

amount of teaching-power at disposal. The remaining divisions consist of scholars from the parish schools and partly from the middle and higher schools. In the beginning we had taken a great number of scholars of the third class from the Gymnasium, and the Real School; but these, although they came readily forward of themselves to take a part in our instruction, to our sorrow withdrew by degrees, until only four were left; and this was done in conformity with the wishes of their parents, because the boys, in consequence of their home tasks or some private or musical instruction, could not, in fact, spare the requisite time for the manual-skill instruction. At the same time I feel bound to call attention to the fact that the teaching-staff of the Gymnasium and the Real School maintain a friendly attitude towards the efforts of our union, as they are convinced of the educational importance of the manual-skill instruction. The circumstances of the scholars of the higher educational establishments are unhappily as they have been stated to us. At the head of the schools stands the technically-cultivated teacher, whom I have already mentioned. It is his especial duty to conduct the instruction upon pedagogical principles. He places the scholars therefore from time to time in accord with the end in view, in order that they may direct their attention to the characteristics of the thing to be imitated, to its educational bearing, and to the progressive stages of the construction. A short theoretical explanation of this sort heightens perceptibly the interest of the boys in the instruction, and especially leads them thoroughly to comprehend the object to be imitated. The director overlooks the scholars at the work itself in the manner enjoined, and maintains discipline and order in the school. The instruction will be divided into three divisions, modelling in clay, carving in wood, and paper-work. Every scholar learns modelling. After this one-half practises wood-carving, the other half paper-work. Every week the scholars exchange their branches of instruction. For each of these the director has an efficient master-tradesman provided for him to be by his side, whose chief task is to keep the scholars up to the technical grasp of the execution as well as, above all, to work in a carefully-planned way, and also economically. At present we have had to put in a teacher instead of a bookbinder, because we were not able to pay a special bookbinder; still, we have secured a capital elderly bookbinder as technical assistant. The time of instruction amounts for each scholar to four hours weekly. In order to have an average amount of bodily strength to do with, and at the same time to have a definite starting-point, we have provisionally only put in boys of thirteen years old, who, so far as regards the public schools, are taken the most part from the first class, a smaller number out of the second. The supervision of the scholars is exclusively the work of the Hon. Rector of the town school—that is the middle school. The visit is a voluntary one, but through this supervision and through the friendly attitude of the Rector to the union a certain bond of union with the school is created. The children apparently have a great love for the cause, and come to the school willingly. They pay no school fees, and are at no cost for the materials. Indeed they have for their own the articles which they have completed. What especially excites their pleasure is that their parents and relations rejoice over the skill attained by the children, and this reacts upon and gives pleasure to the children. For the rest, the acquisition of the completed articles is of no great importance from a financial point of view, as the disbursement for raw material is comparatively unimportant. There is besides one thing more to consider in this—the fear expressed in many circles of artisans as to the competition of the schools. As regards this point the union at Görlitz found at first in trade circles a very strong opposition. I can, however, honestly state that this is already dissipated, since they have been fairly convinced that our schools have only a general cultivation in view, and that therefore the large display of hand-made work here shown is independent of business considerations. After the last year's leaving class of public school boys, who in Görlitz are 250 in number, have found admission to the handicraft school, the course will change from a one-year course to a two-year one, and will soon take in boys of twelve years of age. The subjects will be explained by means of models, which in themselves are progressive. They are so chosen as to unite in elementary subjects the pleasing and the useful, whether for instruction or common life; and, on the other hand, the subjects must be progressive. I acknowledge that such a system of exhibition as this has its own special difficulties, and if we have, notwithstanding these, taken our share in the exhibition, you must not look upon these objects as selected because they are permanently sufficing. They have been made step by step, in strict accordance with the direction of the master-tradesmen. We have lately entered into negotiations with Herr Grünow, first director, &c., of the Art Museum in Berlin, in order to combine a methodical, progressive, settled system for cultivating skill and beauty; also, with a view to a system of reports for modelling and wood-carving, which, as I expect and hope, will lead to the wished-for results. Perhaps I may venture to make use of this opportunity to request Director Grünow and Professor zur Straszen, both being such warm friends to our cause, to come to our aid, each in his own department, and thus materially further our efforts by joining us in designing a system of patterns which shall be serviceable for all descriptions of hand-work which have up to this time been adopted in manual-skill instruction, such patterns to be of every variety, and to be represented in drawings. They would by this earn the sincere thanks of all those who take an interest in the carrying out of our idea, the number of whom will, I trust in heaven, increase from year to year. Perhaps both of these gentlemen will ally themselves to us, and attract to it, if they themselves wish, more of such gentlemen as have for a long time themselves conducted a manual-skill school. In this direction I hope much from the further advancement of your plans. I may certainly indulge the hope that the gentlemen alluded to may contribute what may be troublesome work to them, but to us will be fruitful of good, and serviceable to our business and our industries. Our efforts in Görlitz are further directed to the establishing of a definite method, according to approved rules, for imparting manual instruction, and to have this recognised as one of the distinct subjects of instruction. As soon as the course has run through its second year the working by models, drawing from copies—even works of original design, which in themselves will contain the elements of progress—