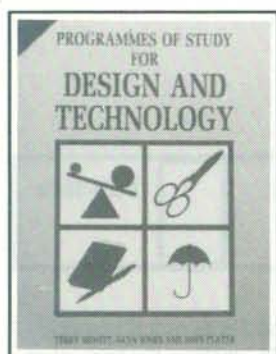


# Book Reviews



## Programmes of Study for Design & Technology

Terry Hewitt, Glyn Jones and John Plater  
Blackwell, £16.95 ISBN: 0 631 90546 4  
Reviewed by Jim Patterson

This teacher book has been to help *design and technology* co-ordinators and teachers plan schemes of work for key stage 3. In focusing on the need to help teachers link D&T activity to programmes of study (PoS) it raises more issues than it ever manages to confront. Nevertheless, although this review points up areas of concern, the handbook can be seen as one further step down the road to helping teachers demystify the statutory orders for D&T.

The book is divided into two sections with the major part of the first section focusing on opportunities for D&T activity in the context of the home, school, community, recreation and business and industry. Typical of these are a fast food outlet, fashion in the 22nd Century, a sports complex in Westsea and a nursery toddlers playroom. Each contextual focus is then unpacked and described by possible sub-activities related to the key stage 3 core programmes of study (PoS) and the additional PoS requirements for levels 3 to 7. This is achieved by reproducing the PoS at the front of the section and coding each of the elements so that they can be referenced to descriptions of possible activity, in different contexts, in the main section of the book.

This second section begins to address the issue of linking activity to assessment. It

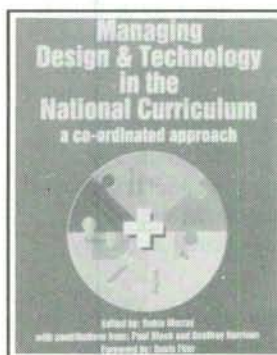
looks at different types and methods of assessment, record keeping and ways of using available resource (materials and expertise). It also offers guidelines for planning activities in terms of the coverage of programmes and the opportunity for assessment. This is dealt with by linking the programmes of study to the attainment targets (ATs), suggesting how particular activity is likely to generate evidence in different ATs, and by describing the depth of study required to validate different levels of attainment.

Although the handbook tackled important issues associated with the implementation of National Curriculum D&T it illustrates the difficulty of trying to provide teachers with generic answers to curriculum planning in one section and assessment orders (SoA) cannot be seen in isolation from what children do, making assessment cannot be successfully described by having it precede or follow curriculum planning. Equally using the additional level PoS (eg. level 4) attached somewhat arbitrarily to whole activity (eg. an ecology game) does not give a coherent guide to planning for the progression of all pupils.

A major plus point of the book is the range of activities described in the text, which should give confidence to teachers from many contributory areas. However, teachers will need to take care to use them in a range of different ways, and not simply as is implied by the presentation as part of extended whole activities. Much recent research has indicated the importance of providing opportunities for children to use different routes into and through D&T activity and the value of a range of shorter, sharper tasks which challenge children to think and take action in a more focused framework. In this way the role of knowledge and skill in D&T can be highlighted as a support for developing a rigorous capability. If teachers can use the range of sub-activity capability, then it will have made an

important contribution to developing D&T.

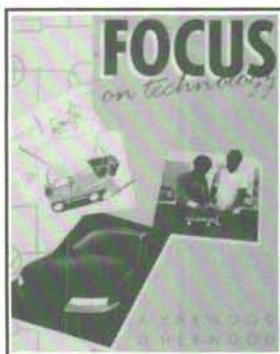
In my view the book never fully confronts the relationship between PoS, ATs, SoA and D&T activity. Like ATs and SoA seen in isolation from capability, it never quite reveals the big picture of D&T or provides a view of progression necessary for developing programmes of work. Nevertheless the handbook is a worthwhile attempt to familiarise teachers with the D&T statutory orders and many will find it a useful mine for activity ideas.



## Managing Design & Technology in the National Curriculum

Robin Murray (Ed)  
Heinemann, £10.95 ISBN: 0 435 75960 4  
Reviewed by David Dickinson

Essentially this book disseminates the results of a number of action research curriculum projects, apparently funded by the Nuffield Chelsea Curriculum Trust and managed jointly by Kings College London and Nottingham Polytechnic. The projects, conducted in a number of schools in various LEAs focused upon the development and implementation of curriculum activities seeking to deliver technology across the curriculum. The starting point in each case was the Black and Harrison model of design and technology education, originally detailed in their landmark document, 'In Place of Confusion.' Case studies written by the teachers involved with the project form the bulk of the text. These are supported by a redraft of 'In Place of Confusion,' a



couple of sections providing an overview, a chapter or so of implications and a foreword provided by the Director General of the Engineering Council. All this makes it an important book and one to be taken seriously as an account of the application of one approach to cross curricular presentation of national curriculum technology. However throughout the book there is an unquestioning acceptance of the Black and Harrison model, almost an assumed incontrovertibility, which some readers may find disquieting.

Clearly, one of the most important considerations at the moment is how to reconcile the need for skills acquisition, given priority by the Black and Harrison model, with the issues and context driven, 'need to know' approach recommended by the APU. Two of the schools in the case studies appear to have attempted this reconciliation, the others presenting a brief or choice of activities from a given list, an approach less conducive to the spirit of Attainment Target 1 in the national curriculum.

I would have liked to have seen a little more detail about the initial project, its management and research methodology, the degree of autonomy that the school exerted in the choice of activity and the way it was delivered. For example some of the activities appeared to be strongly biased to the scientific, while others were based on arbitrarily chosen themes and involved other subject areas in a way which many heads of department would strongly resist, unless of course a whole-school three line whip had been imposed! A little more detail about the methodology would have helped the reader to appreciate the circumstances, and put the case studies and project aims into context.

These quibbles aside, Robin Murray has undoubtedly had a difficult editorial task in drawing together the different writing styles and experiences which comprise this book and I feel that he and his co-authors will be judged to have made an important contribution to the

technology education debate. At just under eleven pounds a copy the price may be a little daunting to the school head of department but this is not a common text book. My guess is that it will find a place toward the top of the essential reading list for initial teacher trainers and it certainly ought to find a home in the teacher centre library.

#### **Focus on Technology**

A. Yarwood and D. Heywood  
*Hodder & Stoughton, £6.95*  
*ISBN: 0340 41486 3*

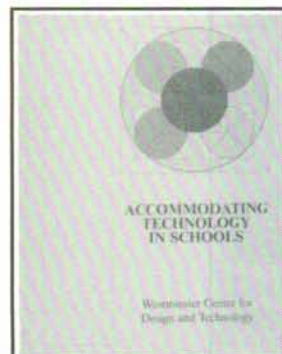
Reviewed by Ian McLintock

Considering the wide range of books purporting to cover the GCSE CDT: Technology course, few succeed in tackling the subject as a complete course. Here we have a book that successfully does just that, because, late though it is into the area it uses the experiences and demands of actual courses and examinations to present the essential elements.

Yarwood and Heywood's wide experience of publishing Design & Technology classroom text books over nearly two decades of change, comes across in this book's clear diagrams and photographs; its unclotted page layout and the tidy easily read precise script.

The emphasis on technological design forms the introduction and first chapter and is usefully presented with the mnemonic 'DIAMRE' (design in any material requires effort). Eight modules covering, Energy and Power, Electrics, Electronics, Pneumatics, Computers, Mechanics, Structures and Materials are subsequently presented all providing well laid out information which easily forms a basis to the understanding of the core technology whilst giving sufficient information for most students study of specific modules.

Valuable projects are interspersed to illustrate specific points throughout the text with a range of exercise questions at the end of each module. It is here that the only drawback occurs in that the more



advanced students will require more information to complete some modules for some examination board questions.

Finally the last chapters deal with the Design Process and the presentation of projects with many examples of good work (as only A. Yarwood seems to be able to do), a factor that too many other textbooks fail to address, or address well. The book is completed with useful appendices and a final chapter of examination questions (homework perhaps!!)

The best test of a new textbook must be to use it as a teaching resource, with students of all abilities on the course. From the response of my students it became clear that the presentation of information positively produced a good teacher/student friendly textbook. On this strength I can only recommend its adoption as a coursebook, if resources allow.

#### **Accommodating Technology in Schools** Westminster Centre for Design and Technology

*Heath, Avery Partnership, £16.50\**  
*ISBN: 0 951 5939 0 0*

+ includes postage, obtainable from  
*Heath Avery Partnership, 17 Imperial Square, Cheltenham GL50 1QZ (£15 without postage)*

Reviewed by J.R. Mathias

A well-presented publication which provides the reader with a wide range of ideas for developing and planning Technology accommodation.

The first section focuses upon the issues which need to be considered when planning a new Technology facility. This is followed by a detailed discussion of specific areas of accommodation. The final section shows detailed plans of Technology accommodation in thirty five schools. This is perhaps the most encouraging part of the book as it illustrates the enormous investment being made in Technology education by the independent sector.



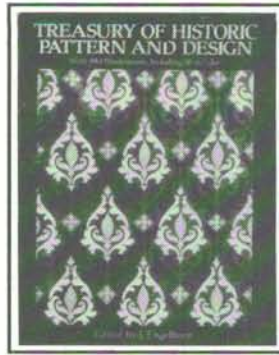
Perhaps the biggest weakness of the book is the glossing over of curriculum issues. There is surely a strong relationship between the nature of Technology curriculum and the accommodation necessary to deliver that curriculum. Nevertheless, this publication will provide a useful resource to those seeking to develop Technology accommodation.

### Designing and Making

Malcolm Cadman & Alan Ratcliffe  
 Hodder & Stoughton £5.95  
 ISBN 0 340 50400 5  
 Reviewed by Paul Spencer

Many CDT teachers will have introduced their subject to pupils through what were known as 'foundation projects'. Such projects established early on the necessary skills and knowledge for successful designing and making. Whilst the advent of the National Curriculum has moved foundation work into the primary sector, there is still the need for middle and secondary schools to provide experiences that use their extra resources and expertise.

This book is aimed at pupils in Key Stages 2 and 3, ages 8 to 14 and describes six 'foundation projects'. Most, if not all will be familiar to teachers of CDT. Pen keeper, Wind-driven vehicle, Light-barrier, Maze Game, Fun board and Slotted Structure. Each of the six projects meets the first four Attainment Targets and the authors have suggested the levels of study. Although the authors suggest the Pen keeper as the first project no thought appears to have been given to progression between the remaining five. This gives rise to the light-barrier project which requires quite high designing and making skills and the use of electronics being offered before the usually straightforward Maze Game! Using Acrylic as suggested for the first project would also present difficulties for pupils in Key Stage 2, shaping and forming this material is demanding and could easily lead to frustration for younger pupils. Considerable thought therefore needs to be given by the teacher as to when and



how he introduces these projects. Perhaps it is here that a 'Teachers Book' would have been useful.

Sensibly, a separate project is not suggested for Attainment Target five dealing with Information Technology. The authors, correctly in my view, see IT as a tool to be used in the process of designing and making and suggest ways in which this can be achieved.

Although the projects are at the core of this book, other sections deal with skills and knowledge to support the designing and making activities. They include Graphics for Design, Resources, Electronics, Computers, Energy, Mechanisms, Structures, Pneumatics, Safety and a comprehensive section on making skills. Each section has suggested pupil activities for further study or designing opportunities.

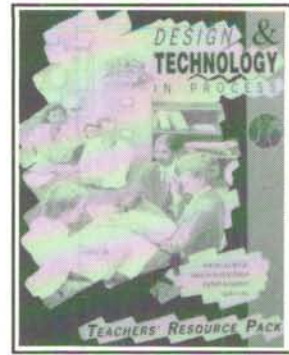
The layout avoids long sections of text and is well illustrated throughout although occasionally too many illustrations made the text difficult to follow. Colour, when used, was effective particularly in the section on Rendering and the Pen keeper project showing pupils the advantages of employing colour in their design work.

Whilst not offering anything new in the field of CDT, this book does provide sound activities based on recognised good practice. No reference is made however to the cross-curricular nature of Technology. Bearing in mind my comments on progression this book would be of value to any teacher of CDT looking for a tried and tested foundation course.

### Treasury of Historic Pattern and Design

J. Eggleston  
 Dover (Distributed in U.K. by Constable Publishers). ISBN 0 486 26274 X £8.45.  
 Reviewed by Geoff Smith

This book, illustrating a rich selection of decorative pattern and design motifs drawn from the past, provides both a



source of inspiration to designers today and a valuable addition to the existing reference material already available relating to the history of this subject.

Reprinted from a rare copy of a Victorian design portfolio originally published in 1880, the patterns illustrated originate from European, Arabic and Oriental sources and represent selected items produced over a period of more than eight centuries. The intricate and ornate designs relate to a wide range of motifs taken from such diverse sources as textiles, wallpapers, mosaics, low-relief woodcarvings and architectural surface decoration.

The illustrations (480, including 58 in colour) are of an excellent quality, clearly registering very fine detail in many cases. A brief, but informative Publisher's Note prefaces the book, outlining the Victorian designers' need for such reference material in an age which saw a profusion of applied decoration in almost every direction. The need for a reprint of such material is accentuated, in the Publisher's opinion, by the return in our own time to a new age of ornamentation.

The book is highly recommended as a source of reference, illustrating aspects of decorative pattern and design in an historic context.

### Design & Technology in Process

Richard Ager et. al. Robin Murphy et. al.  
 Heinemann ISBN 435 57286 5 £22.95  
 Reviewed by Jonty Crockett

The sections of the project reviewed below are the pupils book 'Health and Fitness' and the 'Teachers' Resource Pack'.

Heinemann's have produced a series of books for pupils which they claim, when used in conjunction with the teachers notes, will 'turn your students into capable technologists'. The project is both a management tool and a resource to help teachers during the early implementation of the National Curriculum. The extensive writing team



is directed by Robin Murray, and consists of experts in all contributory fields.

The four pupil books are of a format similar to that of 'Science In process', but are in colour. The three theme books are entitled 'Health and Fitness', 'Entertainment' and 'Survival'. The fourth, which is constantly referenced, is 'The Skills Book'.

In each theme booklet, the 16 or so spreads (activities) are divided into four types — research, closed, semi open and open. Openness is described as being dependent upon the amount of AT1 that is expected from pupils, but even the most open have some focused discussion. Some spreads do begin from an evaluatory stance but the majority expect the pupils to set the brief independently.

It is claimed that each activity is 'Holistic' in that all AT's are assessable from the variety of pupil outcomes that would be expected. Each theme contains spreads that could easily be relevant to contributory specialisms eg. food, textiles, graphics, resistant materials. But as the project is aimed at the technology process, teacher expertise is called on only if the students choose to use that area for development of their designs. Other than that, teachers are expected to work as a team of technologists.

Each spread is self contained and bears the topic title. The theme spreads often include cross references either to a duplicated worksheet or The Skills Book. The text is colour blocked with a range of headings or 'process skills' — discuss, record, plan, research, brainstorming, make, evaluate etc and various combinations of these 'processes'. In addition these blocks interlock so organising the passage through the text from process to process.

From my experience using the 'Science in Process' books with year 8 and 9, pupils get used to this format after about six spreads, but of course in science the spreads take but two double periods. In addition, although in theory pupils may

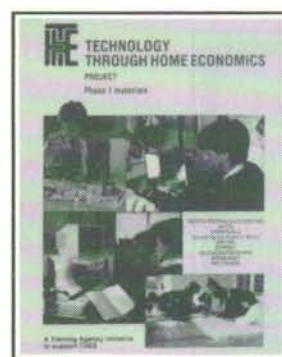
work at their own, or their team's pace, they usually all finish within minutes of each other. In 'DTip' each spread may take considerably more time, indeed some would last for at least half a term of 4 period blocks.

The question also arises as to how much understanding a child would acquire about the meaning of each process with relatively little practice, and the niggle remains about the actuality of the transfer of understanding of a skill across topic areas. The glossary does not cover all process terms so the 'Mentors' are definitely needed.

Before being asked to review this project, I had in fact purchased the 'Health and Fitness' set for the department because of the assessment section. I very much like Richard Agers's approach to this; he has recognised the huge difficulties inherent in the National Curriculum Document where many of the attainment targets will be well nigh impossible to assess objectively. The assessment format he has devised, using the child's perspective and language, will reduce the paperwork if the school is profiling achievement. Careful use of his statements and record sheets will also satisfy record keeping needs. Parents are also involved at the evaluation stage of each outcome on the cleverly designed pupil evaluation sheets.

The books are content free and need the support of a wealth of material. Some guidance is given in the accompanying spread from the teachers pack. In the book 'Health and Fitness' however, many of the suggested references are really for the teacher, being too advanced for KS3 pupils. This is probably due to the dearth of material for this age in this theme area.

Being content free, Mentors must decide those principles and understandings that a pupil needs at successive levels for successful design in more difficult areas. All well and good, but the themes can be taken in any order and at any level. Whilst there are examples in the publicity guide, no detailed route through the spreads is given. I believe this to be a



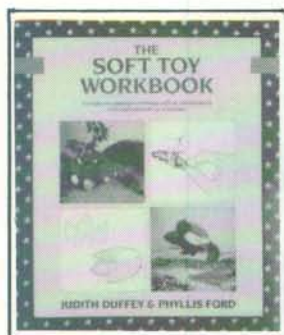
major disadvantage. My own experience of teaching the meaning of one term, for instance 'criteria', might illustrate a point. Pupils may get to know the meaning of the term in a distant theoretical way, but when faced with a current problem which requires the listing of each pertinent criterion, they are unable to consider and list them appropriately. For many contexts this is not important at this key stage, but in food and nutrition it is essential.

Several schools are currently trialling the material and a list of addresses is supplied. There are also seminars planned in order to discuss and view the materials. The pupil books must be purchased in sets of eight rather than singly, and the whole program will probably cost several hundred pounds.

**Technology Through Home Economics**  
Irena M. Olejnik  
John Murray ISBN 0 7195 4819 5 £35  
Reviewed by Rhona Humphries

Technology through Home Economics is one of a number of projects supported by The Training Agency. This project has been developed in the seven south west L.E.A's to support T.V.E.E. It is part of a three year developmental programme (1988-91). This project is designed to cover Phase I — Materials. The next project to be published 1991 is to focus on cross-curricular material.

This project 'seeks to highlight an awareness of the contribution which H.E. can make in developing Design and Technology in the curriculum'. It should serve as a very useful and informative document for all H.E. teachers who have doubted their contribution in the delivery of Design and Technology. The Home Economics areas covered are Food, Textiles, Child Development and Home & Family. The project also deals with other areas of the curriculum which are either covered through Home Economics teaching or where Home Economics teaching can contribute.

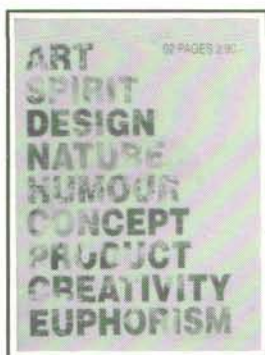


The first part of the project seeks to explain how the management of change was accomplished and how, in the different counties, this was achieved. In order for development to take place it was necessary to inform as many influential people as possible via two conferences. Those invited were Headteachers, D. & T. Co-ordinators and curriculum planners. It was hoped to target these personnel in order to gain their support to implement change and encourage development.

All the individual projects were designed to develop team building within faculties. A starting point from which a co-ordinated approach could develop. The classroom materials cover Year 7 through to Year 11 and give very comprehensive guidelines in the form of teacher planning sheets. These sheets include the learning strategies, skills, assessment criteria, attainment target to be covered and possible cross-curricular links. The student planning sheets also identify Attainment Targets and show how difficult concepts can be taught. Assessment is stressed as being an integral part of all the developmental work.

The layout of the project is very clear and well defined. It is easy to follow though it would have been useful to have had year references given in the classroom material index. The colourful cover clearly indicates the emphasis on the entitlement of National Curriculum Design and Technology for all young people regardless of gender, ethnic origin or ability but, sadly, the colour stops at the cover! The diagrams and sketches are all in black and white. The impact of the project would have been greater had some colour been used because at £35 it is not an inexpensive document.

The key elements of Design and Technology skills and processes fundamental to technological awareness and capability are thoroughly stressed and the I.T. component of Design and Technology is very well covered with examples of good practice. The resources



listed and examples of software are very useful.

The Inset section shows some useful strategies and data which helps to clarify ideas as well as identify such things as how Home Economics can contribute to Science and Mathematics.

The project gives a few new examples of tried and tested ideas which teachers can use with confidence to deliver Design and Technology through Home Economics.

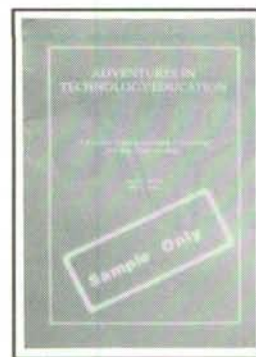
#### The Soft Toy Workbook

Judith Duffey & Phillis Ford  
Batsford ISBN 0 7134 6123 3 £10.95  
Reviewed by Margaret Jeavons

This book is well produced with very attractive colour plates, and clear diagrams. The authors have set out to develop a new approach to soft toy making, by using flat padded shapes in what they term the 'pilta Principle' of construction. It is new because the toys are made without use of stuffing, and are therefore washable and packable. The design range from one star, quick and easy, to three star which would present a challenge for a more experienced toy maker; and all give clear, detailed instructions, and grid patterns.

The designs have obviously been influenced by Judith Duffey's interest in Medieval Art History. This makes them interesting and unusual; they have also, according to the co-authors, been designed to develop early learning skills through play. Although this would be a useful reference book in the Art/Technology department, it would have limited use as the designs leave nothing to the imagination and give no opportunity for a personal response from the child. There would be a place for using the basic principles as a springboard for children to develop their own ideas.

I enjoyed reading the book, and wanted to start making the toys straight away, particularly the Chameleon. It would be an ideal book for someone who wants to



explore a different approach to toy making.

#### 02 PAGES (Quarterly)

Niels Flint Anna Bentzen  
02 International  
Students £10; Private Subscription £20;  
Company/Corporate Subscription £100  
per annum.

Reviewed by Alf Merricks

02 Pages is a quarterly — rather expensive — magazine concerned with environmental issues. The magazine is the journal of 02 International, a non profit making organisation, founded in 1988 by a group of designers concerned with the 'throw away' culture of developing a new environmentally friendly approach to modern product development.

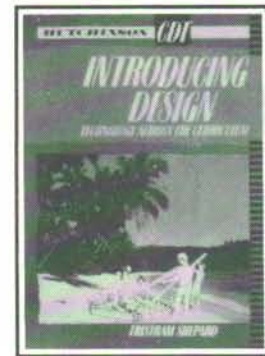
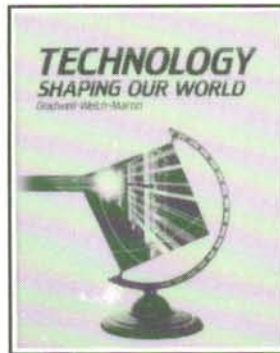
A somewhat esoteric publication printed upon the inevitable recycled paper following the usual format for the caring, green aware, environmentally friendly — whole earth catalogue, comprising the handwritten spread, copy printed onto a patterned background giving a legibility factor 0+ together with the statutory designer dark photographs. What it had to say was the usual rather trendy eco speak in the form of articles — a great pity that issues crucial to our very existence are not treated in exciting, interesting creditable ways that can be understood by and related to by ordinary men and women.

Esoteric:- meant for the initiated, private, confidential [within]

#### Adventures in Technology

Neville Warner  
Warner Service, 22 Luton Street, Carina,  
Queensland, 4152, Australia.  
Reviewed by John Evans

In its introduction, the book claims to be a complete guide for teaching a co-ordinated problem solving approach in the areas of material knowledge, graphics, project construction and safety. However, for those teachers searching for new sources of guidance for the delivery



of National Curriculum philosophy, this book may not be for you as it seems rather restricted in its content. This in part can be attributed to the fact that the book reflects the 'new' approaches being implemented in Australian schools. Yes, it is a book from Australia! Therefore, although the book offers thoughts on problem-solving techniques, it seems rather dated when compared to the approaches now adopted in this country for the delivery of Design and Technology.

The layout of the book is quite clearly defined under sections that offer the teacher a programme of work (lesson plans) that are used to deliver an 'adventure', as it is called, for pupils. Worksheets are provided for recording information on topics being covered.

Unfortunately, the timber 'adventure' focuses far too narrowly on the use of one material and restricts exploration by pupils considerably. In this adventure, pupils cover a number of preparatory topics that culminate in the design and construction of a small wooden block hammer for a two year old child. Such a hammer is to be made from a piece of timber 25 x 10 x 350mm only.

Although I do not wish to condemn this book out of hand, I feel it does not offer anything new to teachers in this country who are presently involved in the delivery of Design and Technology. However, if one wishes to adopt it for use in class, the book has been followed up by two further books in the same format for Years nine and ten, entitled 'Wood Shop Technology' and 'Metal Shop Technology'.

#### Designing Starts here

Barlex, Read, Fair, Baker  
 Hodder & Stoughton ISBN 0 340 49383 6  
 £5.50  
 Trevor Taylor

There is a very good book in here somewhere. The problem it faces is not the content so much as the style in which it is presented, but more of that later. The

first point to make is that it does do what it claims to do and that is focus on the process of designing. All of the examples are achievable; at no time did I feel that I would need to 'miss that bit out' in case it intimidated. The suggested follow up activities are also on the ball, being both relevant and challenging and not likely to incite a riot because 'Sir or Miss' thought it would be too dangerous.

The writers have done a splendid job in providing many of the technical pointers that we need KS3 pupils to experience, in fact the book positively echoes the NC & D&T document(!) but why is it marred by poor presentation and illustrative errors? Referring to the LED and showing a lamp, a displacement pump wrongly labelled, electronic circuits with variable to wrong conventions and all so cramped onto the page that it will only mystify the average pupil (and teacher). It compounds it all with a reading age too high for KS3, OK, the Hodder and Stoughton computer may have given the green light, but other publishers have used style to engender pupil interest. I regret to say that the book has a value to only a limited number of pupils, just the type who can gleefully point out that solder is not used to 'stick' metal together!

I did so want to like this book, but my book requirements for next year have still to be satisfied.

#### Technology Shaping Our World

(Together with activity manual and instructors guide).  
 Gradwell, Welch, Martin  
 Goodheart — Willcox Co. Inc. 123 W.  
 Taft Drive, South Holland, Illinois 60473  
 ISBN Hardback 0 87006 754 0  
 Paperback 0 87006 755 9  
 Hardback \$21.60; Paperback \$16.20.  
 Activity Manual :\$5.20 (hb); \$3.90 (pb).  
 Instructor's Guide: \$3.00 (hb); \$2.25 (pb).  
 Reviewed by Alan Trueman

These books could be purchased as a set or individually. There is a textbook which covers the main topics of traditional technology including energy,

materials, structures, machines, electricity and electronics. The textbook also has sections on drawing, shaping materials, construction and the world of work.

I can appreciate the time and effort which has gone into the production of this text book but I do not consider that it covers any ground which has not previously been covered by other technology books. However, this book might well be a value to someone who has no background in technology and requires all the relevant information in one text. The level of the book is suitable for usage in the secondary sector but would not be appropriate for National Curriculum Technology since there is no pretence of a cross curricular approach.

The activity manual offers the pupils a chance to turn theory into practice. The book is full of ideas for experiments, again most of which have been done before, but they are collected together in one book. The activity manual covers all the areas of the textbook.

In conclusion I feel the books give a good overview of traditional technology but are not innovative in their approach to either theory or practice.

#### Introducing Design: Technology Across the Curriculum

Tristram Shepard  
 Stanley Thornes ISBN 0 09 1729769 £5.50  
 Reviewed by Norman Casson

Among the various publications which are surfacing to help teachers implement the National Curriculum, Tristram Shepard's book *Introducing Design Technology Across The Curriculum* is one of the most useful I have seen.

This book takes an imaginative and exciting look at technology as a cross curricular experience, the ideas presented can be as broad or as controlled as individual teachers need.

Although aimed at Key Stage 3 colleagues in the primary sector would find a lot of valuable and stimulating



material as inspiration for topic work. While reading the book I kept imagining possible cross-curricular links with virtually every department in my school.

The introductory chapter adopts a pupil-centred approach towards clarifying what 'design and technology' means to them as individuals within a technological society. The design process is then looked at in a general way without being subject specific. This first part of the book could do with brightening up with the use of colour thereby making it more appealing to pupils.

It is the next section that makes the book really take-off with the theme of Shipwrecked. Pupils need to imagine themselves shipwrecked on a tropical island and then make decisions on how to survive without using modern technologies. The situation is well presented and can lead to a lot of cross-curricular work within any school. This section is graphically well presented and covers a variety of aspects pupils need to consider; transport, food and water, clothing, everyday objects, shelter, work, rest and play, design and society, community and fair exchange. The theme then moves onto the effects of being rescued to re-adjusting to society and publicity.

The remainder of the book looks at a wide variety of topics which again require pupil response. Pupils of differing abilities should be able to find an interest and challenge in most of the assignments. The last section is devoted to design in our future society.

The book has been well thought out, although some of the first pages do appear unfriendly. A variety of presentation techniques have been used to good effect.

As a source of new ideas for thematic projects I have little reservation in recommending this book to colleagues for use from Key Stage 1 through to Key Stage 3.

### **The Tapestry Makers**

Alan Johnson and Kevin Moore  
*University of Liverpool ISBN 0 951 2107 0 X £1.95*

Reviewed by Geoff Smith

Any book that deals specifically with a subject of local interest may be expected to appeal mainly to those directly concerned with its contents. At first sight, this small book, produced as a Merseyside Docklands Community History Project, might give the observer that impression. However, on closer inspection it reveals a fascinating insight into the social and working conditions of the tapestry-making industry over a period of more than sixty years of this century.

Lee's Tapestry Works, Birkenhead, existed from 1908 until its closure in 1970. During those years it produced luxurious tapestries and embroideries for some of the finest buildings around the world, together with textiles on Royal trains and ocean liners such as the Queen Mary.

Liberal illustrated with photographs of workers and equipment from different periods of the factory's existence, this book provides the reader with an intimate and informative account of the life and working conditions of those employed in the Lancashire textile industry. At the present time, with an increasing awareness on the part of industrial archaeologists of the need to record such information before it is lost, this book comprises a small, but valuable, addition to the social industrial history of the period.

### **Woodcut with Rigby Graham**

*A new video from Onboard Productions  
32 Coningsby Road, Bretton,  
Peterborough PE3 8SB. £36.37*

Reviewed by John Lancaster.

I was fascinated watching this video for it gave me a chance to see an artist at work in his studio employing little-known techniques.

Rigby Graham is a unique artist. In this video he is making a woodcut. Nothing to that, you might exclaim, but wait until you see what he does. Not for him the miniature approach, just the opposite, he is seen cutting an extremely large block and pulling prints from it. As he does so he talks about the craft of woodcutting. Rigby has cast tradition aside, moving this art form forward using large pieces of chipboard and blockboard. When visiting his studio I have seen Rigby cutting boards as large as 30" x 20", which demands immense skill in both the initial cutting and then the printing process.

Artists, art students, art teachers and secondary pupils will find this video of tremendous educational value. It will certainly stimulate interest in this aspect of art and because Rigby explains various processes as he works, will require little, if any, additional tuition.

Rigby often works outside, drawing direct from the scene before him with felt-tipped pen on chipboard. Back in the studio he darkens the board's surface with dilute ink and a cloth to see what cuts need to be made. His tools are small gouges for producing lines and large ones for cutting away large areas.

As he works he decides which pieces will print and makes the first print in black and white, although the finished print may be done in several colours. Having cleared away large areas of sky, with outlines of clouds left in to be printed, he inks-up the block. He then places a sheet of tracing paper on the block's surface and burnishes this with a wooden spoon. The burnishing method is employed instead of a press because of the size of the printing blocks.

I must say I was particularly excited when Rigby showed us how he made multi-coloured prints by inking areas of his woodblock with different colours. What an effective yet extremely simple idea!

I want students to see this video. They could see it, study it, re-run it and learn a tremendous amount about woodblock printing from it. I congratulate the artist and production team on a first-class effort.