

The Necessity of a <-n><+N>ew <- Art> - teaching /
in Art, Architecture and Industrie. //

Art-teaching begins at school and ends at /
the akademie. <- [xx]> For <- [al]> at school <- the first> pupils /
receive the fundamental instructions which deter- /
mine, for long or short their conceptions and /
dirigent their feelings about „Art”. <- The school <- [xx]> /
does not intend to <make → form> artists, but their influ- /
ence on art is important.) //

At school the pupils are taught how to esta- /
blish correct forms. First simple <- forms>, then more /
and more complicated <[xxx] → forms>. [But always „ /
forms” are the object. Whereas <- the> a child be- /
gins, at home“, to express himself” or to repre- /
sent [what he sees” <(actions very mixed → very mixed actions)> <[xx] → he> /
turns <+ tends> at school more and more to the establish- /
ment of “what reality represents to every one”. /

In this way drawings-products become /
similar and without personal or deeper /
expression; clever dessiners or painters can be /
formed – but no artist. Of cours, the school /
does not intend to form them, but the influen- /
ce of school teaching is not easy to change. /

The fact that this influence is fatal to art //

[<+ the impression of what> //

[<+ Geometric forms, natural forms, and compo- /
sitions of them. Their is spoken of proportions, /
and a little <[xx] →of> mutual relationship <- [xx]>.) ///

is clear ⟨– if⟩ when we understand that ⟨– the⟩ art /
 must grow out of the action reciproque of /
 ar⟨–s⟩tist and reality ⟨– At school is the personal⟩ /
 and that this fact leads to the transformd in /
 of realitys aspect. This is at school not allowed /
 and ⟨– also not permit⟩ at the akademie ⟨– [as]⟩ not /
 as ⟨for → to⟩ an very limited grade. //
 The akademie ⟨develops more or less → more or less develops⟩ what at /
 school is taught. And ⟨– thus,⟩ in this manner, /
 notwithstanding the admirable capacitys it /
 cultivates, the akademie is fatal to the ⟨– deve- /
 lopment of artist⟩ creation of ⟨– real⟩ “Art”. /
 Real artist detache themself of its influence /
 but it takes long before they find their one way. //

As cause of all this we find that there is /
 no inivalence in the teaching of form and /
 of their relationship. Form is first, if not all. /
 At the akademie is a separate course in com- /
 position, but the study of form takes most /
 attention. Modern art has shown (in ab- /
 stract art very clearly) that form stands the /
 ⟨– pure⟩ study of pure relationship in the way. /
 It has shown that this relationship only /
 is to study when form is decomposed and re- /
 duced to its ⟨elements fundamental → fundamental elements⟩. Here it /
 must be remarqued that the school does just /
 the revers : it begins with the elements ⟨– of form⟩ ///

and ends with the construction of forms - and /
that the akademie intends the perfection of /
forms. //

Modern art has [shown that only line, plane /
<+ space,> and color, <+ and <- their> relationship> are the expressive means of art. /
<- than> The akademie has lost this thruth out /
of view <- by> or <- placed> veiled <- by><+ in> <- the> its resear- /
ch for form-perfectness <+ ion?>. Not earlyer than /
when the principal claim of art is realyzed /
(satisfyed) thus when limited form is broken /
(decomposed) art will be free to establish /
it self. //

The akademie has to leave the teaching of /
<+ limited> form-establishment, and of what is anex, /
that of natural color. The school also, /
for it is the birth place of conceptions. /
Where <- is> in <+ present> practical life <+is> a need to con- /
struct forms, special school <- to><+ in> this pur- /
pose have to remain or created but shall /
be exclusively bisseness and separated from /
<- beauty of> Art <conceptions and all esthetical → and all esthetical conceptions>. //

<- The school> New Teaching Program. //

[<+ reveailed the great thruth that is in all /
art: it has> ///

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⟨+ Expressive means:⟩ //

⟨- lines, forms, planes, (form and planes -) /

1 ⟨- espa space and⟩ a space /

Planes - form ⟨- and⟩, planes - espace and /

their determinations : lines, ⟨- and⟩ colors, /
and non-colors. /

2. ⟨Relationship Proportions and Mutual → Proportions and Mutual Relationship ✕ /

⟨- Square in vertical position /

Determination : lines black /

„ „ : color rouge /

„ „ : position a vertical /

: „ „ b horizontal /

Square in diagonal position. /

Determination : lines black /

color yellow /

position a and b /

45° -> //

⟨+ ✕ (relationship of ⟨p→P⟩osition and that of Dimension)⟩ ///