

Editorial

In the previous issue of *Design & Technology Teaching* we reviewed the dramatic chain of events that has led to the major revision of National Curriculum Design and Technology that is now taking place at great speed. We also hinted at some of the complex political factors that were influencing decisions. We also expressed the hope that, whatever the changes, the fundamental purposes of design and technology — which have been developed and agreed over the past 25 years — are recognised and enhanced and not diminished or wasted.

We also distributed *DATA News* in which DATA listed and commented on the competing arguments for change and made a strong and powerful case for a louder voice for the teachers — arguing that they have ‘the right to be informed, to be supported, to be involved and to have stability, growth and active leadership’. This is the policy of *Design & Technology Teaching* and, of course, of DATA itself.

Since that issue DATA has proceeded to give strong and detailed evidence to the HMI review team which, we understand has been well received. The DATA response emphasised the essential combination of intellectual, aesthetic and practical aspects of capability. It particularly noted the role of developing understanding and competence in the use of a wide range of tools, materials and processes, together with the achievement of ‘independence of action’ so that all children can develop ideas and adapt to new situations.

The response presents detailed lists of specific knowledge and skills that are crucial to design and technology and emphasises the vital need for effective progression throughout the subject area. A final section of the response emphasises the key role of values in all that we do.

It is no coincidence that these recommendations are reflected once again in the range of articles presented in this issue of *Design & Technology Teaching*; they are in the fullest sense, the eternal truths that we — and our governments — ignore at our peril.

With this issue the present editor relinquishes his full editorial responsibility for *Design & Technology Teaching* which has spanned twenty five years — years of dramatic change in the subject area — and also in the style, content and even the title of the publication itself. It has been a fascinating assignment and I shall look forward to a continuing association

with colleagues at DATA as they take *Design & Technology Teaching* on to new heights of influence and offer even greater support to the growing array of readers both within and without DATA.

For the benefit of new readers it might be helpful to explain the publishing arrangements of *Design & Technology Teaching*. The journal was started in 1967 by the then College of Craft Education — but after two years it was clear that the College could not sustain the financial burden. It was ‘rescued’ by a small group then working at Keele University but, despite some small help from the University, it remained unviable — the costs of producing a publication of an adequate quality to match the subject were always substantial. Eventually the problem was solved by establishing Trentham Books — a non profit making company which made sufficient profit on other publications to sustain *Design & Technology Teaching*. When DATA was established Trentham invited DATA to use *Design & Technology Teaching* as the official journal of the Association and agreed to produce and publish it for the Association only charging DATA for the actual printing and distribution costs of the copies supplied to members and giving DATA full editorial control. This arrangement has now worked happily for several years and the new editorial arrangements are a logical development which the retiring editor enthusiastically supports. The objective of DATA and Trentham is to be able to fund all the printing and distribution costs from advertising revenue. But this is a long term objective, only achievable when membership increases substantially and UK recession eases. Meanwhile, of course, Trentham still distributes, at its own cost, copies of *Design & Technology Teaching* to subscribers (including overseas organisations) who for various reasons can not or do not wish to join DATA.

The new journal *Primary DATA* is also being published on similar arrangements and here too the arrangement works well. As with *Design & Technology Teaching* this is being helped financially by sponsorship — monies paid direct to DATA and used to cover the printing and distribution costs to members.

Astute readers will have noticed that there has been no mention of editorial costs. The reason is simple — there are none and never have been. No contributors are paid and all editorial labour has similarly been provided free. It will

be for the Association to decide if this policy is to continue or be charged.

Trentham Books has been happy to support DATA in these practical ways and is proud to have helped to make the quality, frequency and quantity of DATA's publications for members considerably greater than it might otherwise have been. Like the retiring Editor, the company hope to be able to support DATA in its endeavours for many years to come and to share in its rise to even greater achievements.

John Eggleston

Apologies from the Editor to Karla Doberstein for incorrect spelling of her name in Vol.24 No.3 — article on the Integration of Business Studies into N.C. Technology.

Design & Technology Teaching is the journal of DATA.

Future issues will contain focused sections and special features, that will deliver opportunities to share ideas and perspectives on key aspects of classroom practice, organisation, management and to present supportive curriculum models. This will promote dissemination and debate about the ongoing development of design and technology.

In addition to the journal DATA News augments the work of *Design & Technology Teaching* and provides immediate news coverage of the changing scene in our curriculum area.

You too can contribute to these publications. Let us know your comments, views, initiatives and reactions.

Editorial Board

Business and Economics Education with Design & Technology

Maggie Matthew

I look forward to this edition of *Design & Technology Teaching* as it contains the first in a series of 'Specials'. This one being on Business and Economics Education within National Curriculum Design and Technology. It starts with an overview by Ian James who works in the Advisory Service in West Glamorgan and then looks at how two teachers have attempted to incorporate the business and economic concepts within their own schemes of work. These articles clearly indicate how business and economics education can enrich and enhance the delivery of design and technology. I would be pleased to receive articles/ideas from teachers and advisory staff, showing how they have, or plan to, incorporate the business and economic dimension into their design and technology work.

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