

Editorial

This issue is largely devoted to a matter of great concern to many – girls in the CDT subject area, or rather, their relative absence from it!

It is clear that, by tradition, girls tend not to opt for this apparently male-dominated area of the curriculum, an area demanding mysterious skills involving the use of heavy tools and machinery, physical strengths, technical terminology and the like – many feel that even if they did opt for this alien subject, they would be heavily outnumbered by the boys and perhaps made to feel inadequate or out of place.

In most schools, CDT departments have to compete with the traditional girls' subject areas for the few who eventually follow a CDT Course – in broad, frank terms then, at present, CDT is part of the curriculum for only 50% of mixed schools' populations!

This state of affairs is obviously totally unacceptable and contributors to this issue present details of the existing situation and are able to prove that girls are easily as capable as boys in this subject area, and indeed able to outperform them on occasion!

There are of course many problems involved, in including CDT in the curriculum of both boys and girls, particularly, in the first instance during the early years. The educational arguments for change are now obvious, and our contributors are able to present a powerful case for changes in order to balance this present 50% deficit in the Nation's educational provision.

Dr Jan Harding in her introductory article, 'CDT What's Missing?' looks at the proportion of girls to boys taking CDT and makes some interesting comparisons. Supportive arguments, justifying the inclusion of CDT in the curriculum for all girls are presented.

Martin Grant in 'Starting Points' looks at the types of teaching approaches made under the heading of CDT, isolates the knowledge, skills and values aspects of these and the subsequent implications for girls. In 'Prized Projects' he comments on the increasing presence of girls in design and technology competition at national level and the types of project they submit. His work as a Schoolteacher Fellow at London University in the BP sponsored GATE (Girls and Technology Education) project was described in our Spring Edition 1982.

John Catton describes the work of the GIST (Girls into Science and Technology) project at Manchester Polytechnic.

We proceed to look at work in schools where girls are already taking CDT in significant numbers.

Marjorie Fenner, formerly headmistress of the Orange Hill Girls' Grammar School, and now Head at the Orange Hill Junior Mixed High School, projects a Head's view of CDT in the curriculum for *all* girls in the early years of secondary education and the organisational problems involved.

In a final article under the heading, 'CDT Unity or Trinity', Jan Harding and Martin Grant discuss

some of the implications of the existing 16+ Criteria and in particular its tendency to discourage rather than encourage, the participation of girls.

In our final article Austin Matthews offers a stimulating commentary on a subject of equal concern to boys as well as girls in Craft Design and Technology – examinations. His views – his own and not those of his local education authority challenge many of the cherished components of our examination courses in the subject.

The review section gives pride of place to a newly published HMI study of the role of Technology in Craft Design and Technology departments. The brisk and often critical commentary constitutes essential reading not only for all specialists in the schools – but also for all teachers in our technological society.

In conclusion the attention of all readers is drawn to the announcement of the Young Homeware/Hardware Designer of the Year competition organised by *Studies in Design Education Craft and Technology* for the second time next year. This year's widely featured competition is reported in our notes section; all teachers interested in entering their pupils for next year's contest should apply for details, without delay, to Mrs J. Randle, Department of Education, University of Keele.

Mal Evans
Guest Editor