

Grass Roots for Craft

A reader comments on articles published in *Studies in Design Education and Craft*, Spring, 1972.

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Why cannot 'Technical Drawing' be accepted for what the words mean? Anyone who has experienced moving on from a block diagram, to a schematic drawing, to a fully detailed production drawing will realize the absolute necessity to understand (to read) a technical/engineering drawing. This ability is also essential for those who, following on, have to repair, rectify or modify.

I believe that in:— 'Technical Drawing — Alive or Dead?' Ashton has himself caused a fundamental craft disaster by referring to B.S.308 as a "Minor Disaster!" He or others must have misused it.

B.S.308 is basically for guidance, but at least it is a British Standard with which drawing offices concur. A full study of the B.S.308 shows it to contain many other B.S. references:—

B.S.499	Scheme for Symbols in Welding
B.S.1134	The Assessment of Surface Texture
B.S.1265	Engineers Pattern Drawing Boards.
B.S.1718	Tolerances on Forging Patterns.
B.S.1916	Limits and Fits for Engineering.
B.S.1936	Undercuts and Runouts for Screw Threads.
etc.	

It also mentions, in the great "think metric" campaign that is going on at present, that British Standards were co-operating with the International Organization for Standardization (I.S.O.) as long ago as 1951. Is B.S.308 outdated, or was it thinking metric about the time some of our teachers were born! A point to note is that the then "Ministry of Education" was represented on the original founding committee.

B.S.308 is in fact applicable in all aspects to engineering drawing practice and contains the statement:— quote "It is recommended that the teaching of drawing and sketching in engineering courses should not be limited merely to principles but should extend to actual modern practice and that all drawing and dimensioning should be in accordance with relevant British Standards". Slightly out of context I contend that the 'project' as an "in" thing can take schools even further than ten years behind industry. Do we want some craft-blocks as teenage play-groups?

Can we not leave B.S.308 for what it is and not confuse it with the educational aim of school geometric drawing or technical drawing! Call it what you will, I feel technical graphics will be only a new name. It is stated by Ashton that after one year, which

included seventeen weeks to learn "basic" facts, (what did these basic facts consist of — techniques?), pupils have undertaken in the last term many projects ranging from the Wankle engine onwards. Were any completed to such a standard that a layman could comprehend them without technical training?

I also note that Ashton fails to knock B.S.308 in the "Design Drawing" syllabus by Knott. Especially as Knott lists "perspective drawing B.S.308", as one of his requirements for a successful course. However, Knott later states that B.S.308 must not be rigidly adhered to or freer forms of expressing ideas may be lost! Who will understand these new and freer forms of expression? The drawer only, or will he issue a decypher kit? A disguised B.S. 308!

I firmly believe that we still require the approach that accepts the B.S.308 and all similar modern practices and techniques, with an up to date approach to school vocational training in the craft rooms. Plus a positive series of contacts with present-day industrial practices, which should off-set and decrease this accusation that schools are years behind industry.

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