



TEXTBOOK OF WOODWORK

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INTRODUCTION

In the Grammar School the competition between subjects for a place in the curriculum is often acute, and Handicraft finds it difficult to hold a proper place. It is not unusual for boys to drop the subject for part of their school career. In any case the time allotted is usually a minimum, and then quite often only for the "less academic types." Theory plays an important part in Handicraft teaching, especially if the pupils are preparing for the School Certificate Examination. And yet the writing of notes can consume much valuable time.

In Secondary Modern and Technical Schools Handicraft is no longer a Cinderella, but the re-organization of schools and the raising of the leaving age point to more exacting standards being required in craftwork. Moreover diagrams and visual aids have more significance in this type of school than in the Grammar school.

In all schools the problem of the absentee is, unlike the pupil, always with us. It is a common occurrence for the teacher to have to give an undue proportion of his time to the returned absentee who has missed some vital piece of instruction. Even the "regulars" suffer from lapses of memory. The academic subjects, with their textbooks, notes and written work, are better organized to deal with these problems. Owing to its nature, as well as to the history of its development, Handicraft is not in such a favourable position.

With these ideas in mind, it is my opinion, based on experience in both Secondary Grammar and Secondary Modern schools, that a good textbook could make the work of the handicraft teacher easier and more efficient.

This book aims to provide, for the pupils themselves, the essential theory of Woodwork (including the methods of performing all the fundamental processes). Wherever possible a tabulated layout has been adopted to facilitate the use of the book during practical work. The book more than covers the syllabus of the School Certificate Examination, especially in respect of the advanced work. But most of the work on Processes and Tools should be touched on by a boy taking a normal four or five year course.

A detailed discussion of design would be out of place in this book, but the main lines along which discussion should proceed have been indicated. "Design" has become an exceedingly popular word, but a far more critical approach is necessary than heretofore.