technology – the demonstration.

Studies in Design Education Craft and Technology has always been keenly interested in the interface between art and design. In this issue Allison presents the case for a 'multi-dimensional' view of the art curriculum whilst Hinx-Edwards in a hard-hitting article argues that, 'Art is within the scope and capability of all; but at the moment the learning of Art is being strangled by the teaching; and more particularly by the teaching of Design.'

As usual the issue concludes with a selection of reviews of new books and notes of new developments that are likely to be of particular interest to our readers. There is also a notice of a one-day conference on the Built Environment organised by the Royal Institute of British Architects, the University of Keele and *Studies in Design Education Craft and Technology* to be held on 6 March 1982.

John Eggleston



Two stills from a new DES video programme showing approaches to technological work for children in the middle years. The production illustrates the strategies used in three Cambridgeshire schools at primary, middle and secondary level.

