

Editorial

The relaunched *Design & Technology Teaching* goes from strength to strength. The influx of new readers who are members of the Design and Technology Association is accompanied by a strong growth in new subscriptions from schools and colleges who wish to have a copy available for the staff room and common room. In this way their design and technology teachers can benefit from the news of developments and initiatives and other colleagues can be made aware of the subjects' potential.

The service to schools is particularly important at the present time as the Design and Technology Association is sharply aware. The tasks facing Design and Technology teachers are immense and the risk of defeatism and low morale are great. Bitter jokes — like the spoof *Times Educational Supplement* advertisement are widespread.

"Wanted: business studies expert with job-lot of balsa wood to take classes of 40. Ability to teach preferred."

The advertisement spells out the two key anxieties — lack of expertise and the lack of resources to teach technology in the way now required by law. There is no easy reassurance to either but at least Design and Technology teachers can take heart that at least one third of all the programmes of study are virtually a continuance of what they have already been doing. Their expertise is secure and a fair build up of resource has been achieved already through TVEI funding. Moreover many may be well placed to



take advantage of the relative financial autonomy offered by Local Management of Schools. And where the Design and Technology teachers have also been responsible for Information Technology and Mini-Enterprise programmes they are outstandingly well placed to deliver most of what is required.

Design & Technology Teaching like the Design and Technology Association itself is well aware of the problems but is optimistic that they may be solved — with the support of an active professional

association and an informative journal. This issue of *Design & Technology Teaching* epitomises that approach with a wide spectrum of which extend teacher expertise and resource management. We commence with Oakley's article on workshop refurbishment in Hampshire which details a range of cost effective strategies in which old style workshop areas may be adapted to serve the new curriculum requests. Also with a sharp eye to the management of resources is Liddament's article on the role of modelling as an aid or even an alternative to manufacture. Newton's perceptive analysis of changing to National Curriculum Technology will be of value to many readers as they share this demanding task. Gregory goes in to examine how the new curriculum can support — and be supported by — other core and foundation subjects — notably English.

The link between technology and practice particularly Information Technology and art is explained in two articles — in Hodkins case study and Allison's general overview. Finally Hoopers' wry article 'Missing the Point' makes some very valuable points about the Craft Design and Technology enterprise.

This issue of *Design & Technology Teaching* concludes with the usual review of news of products, exhibitions, conferences and competitions and, restored this time, a review of some of the most interesting new publications in the field.

John Eggleston



Secretary for Education receiving a copy of *Design & Technology Teaching*



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