

Editorial

It is always a pleasure to record new evidence of the standing of our Journal. Of course the pleasure is not just because of the greater glory of *Studies in Education Design Craft & Technology* but because it indicates greater recognition of all that the Journal stands for in the development of craft, design and technology as a central and crucial aspect of the curriculum.

On this occasion we are delighted to report that a quarter of all the contributions in the new Open University book *Technology in Schools* are reprinted from *Studies in Design Education Craft & Technology* — far more than from any other source. The volume (to be reviewed in our next issue) is a set text for the course 'Applied Studies in Curriculum and Teaching' and is edited by Cross and McCormick. We are delighted to have played such a major part in creating this important volume.

Once again in this issue, *Studies in Design Education Craft & Technology* continues its policy of presenting a range of important, forward looking articles. We begin with 'Making Changes' by Tony Rogers and Keith Gentle who recount in detail the dramatic developments that are taking place in the approaches to craft, design and technology in Manchester schools. In particular, they take on the challenge of making learning experiences exciting rather than just 'ordinary'. In a world of mass media where even excitement becomes an ordinary feature of everyday life this is a crucial challenge to all teachers; the excitement and anticipation with which even an ordinary CDT lesson might have been greeted some ten years ago can no longer be taken for granted. Rogers and Gentle explore in detail how teachers may successfully respond to these new challenges. The ways in which these approaches can be developed and the kinds of results they may achieve is presented by Reynolds in his account of events at Pensnett School which has attracted an enviable reputation for the achievements of its pupils.

One of the recurring problems in generating achievement, which is familiar to all teachers, is the widespread differences in opportunities for success which persevere despite all efforts to the contrary. Nowhere are

these greater in our subject area than those between boys and girls as several contributors pointed out in our last issue. Here Down probes this area in more detail and offers a survey of evidence which can be used effectively to further our efforts to achieve a genuine equality of opportunity.

One of the striking changes that has taken place in education in recent years has been the move to publish HMI reports. Up and down the country reports of individual schools have been made available in a national and local context. The consequences have often been dramatic, at times they have led to striking benefits. Unusually Her Majesty's Inspectorate recently undertook a study focussed not upon a school but on a subject area in a Local Education Authority. The report on Craft Design and Technology in a northern county borough is a good example of the sensitive, detailed and frank style of HMI reporting. We believe that all CDT teachers will find the document of exceptional interest.

Flood and Denton report on a little discussed but crucial area of technical and vocational education, 'The Residential Experience' and indicate how this kind of situation can create a whole new range of opportunities for developing the work of initiative. Also from Loughborough University is the further article by Denton which looks at an issue crucial to all CDT teachers, how to get more from a design experience. He suggests that the educational gains from design experiences are often incompletely realised and shows how much more can be achieved with appropriate strategies.

Finch from a London secondary school analyses a similar issue, but from a different perspective. She is concerned with the specific aims that characterise design experiences and as with Denton's contribution, she shows that coherent, careful strategy can enhance the design experience significantly.

Studies in Design Education Craft & Technology makes a particular point of reviewing new initiatives and in this issue we print a short article announcing the Support Through Change project currently based at Salford University by the Manpower Services Committee and directed by Toft. We hope to print further details of this important activity

as it progresses. We also have a report on the Art and Design in a Multicultural Society project recently concluded at Leicester Polytechnic by Allison, Denscombe and Toye.

We always recognise the contribution that can be made to the development of our subject area by commercial colleagues and we are pleased to print in this issue a contribution by one of them, Jones, of Commotion Technology, on the problem of making different commercial systems compatible. This is an area on which, not surprisingly, many suppliers of design and technology materials are reticent and the initiative by Jones is to be greatly welcomed. We also are able to print, again with permission, some examples of the important new science and technology series of programmes currently being transmitted by the Central Television. Many CDT teachers will find this material of considerable assistance and we indicate how further information may be obtained from the Company.

We go on to print the address given by the Minister of Education of Barbados at a Conference held earlier this year in London. We do this to emphasise not only the importance of Miller's contribution, but also to alert our readers to the significant developments that are taking place in technical and vocational education in the Caribbean and to encourage our many readers in that area to identify their pioneering work with their colleagues internationally. Finally, we print some of the recommendations on the 5-16 curriculum which have been recently issued by the School's Technology Forum. This is a useful clarification of many of the diffuse aims in technological education and their coherent presentation is likely to be of widespread assistance.

As usual the issue finishes with a series of reviews and a range of notes of new developments in resources, conferences and other activities of relevance to our readers.

John Eggleston