

Design Drafting NEWS

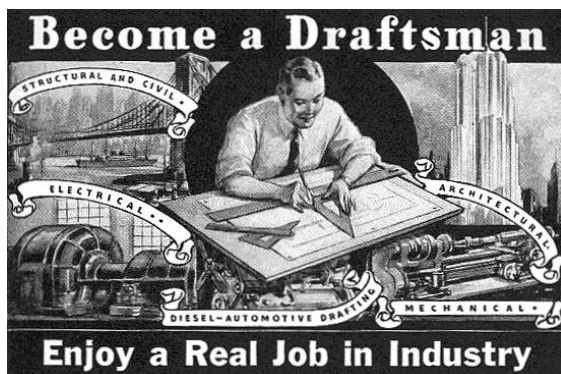
Ron McDonald ADDA President



I begin this by reporting some sad news for the ADDA family by noting the passing of longtime ADDA member Danny Lewis. Danny served the ADDA as a member, Board of Director, President of the Executive Committee and on the Board of Governors. Before his death, Danny worked for Honeywell in Kansas City for 31 years before his retirement due to health issues. Danny was only 50 years old and is survived by his wife and two sons.

The ADDA family will miss Danny's influence, guidance and leadership. Rest in Peace, Danny, rest in Peace. For me, this is just a reminder that we are only on this Earth for a short time. We never know the time nor place when we will leave. During this life given to us, we have the chance to improve ourselves, take advantage of opportunities when they appear and never stop trying to learn or do something that would be of benefit for us personally or others. Danny was such a man.

I hope that all of you take advantage of whatever opportunities presented to you during your life. In addition, please enjoy the coming summer and be safe in all of your adventures and travels.



On the Drawing Board

*New Website Development moving ahead
2014 Conference Set again for Kansas City Missouri
Seeking Grant for New Discipline Certification
Working on Partnerships with Major Corporations
Mechanical Designer Examination Projected for 2015
New and Revised Civil Examinations Projected for 2015*

As Built

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GET INVOLVED with ADDA

Your Membership or Certification
should be more than a CARD

Start a Professional Council
Be a Contest Judge
Promote Design Drafting Week
Work with a local Chapter
Join a Committee

Today 4-23-2013 there is also a video from our local newspaper. I didn't know they did video too. I thought they were just taking pictures of the kids in our beginning class. See <http://www.canoncitydailyrecord.com/> The videos go away in a few days.

The screenshot shows the website for the Canon City Daily Record. At the top, the masthead reads "CAÑON CITY DAILY RECORD" with a navigation menu including Home, News, Business, Sports, Features, Opinion, Milestones, A & E, and Calendar. Below the masthead is a "today's DEALS" section with an update timestamp of "April 22, 2013 9:44:12 PM". The main content area features a large photo of a man in a purple shirt presenting a wooden model house to a group of students in a classroom. Below the photo is the caption "Cañon City High School" and the headline "American Digital Design Association program wins nationals for the 18th consecutive year". The article text states that Cañon City High School students won more places in the national design contest than any other school in the nation. To the right of the main article is a "Top Stories" section with three items: "Proposed cut worries staff, parents of McKinley Elementary School", "Cañon City High School Family, Career and Community Leaders of America places at state", and "Christopher Jeffries pleads guilty for kidnapping, sexual assault". Below the main article is a video player showing the same classroom scene, with a timestamp of 00:00 and a duration of 00:31. At the bottom of the video player, it says "Canon City Videos" and "Cañon City High School". To the right of the video player is a "Sports" section with a "more" link and a timestamp of "Updated a day ago".

Full story link: http://www.canoncitydailyrecord.com/ci_23083867/american-digital-design-association-program-wins-nationals-18th

Technology Compression

E. H. Lindsey /Citrus High School / Inverness, Florida

In the movie, "The Long Grey Line" a young West Point Cadet called orthographic projection his hardest subject. The year was 1915. When I was learning drafting in 1968, my greatest concern was not making a mistake while drawing on mylar with ink. The hardest subject that Mr. Ortosky taught was descriptive geometry. I had to learn true lengths, spatial thinking and secondary auxiliary planes. Going back to that movie, I realized what was difficult for America's finest in 1915 is now common place. The cutting edge now is parametric modeling. With the advent of these new tools, descriptive geometry is no longer needed and pencil drafting is no longer being taught in most high schools. We are seeing technology compressing the skill (and art) of drafting. With this, manipulative skills are no longer needed. Line weight is controlled by a computer setting and cognitive processes; not by the 'alphabet of lines' and practice. And we now deal with dimensional and geometric constraints. Science fiction had not even dreamed up these terms up when I was in high school let alone use them. Drafting is now more of a documentation effort and Computer Aided Drafting is pushing "The Draftsman" towards being "The Engineer." With failure analysis and other capabilities of these parametric wonders, is the art of drafting is becoming lost? Dimensional and geometric constraints were not toolbars in CAD three years ago! It appears to me that CAD will soon disappear and parametric modeling will take its place in the evolutionary development of drafting. Is this too hard to understand? Ask any drafting student what a Leroy Letter set is? As I teach drafting, I see that technology will be compressing technology. My time in class is limited. A student's drawing is being loaded and updated automatically on his i-phone. He shows me the i-phone so I can answer his question. For him, I could not get to him fast enough according to his time frame. Now technology is compressing me! It makes me wonder when a Wi-Fi is going to be surgically implanted in my head!


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Provides the National Drafting Contest Judges
Award ADDA Membership to the SkillsUSA Winners
ADDA Structures are Contest Program Chairs for the
Architectural & Mechanical Competitions
Assist in many State Competitions

LOWER MEMBERSHIP RATES

EFFECTIVE July 01, 2013

Code	Description	Fee
<u>INDIVIDUAL ANNUAL MEMBERSHIP in North America</u>		
PNC1	Professional in North America-First Year	\$ 89.00 annually
PCD1	Professional ADDA Certified in North America	\$ 84.00 annually
PM2	Professional-Second Year	\$ 75.00 annually
PM3	Professional- Third Year	\$ 70.00 annually
PM4	Professional- Forth Year	\$ 65.00 annually
PM5	Professional- Fifth Year	\$ 60.00 annually
PM6	Professional- Sixth-Tenth Year	\$ 55.00 annually
PM7	Professional- Eleventh Year	\$ 50.00 annually
PM8	Professional- 20 Years +	\$ 45.00 annually
<u>INDIVIDUAL MEMBERSHIP PACKAGES in North America</u>		
PMS1	Professional Select- <u>ADDA Certified</u> Special 3 year Select Membership Package	\$215.00 3 years
PMS2	Professional Select- <u>ADDA Certified</u> Second Renewal of 3 year Select Membership Package	\$170.00 3 years
PMS3	Professional Select- <u>ADDA Certified</u> Third Renewal of 3 year Select Membership	\$150.00 3 years
PMS4	Professional Select- <u>ADDA Certified</u> Forth Renewal of 3 year Select Membership	\$135.00 3 years
PME1	Professional Elite - <u>ADDA Certified</u> Special 5 year Elite Membership Package	\$325.00 5 years
PME2	Professional Elite - <u>ADDA Certified</u> Second Renewal of 5 year Select Membership	\$250.00 5 years
PME3	Professional Elite - <u>ADDA Certified</u> Third Renewal of 5 year Select Membership	\$225.00 5 years
<u>GROUP MEMBERSHIP PACKAGES in North America</u>		
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PG12	Professional Group 1 Company Years 6-10 (requires 6-49 Members from same Facility)	\$55.00 annually Years 11forward \$45.00 annually
PG21	Professional Group 2 Company Years 1-5 (requires 50+ Members from same Facility)	\$55.00 annually
PG22	Professional Group 2 Company Years 6-10 (requires 50+ Members from same Facility)	\$50.00 annually
PG31	Professional Group 3 all Companies 11years +	\$45.00 annually
<u>EDUCATIONAL MEMBERSHIP in North America</u>		
PME1	Professional Educational First Year	\$ 75.00 annually
PME2	Professional Educational Second Year	\$ 75.00 annually
PME3	Professional Educational - Third Year	\$ 70.00 annually
PME4	Professional Educational - Forth Year	\$ 65.00 annually
PME5	Professional Educational - Fifth Year	\$ 60.00 annually
PME6	Professional Educational - Sixth-Tenth Year	\$ 55.00 annually
PME7	Professional Educational - Eleventh Year	\$ 50.00 annually
PME8	Professional Educational - 20 Years +	\$ 45.00 annually
<u>INSTITUTIONAL & SCHOOL MEMBERSHIP</u>		
ISM1	Institutional - <u>3 Memberships Included</u>	\$210.00 1st Year
ISM2	Institutional - <u>3 Memberships Included</u>	\$200.00 2nd Year
ISM3	Institutional - <u>3 Memberships Included</u>	\$190.00 3rd Year
ISM4	Institutional - <u>3 Memberships Included</u>	\$180.00 4th Year
<u>CORPORATE MEMBERSHIP PACKAGES in North America</u>		
PCM	Professional Corporate Membership	\$50.00 annually
Rate Changes to \$45.00 after 10 years continuous membership.		
Contact ADDA for details. (based on Corporate Renewal) Corporate Membership is available by downloading the Corporate Membership Package Application at adda.org		



Greenwash - Whitewash - Hogwash What Are You Doing About Them?

Several years ago, TerraChoice Environmental Marketing published an interesting study of ways in which companies suggest that products are environmentally safe when, in fact, they are not. The study was called "The Six Sins of Greenwashing" and it remains as relevant today as when it was first published.

Among the things I found fascinating about their study is how the types of greenwashing they discuss are really no different than the ways in which individuals and organizations whitewash things all day long when the picture isn't as pretty as they'd like others to imagine. Here are the six greenwashing techniques listed by TerraChoice along with my interpretation of what they mean in everyday whitewashing terms:

- "Hidden Trade-Offs" - Using the exception to prove the rule or using 'selective' statistics to make a point that the full range of data can't really support.
- "No Proof" - Your point may or may not be correct but even if right, there aren't actually data to support it. (Of course, there is never anything wrong with making unsubstantiated statements - just be sure that they are clearly labeled as opinions and not facts!)
- "Vagueness" - Maybe if you just make things a little less clear, others will assume that your bewildering arguments and behavior are okay when they aren't. Sins of willful information omission probably fit in here as well.
- "Irrelevance" - Give 'em something that looks or sounds really meaningful and hope they don't realize that what you've given them isn't actually at all relevant to the issue at hand. Magicians, fraudsters, and politicians (a scary trio, perhaps...) all seem to be good at this.
- "Lesser of Two Evils" - Find a way to label something in a more positive light - or, at the very least, in a less negative light - and it will start to look much better by contrast against other similar, bad ideas, products, or behavior. (Here, I'd suggest the slightly different lot of marketers, fraudsters, and politicians as the most adept practitioners.)

"Fibbing" - Here, the kindhearted folks at TerraChoice were far more delicate with their wording than am I. I believe that the somewhat more blunt term for this type of behavior is lying!

The original study was extremely interesting, I thought, and is certainly recommended reading. However, whether you read it or not, think about whether you are engaging - or allowing others around you to engage - in these types of deceptive, evasive practices. If so, ethics demand that that you take every reasonable step to confront those actions. After all, like it or not, if you see greenwashing, whitewashing, or just plain old hogwash being handed out to believing customers and don't credibly try to stop it, that automatically makes you one of the liars, too.

Christopher Bauer designs and delivers high impact and high ROI programs that both improve employee ethics and build companies' bottom lines. He also helps companies learn how to maintain the trust their customers, potential customers and referral sources need in order to continue to be their customers, potential customers and referral sources. Information on his programs can be found [here](#) and additional information can be requested either by phone at (615) 385-3523 or by using the contact form found [here](#).

Ethics commentary and additional resources can be found at Christopher Bauer's [Ethics Nexus](#) blog and by following @ethicstweet on Twitter.

*"Better Ethics NOW: How To Avoid The Ethics Disaster You Never Saw Coming (Second Edition)" is available for purchase [here](#).
"Every manager and executive can learn from reading Better Ethics NOW." - Steve Odland - CEO - Office Depot.*

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(Information on Bauer Ethics Seminars is available at www.bauerethicsseminars.com.)

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- Christian Baker - Linn MO
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What is this symbol?

By: Dennis Schwartz



ASME Y14.5-2009 has a new symbol. It is called the unequally disposed symbol and it is used in the feature control frame for profile tolerance. The symbol is placed in the feature control frame following the profile zone tolerance. A second value is placed after the unequally disposed symbol to indicate the tolerance that would allow additional material to be added to the true profile.

This on the drawing

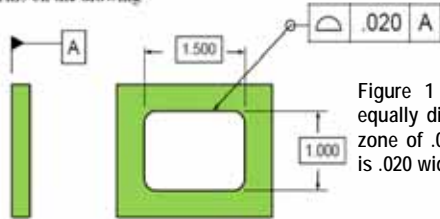


Figure 1 shows a part with an equally disposed profile tolerance zone of .020. The tolerance zone is .020 wide; .010 either side of the

Means this:

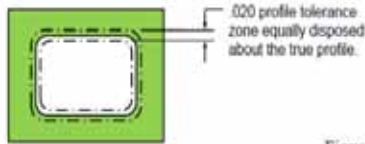


Figure 1

This on the drawing

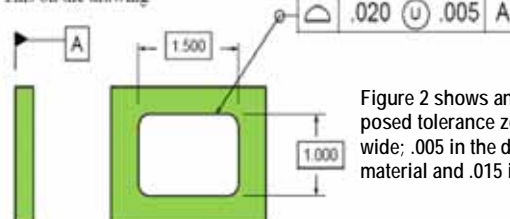


Figure 2 shows an unequally disposed tolerance zone that is .020 wide; .005 in the direction that adds material and .015 in the other direc-

Means this:

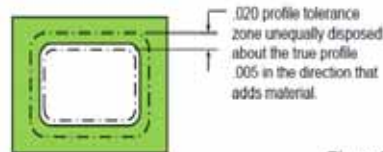


Figure 2

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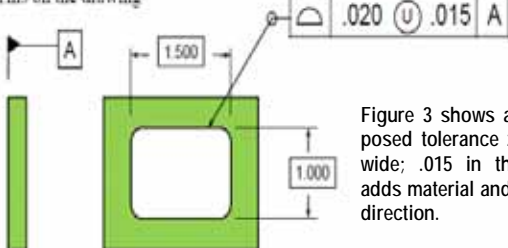


Figure 3 shows an unequally disposed tolerance zone that is .020 wide; .015 in the direction that adds material and .005 in the other direction.

Means this:

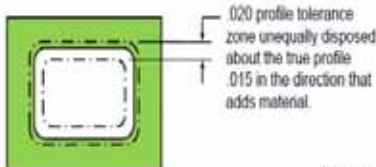


Figure 3

This on the drawing

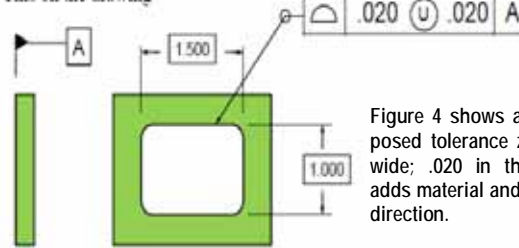


Figure 4 shows an unequally disposed tolerance zone that is .020 wide; .020 in the direction that adds material and .000 in the other direction.

Means this:

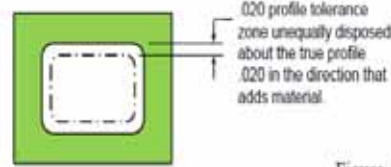


Figure 4

This on the drawing

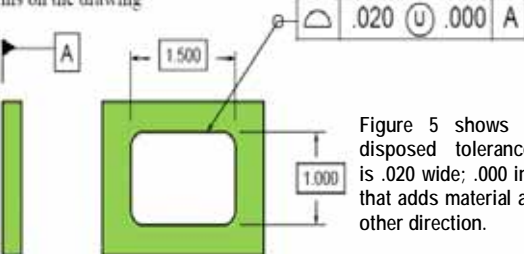


Figure 5 shows an unequally disposed tolerance zone that is .020 wide; .000 in the direction that adds material and .020 in the other direction.

Means this:

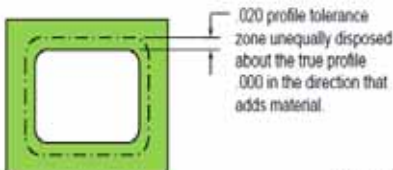


Figure 5

This on the drawing

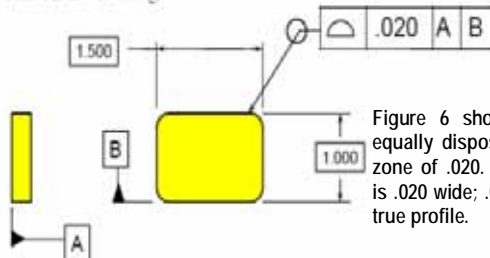


Figure 6 shows a part with an equally disposed profile tolerance zone of .020. The tolerance zone is .020 wide; .010 either side of the true profile.

Means this:

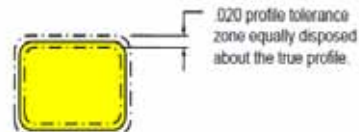


Figure 6

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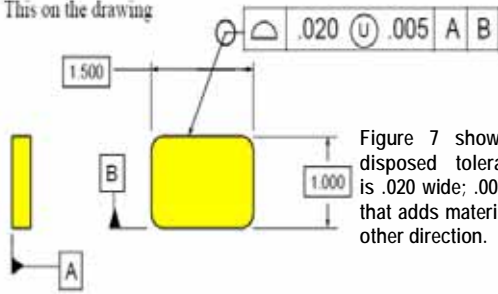
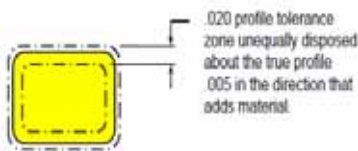


Figure 7 shows an unequally disposed tolerance zone that is .020 wide; .005 in the direction that adds material and .015 in the other direction.

Means this:



.020 profile tolerance zone unequally disposed about the true profile .005 in the direction that adds material.

Figure 7

This on the drawing

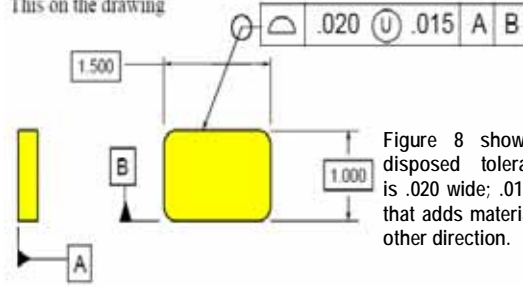
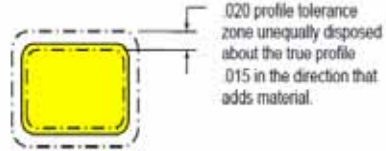


Figure 8 shows an unequally disposed tolerance zone that is .020 wide; .015 in the direction that adds material and .005 in the other direction.

Means this:



.020 profile tolerance zone unequally disposed about the true profile .015 in the direction that adds material.

Figure 8

This on the drawing

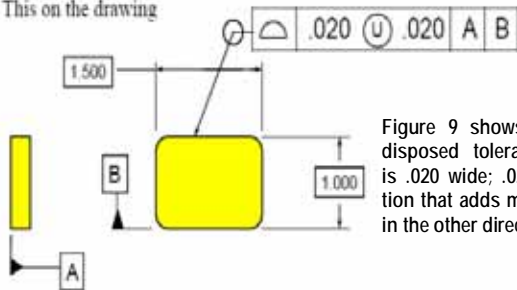
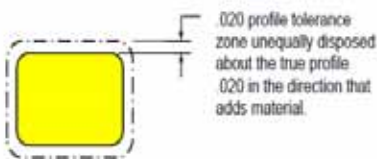


Figure 9 shows an unequally disposed tolerance zone that is .020 wide; .020 in the direction that adds material and .000 in the other direction.

Means this:



.020 profile tolerance zone unequally disposed about the true profile .020 in the direction that adds material.

Figure 9

This on the drawing

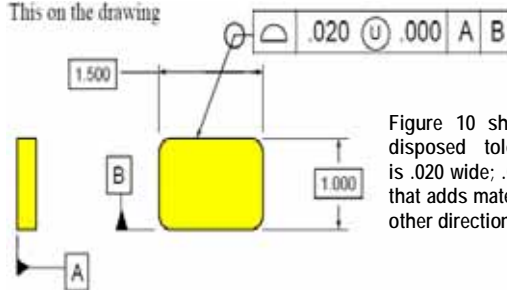
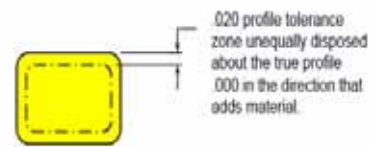


Figure 10 shows an unequally disposed tolerance zone that is .020 wide; .000 in the direction that adds material and .020 in the other direction.

Means this:



.020 profile tolerance zone unequally disposed about the true profile .000 in the direction that adds material.

Figure 10

This new symbol provides an easier way to designate unequally disposed profile as compared to the method used in previous ASME Y14.5 standards. The old method is still allowed in the 2009 standard

Engineering Design Process Needed for Textbook

I am the author of a textbook titled *Engineering Drawing and Design* published by Cengage Learning. We are starting the revision process for the next edition.

Chapter 25, *The Engineering Design Process* takes an actual product from idea through manufacturing and to sales. Milwaukee Electric Tool Company provided content for the current edition based on their Lithium-Ion Sawzall product and design process. I am looking for a company that would like to showcase a product and their engineering design and manufacturing process for the next edition.

I am also looking for quality engineering drawings to use as examples and student problems.

This is an excellent opportunity for a company to showcase a product and practices in a major textbook and help influence student learning. Please let me know if you are interested and we can discuss this further. I can send you a complimentary copy of the current edition for review and consideration.

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THE WALL STREET JOURNAL.
WSJ.com

ESSAY | April 26, 2013, 7:42 p.m. ET

The Diploma's Vanishing Value

Bachelor's degrees may not be worth it, but community college can bring a strong return

By JEFFREY J. SELINGO

May 1 is fast approaching, and with it the deadline for high-school seniors to commit to a college. At kitchen tables across the country, anxious students and their parents are asking: Does it really matter where I go to school?



Ellen Weirstein

Several websites allow easy comparisons of the return on college tuition.

When it comes to lifetime earnings, we've been told, a bachelor's degree pays off six times more than a high-school diploma. The credential is all that matters, not where it's from—a view now widely accepted. That's one reason why college enrollment jumped by a third last decade and why for-profit schools that make getting a diploma ultraconvenient now enroll 1 in 10 college students. But is it true that all colleges sprinkle their graduates with the same magic dust?

With unemployment among college graduates at historic highs and outstanding student-loan debt at \$1 trillion, the question families should be asking is whether it's

worth borrowing tens of thousands of dollars for a degree from Podunk U. if it's just a ticket to a barista's job at Starbucks. When it comes to calculating the return on your investment, where you go to school does matter to your bank account later in life.

Not surprisingly, research has found that a degree from a name-brand elite college, whether it's Harvard, Stanford or Amherst, carries a premium for earnings. But the 50 wealthiest and most selective colleges and universities in the U.S. enroll less than 4% of students. For everyone else, the statistics show that choosing just any college, at any cost for a credential, may no longer be worth it.

Related Video

In a few states, including Arkansas, Colorado, Tennessee, Texas and Virginia, families can now compare colleges, and even majors, based on the actual first-year earnings of graduates of in-state schools. (Go to <http://collegemeasures.org/esm/>.) The salaries come from the states' unemployment-insurance programs, which collect earnings information from employers every quarter. Using Social Security numbers, the states then



With total student-loan debt approaching the trillion-dollar mark, WSJ's Jason Bellini deconstructs how we got here and what it all means. Image: Getty

match the information to college graduates. (One limit of this method: The data don't include graduates who leave the state or are self-employed.)

Think a community-college degree is worth less than a credential from a four-year college? In Tennessee, the average first-year salaries of graduates with a two-year degree are \$1,000 higher than those with a bachelor's degree. Technical degree holders from the state's community colleges often earn more their first year out than those who studied the same field at a four-year

university.

Take graduates in health professions from Dyersburg State Community College. They not only finish two years earlier than their counterparts at the University of Tennessee at Knoxville, but they also earn \$5,300 more, on average, in their first year after graduation.

In Virginia, graduates with technical degrees from community colleges make \$20,000 more in the first year after college than do graduates in several fields who get bachelor's degrees. Yet high-school seniors are regularly told that community colleges are for students who can't hack it on a four-year campus.

That's how Tom Carey landed at Radford University in Virginia as a business major, though his real love was working on cars. "There was definitely pressure" to go to a four-year school, he told me. "I had no interest in whatever degree I was getting at Radford."

After two years, Mr. Carey, who is from Reston, transferred to be closer to home and enrolled in the automotive-technology program at Northern Virginia Community College. He is now working at a Cadillac dealership and outearns business graduates from Radford's undergraduate program by several thousand dollars. That small difference grows considerably when you take into account that a community-college degree is a fraction of the cost of a bachelor's degree and that these students enter the workforce two years earlier.

Even if Mr. Carey had stayed at Radford, graduates of the undergraduate business administration program there make an average \$10,000 less their first year after graduation than those from George Mason University, though both schools charge about the same in tuition.

Given these differences in postgraduate earnings, the size of your student loan is not the only number you should worry about when weighing the college decision. Will you make enough to pay off your loan? What are your chances of graduating on time?

In recent months, two tools have been released that allow families to better compare colleges with respect to return on investment. The U.S. Education Department's College Scorecard website helps you figure out where to get "the most bang for your educational buck" by compiling federal data collected from colleges. Collegerealitycheck.com from the Chronicle of Higher Education allows for quick and easy comparisons between colleges on measures families should weigh during their search. It includes early-career salaries for college graduates from payscale.com, which are self-reported by users of the site.

Colleges don't like being measured by the earnings of their graduates. Defining value in such a narrow way, they argue, obscures the broader benefits of higher education. They point out that first-year salaries often have no bearing on earnings later in life. It's true that those with bachelor's

degrees typically earn more over a lifetime than those with a two-year degree, but that's little consolation to those who are discouraged from going to community colleges and end up dropping out of a four-year school without a degree.

The salary and graduation data from the states come from state governments and were analyzed by College Measures, a partnership between the American Institutes of Research (a research organization) and Matrix Knowledge (a consulting firm). As the researchers themselves admit, the data would be more useful if they included more than the first-year salaries of those graduates who remain in state to work. But improving these tools has been slow going, largely because the higher-education lobby has fought federal efforts to create a "unit-record" system that could work across state lines to link students' educational and employment histories.

For decades, U.S. colleges have promoted the economic benefits of higher education. But now that they can no longer ride the coattails of the national averages—which obscure the value of individual schools and make everyone look good—higher-education leaders suddenly think salary is too narrow a measure.

Students who pick their major based solely on postgraduation salaries, as opposed to passion for a field, will in all likelihood struggle in both school and career. But without salary information, many more students will make bad choices. They will go deep into debt without ever knowing that they pursued a degree without a chance at a career or a job to pay off their loans.

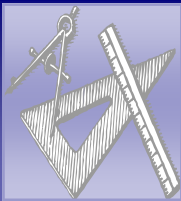
—Mr. Selingo's "College (Un)Bound: The Future of Higher Education and What It Means for Students" will be published May 7 by New Harvest.

A version of this article appeared April 27, 2013, on page C3 in the U.S. edition of The Wall Street Journal, with the headline: The Diploma's Vanishing Value.

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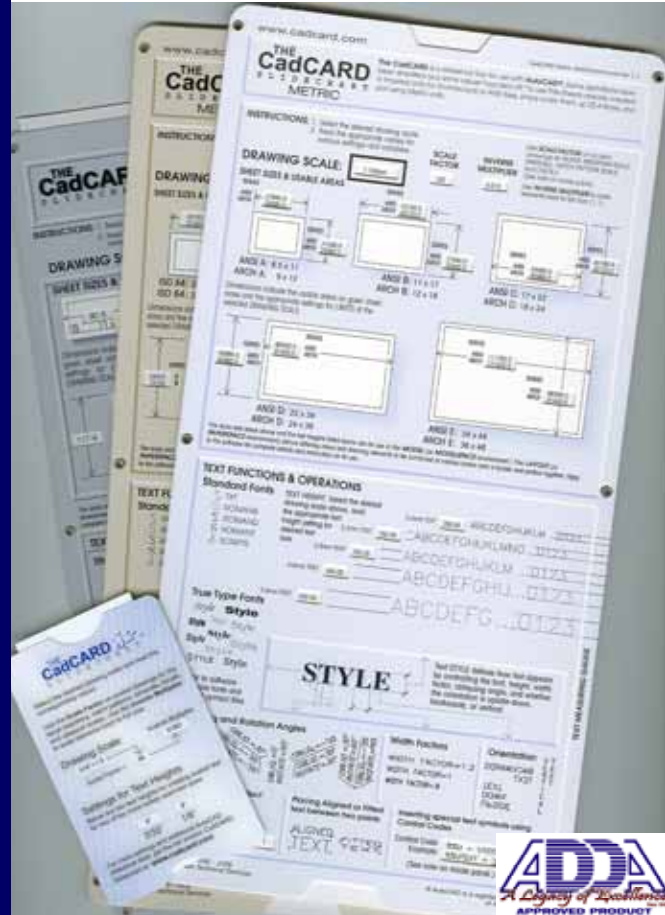
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