Editorial

The progress of Craft Design and Technology continues with ever increasing rapidity and acclaim In this issue pride of place must be given to a lengthy quotation from a recent speech of the Secretary of State for Education, Sir Keith Joseph.

> CDT matters because it is about designing and making, and above all about learning through doing. It matters because when it is well taught it is among the most demanding and the most rewarding of subjects in the curriculum. The process of designing and making involves recognising the nature of a problem, identifying possible solutions and then testing them by constructing them and evaluating the outcomes against the original need. That is not simple and it is not easy; and — as this exhibition shows — it involves a great deal of preparatory work as well as the eventual product. It is this process as well as the products that matters.
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> The benefits which can be gained span a very wide range: not just the skills associated with the traditional craft subjects, important though they are, but the application of scientific method, knowledge and reasoning, the encouragement of a keener visual sense, the practical application of mathematics, the need to exercise judgment based on worthwhile values, and the capability to work constructively in groups. Knowledge, skills, concepts, attitudes: the whole range of educational objectives can be fostered through CDT and — as this exhibition shows — is fostered through CDT.
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> The conclusion which I draw is that we should find ways of introducing all primary pupils and all secondary pupils of all abilities, boys and girls, to the activities of designing and making, in ways which will not be intimidating to primary school teachers but will build naturally on the strong tradition of practical work in primary classrooms; and that all secondary pupils — and that again includes all the girls as well as all the boys — should have a sustained experience of CDT, as part of a broad and balanced curriculum, with, I hope, more pursuing their studies beyond the age of 16 than is now the case.

Further recognition for our subject area came more recently in an event organised by *Studies in Design Education Craft and Technology*. This was the Young Electronic Designer of the Year contest sponsored by Cirkit, p.l.c. At the finals. presentation, the Duke of Edinburgh, in distributing the prizes and interviewing an outstanding group of finalists, paid tribute to the human ingenuity and creativity that is being fostered by Craft Design and Technology in the Schools (pictures on pp.78 & 83). We shall be printing accounts of some of the winning entries in the next issue of Studies in Design Education Craft and Technology.

The development of the subject area is being made evident to our journal in a yet more immediate way — the heavy pressure of articles for our pages. As a result we have decided to move forward to publish three issues a year from Autumn 1985. We have considered such a change for some time but have delayed implementing it until we were quite certain that we could still maintain our high standards of contribution in each issue. Now we are sure that readers will welcome the closer frequency and continuity that a termly copy of the journal can offer. Full details of the new arrangements are printed elsewhere. Inevitably this means an increased annual subscription. However this is only slightly more than a *pro-rata* increase as our growing number of subscribers still allows us to cover much of the higher printing and postage charges that have been experienced in recent years.

An important theme of the present issue is the development of Craft Design and Technology in a multi-cultural society. The key to successful work in such a society is likely to lie in ensuring the full participation of pupils of all ethnic backgrounds in the whole range of activities with each taking significant roles in the design and manufacturing processes and each using relevant cultural orientations, where appropriate, to ensure a distinctive and worthwhile contribution. In this way patterns of discrimination are unlikely to arise and successes in the wide range of courses and examinations now being developed, many of which have important vocational potential, is less likely to be skewed. Some schools have already developed project activities in alternative technology, crop enhancement projects and other activities which have special significance for development in other countries and have found ways to ensure that these lead to approval rather than denigration of alternative cultural and aesthetic backgrounds. But in this issue we print two relevant articles on this theme, one by Toye on Race and Culture in Art and Design Education and the other by Grant on the African Arts Education project.

Elsewhere readers will find many other items of interest. These include a contributiuon on CDT in the Lower years by Shelcroft and the Relationship of CDT to Home Economic by Egelstaff.

For light relief, but not only that, readers will enjoy Food for Thought; a 3 Act Play written by Hall and Brown, mature students at Wolverhampton Polytechnic, where they describe the events in the First Day of Kevin the student/teacher in a CDT Department.

Elsewhere there is an important excerpt from a recent report of the Equal Opportunities Commission on Women in CDT and some very sound technical advice in contributions by Girdler on Plastics in Schools and by Price on Dust Extraction.

As usual the issue is completed by a range of book reviews and notes on recent developments and coming events.

John Eggleston