

# Editorial

After twenty two years of publication the magazine you know as *Studies in Design Education Craft & Technology* or even just 'Studies' is about to change its name to *Design Technology Teaching*. We were never quite happy about the old title; it began as a short term attempt to produce an academic journal by the old College of Craft Education and then added words as the name of the subject area changed. Successive generations of distribution agencies and libraries have asked us not to change our title as this involves a new ISSN number and many other complications.

However we have now decided to grasp the nettle, our subject area has been reidentified in Britain and most of the English speaking world and with it any need for academic pretension is finally swept away.

Yet, despite the latest thinking of the National Curriculum Council in England and similar changes elsewhere we have not named ourselves a 'straight' Technological journal; Design Education remains central to our approach and also maintains the important links we value with colleagues in art and design teaching. Similarly we shall still continue to emphasise practical, making skills and articles and reviews on crafts and three dimensional work will still be featured regularly.

What all this means is that your relaunched journal will contain all the features that you have valued and will be well positioned to continue to give you forward looking information, ideas and strategies that will allow you to stay ahead in your professional work. All subscriptions and distribution arrangements will remain unchanged, you need take no action.

We celebrate the new *Design Technology Teaching* with an outstanding range of articles. Predictably the focus is on the British National Curriculum in Technology with its twin focal points of Design Technology and Information Technology. The urgency is understandable. DES circular 5/89, paragraph 10 requires all maintained schools to teach Technology to all pupils

in Key stages 1, 2 and 3 (all pupils up to age 14) for a 'reasonable time' from August 1989. Attainment targets and programmes of study in Technology for all three Key Stages will be introduced on 1 August 1990.

Andrew Breckon leads off with a precise and challenging article on Design Technology in the National Curriculum at primary and secondary levels, mapping out in detail the small, careful steps we must take to get off to a sound start. This is followed by a paper on systems outlining a valuable way in which to present Design Technology in the National Curriculum — and in which key links with science attainments targets are spelt out.

Robert Bowen and Peter Edwards offer a personal commentary on the new National Curriculum approaches and are followed by a further article on crucial management issues in the context of yet another major administrative change — the Local Management of Schools.

Four important articles present developments that are already taking place in schools — where the successes and problems are frankly stated. They describe work at Ellowes Hall, Dudley, the Somertech Primary Programme, TVEI in Bedfordshire and the Avon Modular GCSE project.

Three thought provoking articles follow. David West outlines a 'hands on' approach that, he argues, is needed for the survival of a CDT comment — particularly the craft element. Terry Liddament makes a parallel case for the reanalysis of the design element that is effectively reinforced by John Chidgey's timely critique of the Design Process. These articles will be much used as we move to the National Curriculum.

Finally, Bob Booth offers a useful account of Technology Education in the United States which shows the remarkable similarities with current events in England and Wales — reinforcing the convergence theory of Western Society!

As usual the issue finishes with an extensive selection of book reviews and

news on products and events — widely read features as our post bag indicates.

In conclusion readers of *Design Technology Teaching* are reminded of the parallel launch of our new companion journal — *The International Journal of Technology and Design Education*. This publication presents a range of international research and development articles on Technology and Design Education that complement the practical, problem solving articles that are featured in *Design Technology Teaching*. The special offer for new subscribers to this new publication has been extended, details are below.

John Eggleston

## ANNOUNCING

### **The International Journal of Technology and Design Education.**

This will publish articles by leading national and international experts on new research and development in technology and design education. It will feature description and analysis of new curriculum, processes, techniques, resources and equipment. New approaches to evaluation, assessment and examination will receive full coverage as will case studies of educational practice in a range of countries.

The journal will be edited by Professor John Heywood of the University of Dublin and Professor John Eggleston of Warwick University under the guidance of an international Editorial Board.

The annual subscriptions will be £45 for institutions (Three issues: Autumn, Spring and Summer) and £25 per year (for personal subscribers — private addresses only.)

The first issue will be Spring 1990.

Subscribers to *Design Technology Teaching* are invited to obtain the new journal at a special introductory price of £20 per year for orders received by 28 February 1990.

Please send order, together with cheques or official orders to: Trentham Books, 151 Etruria Road, Stoke-on-Trent ST1 5NS England.