

Editorial

As 1986 draws near the prospects for CDT look very bright indeed. There is continuing and strong endorsement of the subject by the Secretary of State, Sir Keith Joseph and his colleagues. The Technical and Vocational Educational Initiative and its associated in-service programme (TRIST) is putting large sums of money into CDT facilities and those who use them in schools in most Local Education Authorities. The massively funded British School Technology project continues its momentum. The new grade-related criteria of the GCSE examinations are impelling change.

Yet there are clouds on the horizon and it behoves all who are concerned with the future of the subject to heed them at an early stage. In this issue of *Studies in Design Education Craft & Technology* we present a range of articles that consider both the good tidings and the shadows on the future. One of the major shadows lies in the unresolved relationship between those who teach craft design and technology and those who teach science in the schools. As craft design and technology moves ever closer to incorporate work in electronics, control technology and computers it moves nearer to the work which many scientists regard as their own. Even more strikingly there are many schools in which similar areas of the curriculum are being taught by scientists and craft design and technology specialists in isolation and even in ignorance of what the other is doing. The recent HMI publication *Technology and School Science* (October 1985) reviews the situation mainly from a science perspective. But amongst its cautionary conclusion it notes 'The teachers responsible for the technology work were hard working and highly committed. However, they often worked in isolation from other science teachers'. The message is further underlined in a recent document issued by the Further Education Unit. Reviewing the conflicts in a survey of CPVE the Unit reported 'In about half the pilot establishments science and technology objectives were taught as a 'core subject', generally under a title such as 'Science and Technology', or 'Environmental Studies'. More than half the teachers considered they alone were dealing with these objectives and that a student was not going to tackle them with any other teacher or as part of assignments spanning core areas and vocational studies.' The Unit concludes 'If these features continue, Science and Technology objectives will often be 'taught' in isolation both from other parts of the core and from vocational studies.'

In this issue of *Studies in Design Education Craft and Technology* many articles point to these and related dangers. They are centrally reviewed in an article by the editor — 'CDT — the uncertain future' based upon his lecture to mark the centenary of CDT in London schools. Chris Joyner, in an article which will be of the greatest interest to the many teachers who are developing electronics courses, describes how a successful course was established 'from scratch' in Cardinal Newman

School. Though arising from a science department it could have been equally based in a CDT department and clearly illustrates both the convergence and the possibilities for cooperation.

A more fundamental analysis of the same issue is offered by Down who looks at the basic knowledge content of CDT and finds much of it to lie centrally in the field of science.

The new national criteria for CDT in the GCSE also illustrate the necessary convergence of science and technology and, at the request of many readers they are reprinted here. The same convergence is illustrated in the article by Wells on middle school development in the Isle of Wight (also the subject of a new handbook, *Art Craft Design and Technology for the Middle Years*, reviewed elsewhere in this issue). A final but different perspective on science and technology will be found in Lewis's article, *The Design of Design Problems*.

Elsewhere in this issue of *Studies in Design Education Craft & Technology* there are a range of other important articles. Toft opens up a new and crucial issue — the evaluation, not of CDT but of the CDT department. The management issues in CDT are likely to be a major area of development in the coming year and we expect to print further articles on the subject in future issues.

Yet another topic of major concern is the recruitment of teachers of CDT and in particular of women CDT teachers. We print Pauline Perry's review of the present situation — originally presented to the Equal Opportunities Commission Conference.

Finally we continue our practice of printing interesting and innovative student projects with Jeffs materials on model hang gliders — part of his course work at Leeds Polytechnic.

There are two announcements of special interest to readers. One is of the 1986 Young Electronic Designer of the Year Contest organised by Studies in Design Education Craft & Technology for 1986. The original sponsors, Cirkit are joined by Texas Instruments and *Electronics Times*, who combine to offer an outstanding range of prizes for competitors and their schools and colleges. The details are on our advertisement pages; pictures of some of this year's contestants are included elsewhere in this issue.

The other announcement concerns next year's Studies in Design Education Craft & Technology conference to be held this time at Warwick University. We hope that, once again, many teachers will join us at the event — on this occasion directed to Examinations and Assessment in CDT.

John Eggleston