

Editorial

As we finish 1984 with this issue of *Studies in Design Education Craft and Technology* it would be unthinkable not to reflect on the remarkable achievements of craft design and technology in the year. Indeed 1984 may well be seen as the year when CDT broke through in status and recognition.

The year began with Sir Keith Joseph's enthusiastic identification of the place of craft design and technology in the curriculum in his speech to the North of England Conference. The ideas were later to be reaffirmed in the Department of Education and Science and Welsh Office note on the organisation and content of the 5-16 curriculum. Here CDT was seen to be:

'centrally the subject in which practical applications are fostered. A possible objective might be that throughout the five-year period all pupils should have in their programme this subject which requires them to study and solve problems involving the use of materials and which entails some element of designing and making things. This is an ambitious requirement, made more difficult to meet by the shortage of good CDT teachers. But it is possible to tackle it through a variety of activities and a wide range of materials, including the use of modern technology. Some contribution may be available from teachers of other subjects, with appropriate support, including teachers of art and design'.

Soon after came the further positive affirmation of the role of CDT in the 'Hargreaves' Report for the Inner London Education Authority (*Improving Secondary Schools*, Report of the Committee on the Curriculum and Organisation of Secondary Schools, ILEA 1984).

'Craft, design and technology (CDT), it has come to be recognised, is now of great importance to the lives of young people in a modern industrial society, and the subject has been developing and changing accordingly. We believe this subject has acquired a new significance for the curriculum as a whole, since a carefully designed and well-taught course in CDT can act as an important link or bridge both between general and vocational education and between science subjects and aesthetic subjects. If these links are properly forged, CDT can play a critical function in making the curriculum as a whole more coherent and more relevant to the lives and aspirations of young people. Moreover, if its distinctive focus on problem-solving is correctly conceived, it provides a balanced education in connecting the academic and the practical, the theoretical and the applied. On all these grounds, CDT can now justify its place in the compulsory curriculum'.

The words are being accompanied by action. Most notably this is occurring in the schools in the Technical and Vocational Educational Initiative. In very many of these, craft design and technology is spear-heading the new developments that are taking place. (The next issue of *Studies in Design Education Craft and Technology* will feature the

work of a number of these schools; readers may also find details of a special conference on CDT and TEVI advertised on page 63).

Alongside the work within the TVEI there are the impressive and widespread activities of the British Schools Technology Project. There are also the radically new CDT syllabuses for the new 16+ examination. The Assessment of Performance Unit is moving forward again in its identification and monitoring of work in craft design and technology and in the primary schools there is new enthusiasm for specific work in craft design and technology as a major component of the curriculum.

This issue of *Studies in Design Education Craft and Technology* reflects many of these developments. The first article by Shaw indicates some of the possibilities for further development in primary education; a theme which was also the subject of this year's Stanley Lecture. Yet another area in which CDT is able to make a special contribution is in the field of special education and Lund of the Rhyl Adjustment Unit at Clwyd indicates some of the exciting possibilities therein.

Robotics are one of the most important new areas in technology and we present, with permission, an excerpt from the essay on Robotics prepared by Bayley and Woudhuysen, originally written to accompany the hugely successful exhibition at the Boilerhouse this year. We believe that the readers will find this account particularly helpful in the development of their thinking. Readers who are especially interested in this subject will also find the new FEU occasional paper entitled *Robotics Arms: A Contribution to the Curriculum* recently published, of considerable interest too. (Copies of this paper may be obtained from the Further Education Unit at the DES, Elizabeth House, London SE1, without charge).

Keenan's paper, drawing attention to the way in which the all important task of evaluating CDT may be helped by the new approaches of the APU, is of particular importance as it represents one of the first explorations of the ways in which the investment of the APU can offer new illumination for practising teachers in their day to day work.

The contributions from two mature students at Wolverhampton Polytechnic, Byrne and Renwick, are included to give readers a fascinating impression of the life of two CDT Departments when viewed 'from the outside'.

Down, a regular contributor to our pages, raises yet another vital contemporary issue, the Common Core and the Role of CDT within it. Two other articles follow. One, a short account of one of the winning entries of the School Design Prize, is part of our regular policy of highlighting the approaches of young people whose entries to national competitions achieve success. We go on to print an excerpt from an important new HMI Discussion Paper on technical drawing which indicates the impressive developments that are possible in this field. A number of our reviews and notes reinforce this message.

As always these contributions are followed by a series of book reviews and notes of items of news that are likely to be of particular interest to readers.

John Eggleston

The Editor of Studies in Design Education Craft and Technology, Professor John Eggleston, will be transferring to the University of Warwick on the 1st January, where he will head the Department of Education. From that date the editorial address will be: Department of Education, University of Warwick, Coventry CV4 7AL. Tel: (0203) 24011.

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