

# Editorial

It has become something of a cliché to open any discussion of CDT with reference to 'sweeping developments' or 'transformation of subject content'. But such is the nature of change at the moment, developments within the subject are difficult to characterise without resort to such phrases.

Herein lies a serious problem both for practising CDT specialists and for those entering teaching. Many important developments and initiatives are by no means fully consolidated yet, and those which are established make the CDT specialist's job an exceedingly demanding one. It is of especial importance, in times like this, that *Studies in Design Education, Craft & Technology* exists as a meeting place for ideas; it is at once a forum for discussion, and a means of disseminating ideas between specialists. This particular issue of the journal aims to do both these things, and implicitly encourages all colleagues to respond to issues raised.

Our Spring presentation opens with a second important article by Bernard Down which looks at many of the questions raised by *technology* in CDT in a characteristically clear and incisive style. Together with the previous paper, this may well be held up as essential reading for those in training. (Even the bibliography is instructive; nobody who has glanced at item 10, for example, could imagine that simple 'definitions' of technology were any longer sufficient as a basis for discussion).

Dr. Down would doubtless applaud much of what is described in the following three articles which examine approaches to CDT in three very different schools.

The first of these by Denis Hallam describes 'A' level work at East Barnet High School; this is in fact all the more remarkable because it gives a lie to the notion that excellent work requires excellent facilities, and the results — produced in a converted gymnasium by a dedicated team — speak for themselves. (At the end of this article, we are very pleased to include a short paper by Nizam Hamid, an ex-East Barnet student, whose brilliant performance broke one or two examination records, and who reflects on his time there).

If the work at East Barnet succeeds so well, it is in large measure because children of *all ability ranges* want to adopt the subject. They are offered a quality of experience which convincingly persuades both children and parents that further study is worthwhile. It is therefore of crucial importance that what may be a very brief introduction to CDT *prior to any examination choices* gets children interested and well motivated. This is the subject of an article by Margaret Emmerson, who demonstrates in some detail how she aims to achieve this. She highlights particular problems: in the former case how to establish a CDT foundation in the earliest years, and how to introduce the subject in an all-girls (middle) school with very limited facilities. As readers will be aware, the

GATE project at Chelsea College has addressed itself to equal provision of opportunity for girls in CDT, and the article by Martin Grant and Nick Givens outlines some important conclusions.

The above articles pay the kind of attention to pedagogical detail which has often been missing from subject planning and curriculum organisation. John Lees adds an especially valuable contribution in this respect with his concern for the real problems of teaching elements of technology to a *typical* group of children. CDT, in all its ramifications, *is an entitlement of all*, and the problems of mixed ability teaching — and adequate provision for all ability levels — must be faced fairly and squarely.

Once again, the journal is very pleased to give full coverage to the results of the Design Council competition, which has been successfully running now for seven years. This competition, together with others, has done a great deal to encourage creative endeavour and win for CDT the support of industry and government alike. A series of illustrations and notes on the winning entries are followed by two short articles which give further insight into two of the problems tackled.

The articles conclude with a brief research note which is really aimed at those who may be concerned with specific research projects directed towards the history and development of CDT. Research of this kind, especially in connection with award-bearing courses, has almost become a growth industry, and *Studies in Design Education Craft & Technology* is an ideal vehicle for carrying the occasional research notice. Please contribute!

Finally, we should like to take this opportunity to pay tribute to Paul Bridge, who died suddenly at the end of last year. Paul was Principal Lecturer at Goldsmith's College, and well known for his enormous contribution to in-service work throughout the country. He was a brilliant practitioner and teacher, and he will be sadly missed by all who came into contact with him.

John Cave

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**£100,000 Young Electronics Designer of the year Competition** sponsored by Cirkit Ltd in conjunction with SIDECT. Full details of this exciting new initiative, with prizes for all schools who enter, are to be found in our Notes section on page 122 and in the advertisement on the inner front cover.

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