

Reviews

Graphics and Design

R.W. Boycott and J. Bolan
Edward Arnold £2.40

The book is part of a series by Edward Arnold, the other two in the series being Metalwork and Woodwork. This book entitled 'Graphics and Design' is intended to introduce to eleven to fourteen year olds the basic concepts and techniques used in graphic communication and design.

The book is divided into ten parts, the first eight representing fairly standard approaches to sections of graphic communication normally encountered in school courses (e.g. symbols, plans, pictorial views, developments etc). It is then in the last two parts (Part 9 entitled 'Design your own Craftwork' and Part 10 entitled 'Design Assignments') that issues of design are tackled. There are some nice features about the introductory eight sections, there is a general feeling of up to dateness about the examples used and certainly one of the useful features is the list of 'things to do' for pupils on each page.

My major reservation about this volume is that it completely fails to *integrate* the graphic communication elements with the design sections. It is as if the design part of this book is entirely separate from the graphic communication sections and this I think illustrates a real problem for CDT. If pupils are to come to grips with the new Design and Communication GCSE courses then foundation courses must establish the fundamental interdependence of the areas. If only the opportunities that existed here for integrating the graphic communication elements into the design elements had been taken it could have been a really major contribution to the development of CDT in the foundation years. I fear however that this has not been the case.

Richard Kimbell

The Practical Woodwork Book: Anthony Hontoir

John Murray £4.95

This book, for all that it is very well produced, with extensive use made of drawings and photographs aiding clear instructions, is in my opinion unsuitable for use in modern CDT departments. I find the claim on the back of the book that it is suitable for CDT craft at GCSE level to be misleading. The book reminds me of many of its type which appeared in the early 1960's and it might be more appropriate if it found a place in a collection of books charting the history of the development of CDT.

In terms of an exposition of basic techniques related to specific projects in wood it is entirely adequate but as an aid in the development of design skills and knowledge it is fundamentally lacking even the attempt to include the content commonly expected of books for GCSE CDT subjects.

The book consists of 16 projects varying from a cargo ship complete with sawn and chiseled housings and dowel funnel to a pair of driveway gates. Each project is completed with a number of 'questions' which would be suitable for a traditional woodwork examination.

I personally find it sad that it should be considered that there is a place for this sort of book in schools. Hopefully this will soon cease to be the case.

David Jones

Introducing Art — A first book on the History and Appreciation of the Visual Arts

Donald Richardson
John Murray £8.25

My impressions are that this is an excellent book. It is meant as a basic text for fine art and art and design students and should be a very good aid to their examination studies. However, it will also appeal to non-examination students and adults who have a general interest in the visual and plastic arts because of its comprehensively-conceived detail and abundance of illustrations.

The book is interesting due to the way the author has planned it to read 'at three levels of difficulty simultaneously'. He writes:

Students who only wish to look at the illustrations (and many of us do this much more often than we care to mention) and read their captions should receive a basic, yet comprehensive, insight into the subject. Those who wish to go into more detail (which is where the serious student can apply his or her own interest) should study the complete text in addition. Those who wish to study still further (a useful and well-considered area of guidance) should complete the *Things to do* at the end of each section also.

The author employs a scholarly approach to the study of art. He embraces various epochs, cultures, traditions and societies across the world — an impossible task, in one sense, but one which can spark off profound interests while acting as a stimulus for further serious study — so that we are presented with a fascinating overview.

What this book now demands is an extension by the author of the various sections. These might, if the publishers will play ball, be seen as complete books in their own right. As we all know, however, times are difficult but I, for one, would recommend such a development.

John Lancaster



A design for a computer controlled robot arm has won 18 year old Owen Thomas of Brentwood County High School, Brentwood, Essex, £250 in the annual Schools Design Prize competition. HRH The Princess Anne will present the prizes and certificates to the 11 winners at a ceremony on Tuesday, 12 November at CBI headquarters, London. The competition, now in its ninth year, is organised by the Design Council and is sponsored currently by THORN EMI plc. Brentwood County High School also received a prize — either a cheque for £200 or a THORN EMI FERGUSON video recorder. Further information from The Press and Publicity Office, The Design Council, 28 Haymarket, London SW1Y 4SU. Tel: 01-839 8000

Sheet Metal Work

R.E. Wakefield
Argus £5.95

This book is aimed at the DIY enthusiast bearing in mind the facilities likely to be available to such a person, e.g. craft evening classes. This introduction to the elementary processes is ideal for the DIY person and there is a wide range of processes and techniques covered.

A criticism I would make is that while the sketch work is informative and clearly presented some sketches are 'out of proportion' and sometimes lacking in quality — perhaps a minor criticism. Some of the photographs are lacking in detail and clarity. However, the criticisms should not overshadow in any way a book produced in an informative way and which covers while progressing from Chapter 8 a good introduction to sheet metal work. The work covered, includes making and cutting shapes, shaping methods, soldering, riveting, welding, spinning and finishing.

W.T. Price

The Art of Welding

W.A. Vause
Argus £5.50

It is difficult to make this subject look appetising to the general reader but this book goes a reasonable way in doing that.

Numerous drawings are used to illustrate and supplement the text. The drawings are clear and well presented — unfortunately the same cannot be said of the photographs.

Processes are described clearly and their application explained with the aid of quality sketch work.

The book covers an introduction to Oxy-Acetyline and Arc Welding and includes brazing, cutting, pipe welding, vertical and overhead welding and exercises in both forms of welding.

It is a comprehensive introduction for the beginner, written in a non-technical way, a book for the beginner who wishes to develop or further an interest in the subject.

W.T. Price

Soldering and Brazing

Tubol Cain
Argus £5.95

This book, while based at the beginner or the relatively inexperienced, contains information of interest to those with a greater knowledge of the subject. There is a wide range of photographs illustrating techniques and giving interesting examples of these techniques being put into practice.

The text is easy to understand and the illustrations have been kept clean and simple. The content ranges from the characteristics of brazing alloys, spelter and solder, fluxes, techniques, joint design and tools to safety precautions.

My only criticism would be that Imperial measurements are being used.

I regard this book as being readable and highly informative.

W.T. Price



The design for a computer drawing aid has won 16 year old Wah Tang of Whitefield School, London, £200 in the annual Schools Design Prize competition. Whitefield School also receives a prize.

'the visual and the verbal' (page 2). They include investigative questionings and analyses of poetry, portraits and allegorical paintings during this period in an attempt to give perspective to the intellectual questioning of 'ut pictura poesis as a central concept in art and literary theory' (page 2).

This is an excellent academic publication which is amply illustrated. In my view its appeal to the readership of *Studies in Design Education Craft & Technology*, however, may be limited.

John Lancaster

Teachers, Computers and the Classroom

I. Reid & J. Rushton (eds.)
Manchester University Press £13.95

The expressed aim of this book, as stated in both its introduction and conclusion, is modest but clearly-drawn; it is 'addressed to the unsophisticated (in the use of computers) but interested, and its aim is to inform readers of some of the on-going developments, potential and implications of the classroom use of computers and CAL'. To a very large extent the book fulfils this brief. There are seven chapters on educational computer use in general, with an emphasis on the cognitive demands of CAL, evaluation of the changes it creates in classroom interaction, and a survey of its implementation. These are followed by four chapters on the use of computers in specific subject areas in the secondary-school, and two chapters covering the educational use of two of the major applications of computers outside education; word-processing (for children) and record-keeping (for teachers). Primary education, with the worthy exception of Moss on simulations and adventure games, is virtually unrepresented.

The only chapter to retreat into computerese is that on historical research by Ennals, where sections of PROLOG language, used to extract information from a database of 19th century trade directories, are cited without explanation. Ennals also does not make clear what advantages, for instance in flexibility, this approach offers over a commercial database program such as 'Quest'. The emphasis on programming ability in this chapter is one instance where the book is already somewhat out-of-date; the chapters by Ewan & Roberts, and by Swift, also date from the era of home-written software. However Ennals, like the authors of a number of other chapters, gives a balanced account of where the computer's benefits and limitations lie; Wiegand (on geography) and Campbell (on word-processing) for example, turn a very cold eye on instances where the potential benefits are not in practice achieved. Much of this critical assessment, and much else in the book, is of lasting value, but other sections are already obsolete, most seriously Butcher's otherwise satisfactory chapter on

World and Image: A Journal of Verbal/Visual Enquiry. First Issue; Vol.1, No.1, January-March 1985

John Dixon Hunt
University of East Anglia, Norwich
Subscription Rate: £15 per annum

This is a most scholarly journal which will appeal to a readership interested in the humanities. I see it being aimed not only at a limited audience but at one comprising *art historians, historians, sociologists, and educational philosophers*. As contributors are eminent professors and scholars in university circles in this and overseas countries who have an intimate and deeply-researched knowledge of their subjects. The papers which they have produced are of superior scholastic quality upon which I am hardly qualified to comment.

The first issue of *Word and Image* focuses upon ideas of *ut pictura poesis*, with an emphasis towards 'speaking pictures' and 'visual poetry'. The editorial makes it clear that this theme is directly related to the relationship between words and visual imagery of today which 'takes its departure from that body of Renaissance and Enlightenment theory and practice which was built up around casual or fragmentary utterances in classical times' (page 1).

The articles are concerned with interpretations of works of art selected from the 15th to the present century, in which connections can be made between

pupil records, which predates the Data Protection Act, with its serious implications for the types of system he describes. Ewan & Roberts' chapter, originally published as a research paper in 1984, is another glaring example, describing a world where the BBC micro and disk drives were still a promise for the future. Until the pace of change slows down, any book on educational microcomputing, even if competently written like this one, is doomed to almost instant obsolescence by the time-span of publishing. This book would be a useful library acquisition, especially for an institution training secondary students, but teachers, especially primary teachers, would be better advised to take out a subscription to one of the educational computing journals which run many similar well-written articles, and which have publishing schedules which allow them to keep up to date.

Sean Neill

Design Courses in Britain 1986

The Design Council
£2.75

This handbook for all students considering a career in design contains comprehensive and up-to-date information on more than 2000 design courses throughout the UK including all BTEC courses. It includes information on foundation, non-degree and higher level courses in all areas of industrial design, including graphic design, textile design, fashion, 3-D, history and multi-disciplinary courses, listed by subject for ease of reference. Information is also provided on a wide range of full and part-time postgraduate and post-experience courses in engineering design, plus details of engineering degree and technician level courses which have significant design content.

Details of secondary level teacher education courses in England and Wales for both art and design, and craft, design and technology, are clearly presented, as are complete address lists of all relevant colleges and universities. The guide contains concise guidance on choosing a career in design and applying for courses.

J. Barlow

The design for a science fiction creature has won 19 year old Stephen Kill of Richard Taunton, Southampton, £250 in the annual Schools Design Prize competition. Richard Taunton College also receives a prize.



Gender, science and technology: Inservice handbook

Judith Whyte
Longmans £3.50

In this new handbook the author notes that 'seventy-six per cent of girls leave school with one science pass or none at all. Ever since the introduction of craft circuses in secondary schools ninety-eight per cent of girls turn away from technical crafts'. She goes on to demonstrate that although current trends indicate a gradual increase in the number of girls generally taking physical science the rate of change is disappointingly slow.

Although most teachers genuinely believe themselves to be committed to equal opportunities, the GIST research found that this may not be reflected as comprehensively as they believe in their teaching methods. Teachers of mathematics, physical sciences, technical subjects, mostly men, were found by a national survey to be the most negative about equal opportunity practices in schools.

Gender, science and technology sets out a series of lecturettes and workshop activities as de-stereotyping exercises for science teachers.

It is suggested that one of the primary factors in deciding on subject options for both boys and girls is the usefulness of a subject for gaining future

employment. The presentation of option booklets and careers advice in such a way that stresses the use of science and technology and encourages girls to enter these areas is a vital factor in influencing girls to opt for science.

A section on good practice ideas for classroom management and intervention schemes include ideas for using mixed groups for practical work, dealing sensitively with girl's wrong answers and difficulties, including work on women's scientific achievements alongside those of men, inviting women scientists, technologists or craftswomen into lessons to discuss the work they do.

Overall the book underlines the fact that positive teaching attitudes are an important influence on girls who are hesitating about the choice of science or craft subjects. It points out that recent research has shown that changes in pupils' attitudes and subject choices have been greatest in schools where teachers have been most open in encouraging girls to study science.

T. Dorey

The design for a teenager's tent has won 15 year old Andrew Blain of Merchant Taylors' School, Liverpool, £150 in the annual Schools Design Prize competition. Merchants' Taylor School also receives a prize.

