

In September 1989 the National Curriculum in Design and Technology will begin to be taught to 5 year olds in First schools and subsequent implementation will be continuous through the age ranges. By September 1989 the recommendations of the Working Group on Design and Technology will have been published; the Key Stages and the Attainment Targets will have been determined and, following a consultation period, will reach their full legal formulation.

But beyond these formal moves there is an immense programme of activity involved in curriculum-planning and resourcing, assessment and evaluation, initial and in-service training and a wide spectrum of administrative and advisory changes. Not only schools and local education authorities but training institutions, professional bodies and an assortment of supply companies, teacher centres, publishers and many more are involved — the list is endless.

*Studies in Design Craft & Technology* will monitor these developments closely and, through its pages, continue to inform and stimulate developments and discussions. Through its publication, its conferences and associated books it will continue to seek to exercise a beneficial influence on events in the interests of the profession.

Yet in all this activity there remains an essential need — for information about the nature of design and technology education. In this issue of *Studies in Design Education Craft & Technology* we offer readers a number of crucial insights to new understandings. We begin with Gregory, who looks at the tool we use most of all in Design and Technology — but seldom consider — language. He points out with telling examples how faulty language such as unexplained and often needlessly obscure technical terms can inhibit a great deal of design and technology achievement. He concludes with a valuable list of practical suggestions for teachers which, if adopted, could do much to enhance the teaching of our subject.

Boulter goes on to explore the opinions wide range of subject teachers have of technology a key area of information now that teachers of all subjects now have to accept technology as a subject in the National Curriculum.

Like Gregory he reports a range of telling comments to justify how necessary it is to achieve a more coherent and comprehensible identification of technology to inform our professional colleagues more effectively.

Jones offers another important perspective; he seeks a strategy of evaluation that is more fully in keeping with what we believe — an evaluation that is inner directed by the subject rather than responding to a range of external pressures by Government, employers and even our colleagues. James reinforces this approach in his analysis of the way forward for the subject — particularly through sensitive practical approaches. Arvidsson in an illuminating account of Swedish crafts and craft education reminds us of the important Scandinavian dimension of much of this thinking. Buss takes the comparative analysis further in comparing American and British degrees in Art and Design. As we go to press the final report of the Working Group on Design and Technology has just been released. We will comment on this report extensively in our Autumn issue. But in this issue we reprint, with permission, the section on Illustrative Material which shows clearly the exciting opportunities available — opportunities which recognise and advance much of the progress of recent years. Two practising teachers continue

with short but important contributions — Fox on the importance of CDT for work in Art and Design and Finch on the importance of process skills.

As usual the issue concludes with our highly regarded reviews of books and other products and aids for the teaching of design and technology.

This issue of *Studies in Design Education Craft & Technology* shows clearly the burgeoning of research and development in Design and Technology. For some time now our publishers have been urged to establish a further journal in which the world wide research and development scene could be fully reported. This has now been achieved and the new *International Journal of Research in Design and Technology Education* will be launched for an international readership in Autumn 1989. Full details are printed on page 183 of this issue with a special offer to readers of *Studies in Design Education Craft & Technology*.

Meanwhile readers of *Studies in Design Education Craft & Technology* are assured there will be no change, still less diminution in the range and quality of this publication. As before it will continue to perform its special function in the world of Design and Technology Education. We believe that both journals will be complementary and many readers may well wish to subscribe to both.

John Eggleston



Pewter Design Awards Competition organised by The Worshipful Company of Pewterers. Winning entries from Camberwell School of Art: Joint First prize: Victoria Forrester (back, left) and Rupert Burdett (back, right). Third prize: Robert Jefferies (front, left). Commended: John Hepburn (front, centre) and Victoria Sharp (front, right).