

Editorial

Commencing with this issue *Studies in Education and Craft* has been renamed *Studies in Design Education and Craft*. The change in name marks important developments in the journal. The focus will be more fully placed on the whole field of design education ranging from art through the crafts to applied science and technology and taking place in the primary and secondary schools and colleges of art, education and further education. A further change is the major emphasis on case studies of new approaches in schools and colleges—studies written by the teachers and tutors undertaking them.

In addition the policy of reporting important new studies and researches is being continued and the review section has been further enlarged to complete the coverage of books of importance in design and craft education for which the journal has already become well known.

The development of *Studies in Design Education and Craft* takes place against a background of rapidly growing interest in the whole field of design education which is marked by changes in school and college curricula, and a widespread development of 'Design Departments' and other integrated approaches in which design problem solving plays a major part. Alongside all this there is an unprecedented degree of professional response from all quarters.

The theme of the present issue is the growing range of individual initiatives that are available to the teacher in the field of design education. Here the range of opportunities that can spring from the use of three dimensional materials is being explored anew in the light of new patterns of school organisation, curriculum development and teacher co-operation. The formerly insurmountable barriers of timetable, ability, specialisation and material are disappearing as the ends rather than the means of education in a technological society are perceived more clearly. The emphases on individual problem solving, discovery and expression that are emerging are being matched in an entirely understandably yet unexpected way by emphases on teacher discovery and expression.

The accounts of the Junk Palace and the Maze by Ron George and Colin Blundell illustrate these initiatives in a particularly exciting way and show the development of a partnership between teachers and pupils in which the outcomes are entirely unpredictable. In such approaches the 'problem solving' or the design solution is genuinely creative rather than a route to a predetermined destination.

Mike Ettridge presents an account that, in many ways, is parallel—but involving very different processes and materials. Here the activity was a carefully conceived scheme of community service—old peoples' houses were decorated and repaired by the pupils in a way that not only led to material improvement but also to important social developments of both pupils and the elderly householders. The account of the planning of the project is particularly illuminating.

M. G. Davies describes the development of opportunity within a traditionally restrictive sector of education—the examination system and reports his personal exploration of a range of options within the examination arrangements that allowed the examinations to fit rather than to control the work of his pupils.

The recently published Coldstream report *The Structure of Art and Design Education* opens up the possibility of two routes to the Dip.A.D.—A and B. The B route, though it commences with formidable status problems, holds out exciting possibilities for the pupils in many school design departments who are concerned with three dimensional materials in areas ranging from graphics to technology. Robin Plummer, a member of the editorial board discusses some of the likely implications for the sixth form student.

In all these developments in-service courses for teachers and tutors take on a new significance. Francis Zanker and Allan Pemberton examine some new approaches in this provision with particular reference to an experimental course for Northern Ireland teachers.

The size of the review section again illustrates the burgeoning interest in design education. Though a number of the books under review still adopt a traditional prescriptive approach the majority are notable for the way in which they open up new options for teachers' and pupils' work. In so doing they reinforce the trends displayed so clearly in the articles in this issue.

Close links with the *College of Craft Education* the sponsor of the early volumes of *Studies in Education and Craft* will be maintained and College notes will appear regularly.

The next issue of *Studies in Design Education and Craft* in Spring 1971 will continue to examine these approaches and will be particularly concerned with the development of the 'Design Department' in schools and colleges. Fully illustrated articles by several heads of departments will offer 'case histories' of the planning, organisation and achievements of these departments and the problems and prospects they bring.

S. John Eggleston

The editorial board wishes to express its deep regret at the tragic death of Dr. G. Westgarth shortly after his retirement from the Principalship of Shoreditch College. His crucial part in the founding and subsequent development of this Journal can never be forgotten and will remain a continuing stimulus in its work.