

Editorial

The spate of ministerial enthusiasm for Craft Design and Technology continues unabated. The junior minister for Education, Mr George Walden speaking to the Royal Society of Arts in January 1986, once again emphasised the benefits of design education from primary school through to higher education, noticing the wide range of opportunities they provided, 'There will be aesthetic judgements to make and practical skills to be employed. The pupils may be working with many different kinds of materials. They may have to apply scientific method, knowledge and reasoning. There will be opportunities to learn to work cooperatively in groups'. He saw design as a perfect example of how greater vocational relevance could be achieved through the enhancement rather than the restriction of the curriculum and drew particular attention to the 'creative development' being included as a core aim in the new Certificate of Pre-Vocational Education. The work of primary schools too came in for special commendation.

This issue of *Studies in Design Education Craft & Technology* reflects this wide and growing range of design and technical education. It focusses on two areas of particular interest to readers. One is the new approaches to technology — notably in the Technical and Vocational Education Initiative and the growingly sophisticated techniques of designing. The other is the rapidly developing interest in new approaches to craft, design and technology in the middle age range.

The issue commences with an important article by Simmonds on the partnership between CDT and TVEI in the Isle of Wight. He reviews the ways in which the opportunities offered by TVEI can open up new prospects for the CDT Department. But he also emphasises the new demands on staff and students that such prospects entail. Hancock writes on the quite different strategies employed by the Suffolk TVEI where an opportunity to devise open learning strategies and materials was seen to be possible. In so doing Hancock and his colleagues found themselves developing a range of novel approaches to the teaching of CDT.

We follow with two major articles on Computer Aided Design. These are *Teaching Computer-Aided Design to Engineering Students* by Ingham and *The Ways in which CAD can help to Aid Design Education* by Frazer. Both contributions will be of the greatest interest to the many readers who are seeking to introduce more sophisticated designing techniques in technology and design education.

We turn to the CDT curriculum, with particular reference to the middle years, with a report on an important new initiative, The Design Dimension Project. Based at the Bromley Curriculum Development Centre and commencing in April 1986 this will involve a mobile workshop and resource unit and will involve engineers, architects, designers, research students and teachers in in-service activities to develop new curriculum initiatives in a range of primary and secondary project schools.

Lewis's article on a *Middle School Project for the Blind* follows and indicates the impressive depth and complexity and sensitivity that can be achieved in a design project for 9-13 year old pupils. This is followed by a contribution by Johnston and Reeve on the *Assessment of Design in the first three years of Secondary Schooling*. It is based upon a carefully conducted study of three Coventry schools and shows how much we can gain in our understanding from careful evaluation of our new initiatives in work for the middle years.

The concluding article by Denton will also be of very great interest to many readers. It is an account of strategies for handling disruptive and difficult pupils in Craft, Design and Technology. Denton's sensitive and creative approach will be keenly and carefully studied.

As always the issue concludes with a range of book reviews and notes and also a selection of photographs of work from recent exhibitions and competitions.

Studies in Design Education Craft & Technology Volume 18, Number 3 will be published in the summer, completing our first year of termly publications — an initiative that has been widely welcomed by readers. We shall be devoting this issue to the development of new examination strategies in CDT, notably through the GCSE.

The Young Electronic Designer Award Competition, organised by *Studies in Design Education Craft & Technology* is now well into its second year and a wide range of imaginative entries from all parts of Great Britain and Northern Ireland are now being prepared for judging in April and May. The original sponsors — Circkit have now been joined by Texas Instruments. In recognition of the journal's efforts Texas Instruments have now made available a Texas Instruments Professional Computer which will be used not only in organising the competition in future years, but also in the distribution of *Studies in Design Education Craft & Technology*. We are grateful for this generous act — our work will be greatly facilitated.

This issue sees a number of changes in the Editorial Board as several long serving members complete their period of office. We say farewell to Bernard Aylward, Bernard Myers, and Francis Zanker, and express our immense appreciation to them for the effort and commitment they have given for many years to the development of our Journal. We welcome John Cave, Michael Hopkins, Brian Oppenheim and Martin Patterson to the Editorial Board and look forward to the new and effective contribution that they will bring.

John Eggleston