

**MANUAL INSTRUCTION:  
DRAWING WITH 32  
PLATES OF 98 FIGURES**

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Manual Instruction: Drawing with 32 Plates of 98 Figures by S. Barter

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*MANUAL INSTRUCTION*

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'Mr. Barton gives excellent reasons for the opinion that "Sloyd" in its Swedish form is unsuited to England. . . . The most important section of the book is that on bench work.'—DAILY CHRONICLE.

*MANUAL INSTRUCTION*

**D R A W I N G**

**By S. BARTER**

**AUTHOR OF 'MANUAL INSTRUCTION—WOODWORK'; ORGANISER AND INSTRUCTOR  
OF MANUAL TRAINING IN WOODWORK TO THE LONDON SCHOOL BOARD  
AND ORGANISING INSTRUCTOR TO THE JOINT COMMITTEE ON  
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## P R E F A C E

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THIS little Work is intended to assist Teachers who are preparing for the Examinations of the City and Guilds of London Technical Institute.

As a text-book for general use, it will, it is hoped, be found useful to pupils of more advanced classes.

Manual Instruction has recently been added to the course of Organised Science Schools, and these also may find the following pages meet their requirements in some measure.

Solid Geometry might with advantage be taken concurrently with the examples given here. A common remark by students of Solid Geometry is that its application is not apparent, and it is this connection between the theory and its practical application that has been attempted in these pages.

S. BARTER.

March 19, 1896.

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# MANUAL INSTRUCTION—DRAWING

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## INTRODUCTION

It is intended to consider here the widely comprehensive subject, Drawing, from one point of view only, that of the manual training teacher—an aspect to some extent restricted, and yet of sufficient breadth to demand and deserve the most careful consideration.

Drawing of any kind is in itself a form of manual training. A child's hand must acquire dexterity, and his eye must be trained to accurate and intelligent observation, if he is set to draw.

The stimulation of the imagination and the strengthening and directing of the spirit of inquiry in the child mind are of themselves objects which every teacher regards, if not indeed as the goal of his labours, at least as the hardest portion of his work; and all will agree that, when once enthusiastic attention is secured in the pupils, the mere imparting of information is as much a pleasure to the teacher as to the class.

Drawing is, when properly taught, one of the subjects in which this can most readily be achieved; but not, however, by the series of spiritless, flat copies of conventional curves