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Austrian Teachers AND Their Education Since 1945

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Foreword

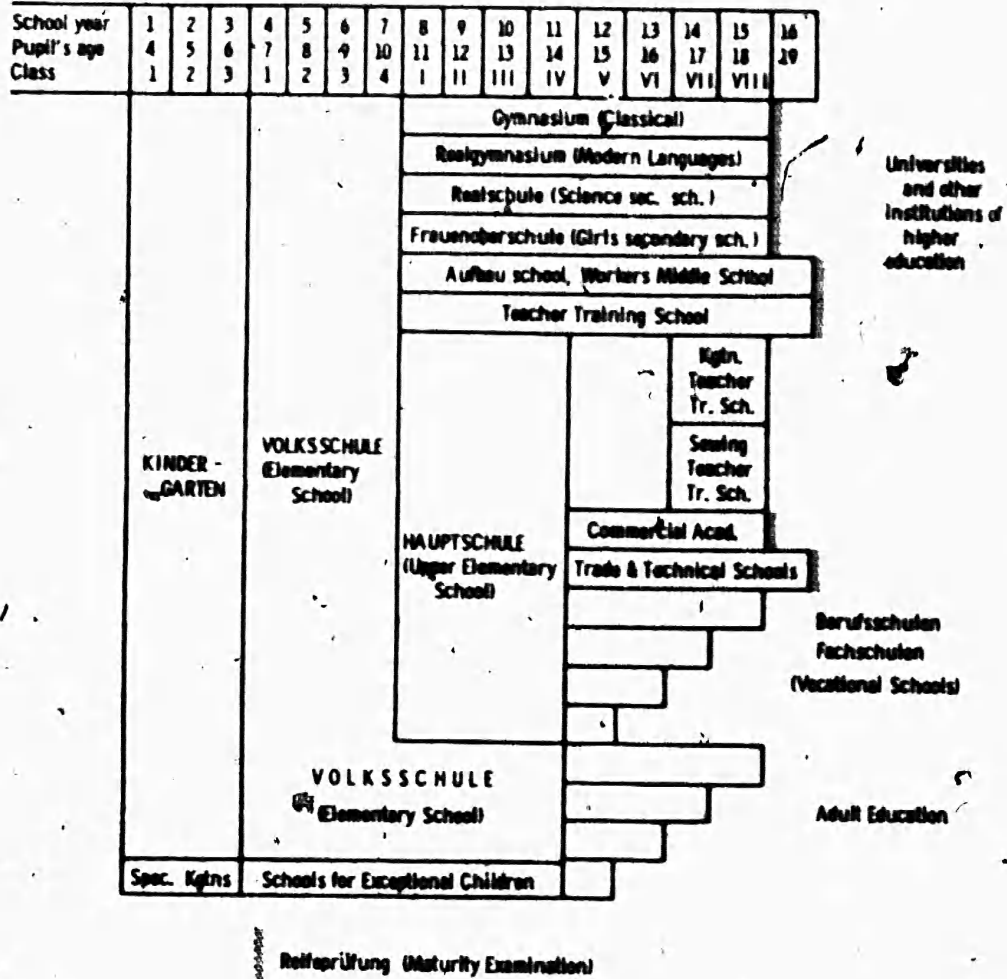
DURING ACADEMIC year 1955-1956 Dr. Helen C. Lahey, Professor of Education at City College of the City of New York, New York, served as Fulbright guest professor at the Pedagogical Seminar in the Faculty of Philosophy of the University of Vienna, Austria. While in Vienna Dr. Lahey was granted permission for research in the archives and library of the Ministry of Education where she received direction and guidance from the director of the teacher training institutions in Austria. Through the cooperation of the Austrian Ministry of Education and the United States Information Service in Vienna, a lecture tour of all Austrian teacher training institutions and universities was arranged in June 1955. She also had opportunity to visit schools in Vienna and to make a survey of the agricultural and special schools as a guest of the provincial governments of Salzburg, Upper and Lower Austria. The present study on Austrian Teachers and their Education since 1945 is based on data gathered by the author during her year abroad.

To the Fulbright Commission, Washington, D. C., Exchange of Persons Program, to the Ministry of Education in Vienna, to the many persons and organizations in Austria who have aided in bringing this study to completion, and most of all to Dr. Lahey herself, the United States Office of Education expresses its gratitude.

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Organization of Education in Austria



Chapter I. The Second Republic and Education

Introduction.—A free neutral Austria was created by the signing of the State Treaty on May 15, 1955—terminating almost 17 years of bondage! Full realization of this new status, however, was not achieved until the last foreign troops withdrew in the autumn of 1955. Not too long thereafter, Austria was admitted to the United Nations—climaxing her efforts to reestablish herself in the family of nations.

All phases of governmental and private life were affected by her new position. A sudden spurt of rebuilding appeared. Education and educational institutions were included in the reconstruction program. Educational reforms which had been dormant during the occupation seemed about to be effectuated. Shortage in school buildings, particularly on the secondary school level, called for an expansion in construction. Almost equally acute was the lack of qualified teachers, as the pupil population exceeded pre-war levels. Austrian elementary schools and the preparation of their teachers were still governed by a law intended for a huge nineteenth century Empire. Educators agreed that a completely new school law was called for. Inadequate salaries received continual attention and teachers' organizations promised—"A new salary law in January 1956."

Austrian parents and teachers looked with confidence to a new education to meet the new goals set for the Second Republic. The tri-fold pattern of the new state gradually became clear: national, neutral, and international. The first received immediate attention. "Education for Citizenship" ranked first among aims drawn up by teachers' conventions, called in 1945. To understand this, one must recall that Austria ceased to exist in March 1938. A whole generation of her youth had never known their Fatherland, and fully believed the German Reich to be their nation. Hence, post-war educational literature and decrees re-echo the need for Austrian History as the core for all curricula. On the other hand, Austria emphasized her need of being a part of the world community by continual cooperation with UNESCO (United Nations Educational, Scientific and Cultural Organization).

In addition, thousands of Austrian teachers and students have participated, and continue to do so, in educational exchange programs with England, the United States, France, Italy, and many other lands.

Austrian education in the aftermath of war.—The present structure of Austrian education reflects the forces that have molded Austrian history. The definitive school legislation governing elementary, secondary, and higher education was set during the Empire. Due to the autonomy of the educational structure in the Dual Monarchy, it was possible to keep a national system of education emanating from the Ministry of Education in Vienna, even after the dismemberment in 1918. The famous "School Reform," initiated in Vienna during the early twenties, introduced new forms of school and curricular organization. Just before the debacle of 1938 some of the long-sought reforms in teacher education seemed about to be attained. It was to this level that Austrian education returned at the end of World War II in many areas of elementary and secondary education. The Nazi domination cancelled out the entire Austrian educational system, suspended its private schools, and moved the Ministry to Berlin. Yet these negative aspects served as a spur to post-war educators to return to the Austrian educational law existing prior to March 1938.

The Allied Occupation, too, has had lasting effects upon Austrian education. In fact, a report on Austrian Education in the period 1945-1956 can scarcely be written without some reference to the reorganization of Austrian education in the various zones of Allied Occupation under which a stable parliamentary government was set up in the late spring of 1945. One of the chief aims with reference to education, was to restore the centralizing Ministry of Education and get the entire school system into working order. In spite of the distressing social and economic conditions under which they labored, Austrian teachers, parents, school authorities, and students worked cooperatively to rebuild their destroyed schools and a faith in their restored government.

The avowed aim of the new Ministry was to restore schools along the lines operating when the National Socialists took the country over, rather than to plan an immediate school reform.¹ However, the Minister of Education, Dr. Hurdes, made it clear in his keynote address in November 1945, that a completely new school law was needed since the present structure under the Elementary School Law of 1869 "is

¹ *Building a New Republic. Times Educational Supplement (London), No. 1588, (Oct. 6, 1945), p. 472.*

breaking with age, and meant for an Empire rather than the small dismembered fragment that is Austria.'²

For expediency, the Ministry of Education returned to the 1932 curriculum and school laws, especially in the realm of teacher education. The laws of 1922-38 represented the highest peak in educational advancement attained in Austria. Featherstone points out that this constituted in itself really a "new system of education" for Austria, since the philosophy and type of education offered in the years preceding the Nazi invasion while old historically, were utterly new and completely different from those of the Nazis.³

Some laws were difficult to change; for example, the existing salary schedules, which included not only teachers, but all government employees. The complicated salary laws have led teachers' organizations to demand a complete overhauling and return to the simpler form existing before 1938. It is generally agreed, however, that there is a need for a recodification and simplification of almost all present Austrian school regulations.⁴

One of the chief causes for the 10-year delay in effecting these recommended legislative reforms was the quadripartite occupation. At first considerable diversity in practices existed in the various federal lands of Austria, but after 1947, there was no doubt that supervision and control emanated from the Ministry of Education in Vienna. There was reluctance however, on the part of all members of the Coalition in pressing new bills through Parliament, since such legislation was subject to review and possible rejection by the Allied Control.

Elementary teacher education.—The reconstruction of schools and teacher education in the various zones of occupation is the story of a heroic struggle of teachers, parents, and students to build a new way of life. The City of Vienna, for example, divided into four governing zones: American, British, Russian, and French, found itself in a sorry condition in the spring of 1945. Only 102 school buildings of the city's 410 were unaffected by the heavy bombings; 38 had been completely destroyed. Getting the children back into the schools seemed an insurmountable problem. In May 1945, it was estimated that about 70,000

²Ludwig Battista. *Die Paedagogische Entwicklung des Pflichtschulwesens und der Lehrerbildung von 1848-1948. 100 Jahre Unterrichts Ministeriums Festschrift.* Wien: Bundes Unterrichtsministerium, 1949. p. 166.

³W. B. Featherstone. *The New Education in Austria. Teachers College Record*, 48:78. November 1946.

⁴Hermann Zeisel. *Die Rechtsorganisation des Pflichtschulwesens der Lehrerbildung und der Schulaufsicht von 1848-1948. 100 Jahre Unterrichts Ministeriums. Festschrift.* Wien: Bundesministerium fuer Unterricht, 1949. p. 192.

pupils of compulsory school age were in Vienna; the bulk of the child population were still in protective shelters in the country. The sudden return of these youngsters by early summer shot the pupil population up to over 90,000. There were no adequate school facilities to handle them.⁵

The City School Board was hastily reassembled, and the dauntless citizens of Vienna went to work with tools, pails of mortar, and bricks to rebuild their schools. Most of the work was on a voluntary basis, and constituted a remarkable example of a grassroots movement of citizens driven by a common purpose to provide their children with a sound, basic education.

Much less easy to overcome was the teacher shortage. It is true that the Nazis far from neglecting teacher education, had encouraged it; and, if anything, there was an overproduction at the various state teacher-training schools. The shortage referred to was one of properly qualified personnel. Before teachers were permitted to resume their positions, it was necessary for the four-power board, organized for the purpose, to examine their political activities during the Nazi occupation. By April 1946, 5,550 teachers had been certified and returned to their classrooms. This did not even begin to fill half the teaching posts. It was necessary to recall many retired teachers and to provide for temporary licenses.⁶

It was not surprising that teacher education received prompt attention. Refresher courses were set up early in the spring of 1945 in the three state teacher-training schools of Vienna. After the return of private school property, the Ursuline teacher-training schools in three of Vienna's districts also were included in the retraining program.⁷ In-service education of teachers, rather than the preparation of new teachers, was the first concern of the city. It was not possible to attend both, and the reconversion of older teachers seemed less onerous. Young teachers who had just started on their careers were included in these early workshops, not only because of the need for a political reorientation, but because the greatly abbreviated type of training courses given in the teacher-training schools from 1939 to 1945 was deemed inadequate.

⁵ Albert Krassnigg. *Das oesterreichische Schulwesen nach 1945; Das Wiener Pflichtschulwesen seit 1945. Pädagogische Mitteilungen*. Beilage zum Verordnungsblatt des Bundesministeriums fuer Unterricht, Jahrgang 1953, Stueck 10, Wien: Unterrichtsministerium, 1953. p. 92 and 99.

⁶ *Ibid.*, p. 92-94.

⁷ Anton Simonic. *Die Wiener Lehrer- und Lehrerinnenbildungsanstalten seit 1945. Pädagogische Mitteilungen*, Beilage zum Verordnungsblatt des Bundesministeriums fuer Unterricht, Wien: Jahrgang 1953, Stueck II, p. 116.



Typical scenes in Austria: 1945-46



Students and teachers hard at work

Austrian educators were anxious to catch up on methodology and curriculum organization. A great need was felt for demonstration classes where the newer techniques might be presented. This meant restoring the old practice or model schools which were always attached to Austrian teacher-training schools. Before long, the practice schools and the 2-year courses for kindergarten teachers and instructors in handicrafts and needlework, as well as for teachers in the afternoon play schools, called "Horts" (see p. —) were in full swing.⁸

Teachers' organizations participated fully in this reeducation program and made it possible to prepare large numbers of teachers in a comparatively short period. Eighteen branches of the Teachers' Associations

⁸ Ibid., p. 92.



Lower Austrians have to build their schools with their own hands



Learning to cooperate and plan



State Teacher-Training School in
Wiener-Neustadt



Group at work rebuilding the State
Teacher-Training School

offered courses for teachers, and by the autumn of 1945, the Educational Institute of the city of Vienna was giving more than 100 courses. By the spring of 1946, it was possible to hold the first district teachers' convention. At the same time, supervisory officers and upper elementary school subject-matter specialists held their first assembly, at which curriculum committees were organized and workshops held in the newer methods.⁹

The story of the educational recovery of the eight other Federal lands closely parallels the occupation policies of these provinces. The American forces occupied Salzburg and Upper Austria; the British,

⁹ Krasanigg, *op. cit.*, p. 93 and 95.



Women help to rebuild the State
Teacher-Training School



Beginning to rebuild the State
Teacher-Training School

Styria and Carinthia; the French, Tyrol and Vorarlberg; and the Soviets, Burgenland and Lower Austria. Certain striking similarities appear upon reviewing the records in these zones.

With the sole exception of Vorarlberg, every province had suffered severely from both bombings and invasion. The chronicles of 1945-46 in the Linz Teacher-Training School tell that, Linz had undergone the severest bombing toward the very end of the War, so that by Christmas 1944 it had become impossible to continue holding classes in the teacher-training school.¹⁰

In Graz, the capitol city of Styria, as elsewhere in Austria, one may well marvel at the enthusiasm of the teachers who met to reconstruct their schools. Teaching went forward bravely in schoolrooms which were often temporarily located in army barracks and parish houses. Blackboards, books, paper, and pencils were luxuries. The teacher-training schools suffered from similar deprivations, and the fuel shortage forced suspension of instruction during the winter months.¹¹

Nevertheless marked progress was evident in the training program for teachers. Great attention was given to improvement of practical experience. Students were placed in a number of classrooms in the Graz public schools, pending the restoration of the ruined model school at the training institution. The director remarked: "The most gratifying results of the reconstruction were not merely material, but what is more important—the spiritual and intellectual winning over of youth to the democratic ideals of pre-occupation Austria."¹² Here, as elsewhere, the harmonious working together of faculty, administration, students, and parent groups made possible the complete restoration of the physical plant and a reorientation of program. The Graz report emphasizes that in 1945, there was a reawakening of many of the past trends in Austrian education: a return to an emphasis upon the local community and the social aspects of education. Many of the theories remind us of John Dewey, such as the role of school in society, the breaking down of the walls between community and school, and the reporting and observation of pupil behavior. Biographical record, sociometric studies, anecdotal reports, the case study and the classroom teacher, the individualization of instruction, and ability grouping were

¹⁰ *Zehnter Bericht der Bundeslehrer- und Lehrerinnenbildungsanstalt in Linz*. Linz, 1953, p. 25.

¹¹ Erhard Demirsky. *Vor Neuen Aufgaben. Festschrift zur Feier des 50. Jahrsigen Bestandes der Bundeslehrerbildungsanstalt in Graz: 1869-1949*. Graz: Lehrerbildungsanstalt, 1949, p. 76.

¹² Erhard Demirsky. *Ergaenzung fuer die Zeit vom 21. September 1945 bis Ende Jaenner 1950. Festschrift fuer die Feier des 50. Jahrsigen Bestandes der Bundeslehrerbildungsanstalt in Graz, 1869-1949*. Graz: Lehrerbildungsanstalt, 1950, p. 23.



Reconstruction underway on the Continuation School in Vienna's sixth district

all subjects for study in the early workshops into which the returning teachers crowded.¹³

If the advance in the psychological foundations of education seems remarkable in view of the difficulties under which teachers and schools were laboring in the early years of the post-war period, it should be remembered that psychological research has a tradition in Austria—that no new ideas were really introduced. The task was twofold: rebuilding on the traces of the historic traditions of Austria as a leader in experimental and progressive practices in teaching and teacher education. Much progress had been made in the educational world while Austria was in captivity. To become informed on this and incorporate the best practices in Austrian education involved the process of "Building Anew" (Neubau). This was to be slanted not merely toward technical and professional problems and processes, but toward a "complete ideological reorientation of our young future teachers."¹⁴

In neighboring Carinthia the same trends were evident in the first conference called in the Klagenfurt State Teacher-Training School in 1946: Supervisors and teachers of education sought to solve the following problems:¹⁵

¹³ Marko Stettner. *Handbemerkungen zum Pädagogik—Unterricht. Festschrift für das 80. Jährigen Bestandes der Bundeslehrerbildungsanstalt in Graz.* p. 43.

¹⁴ *Ibid.*, p. 63.

1. What to do about returning teachers who had not taken their graduation examinations (Reifeprüfungen)?
2. How should students be selected for admission to the teacher-training schools?
3. Who should be entrusted with the education of Austria's future teachers? (A re-evaluation of teacher-training personnel.)
4. Reorganization of Curriculum and methods in the light of newer psychological trends (notably developmental psychology).
5. Plant reconstruction, teaching aids, and equipment.

Since more than 90 percent of Austria's elementary schools are rural, the problem of rural teacher education was of greatest concern. The Federal Ministry in Vienna was especially interested in reconstituting a sound rural life, and the country school was regarded as the keystone in the new agricultural economy. This was of first importance in Tyrol, which with the exception of the capital Innsbruck is entirely rural. A definite program was enunciated at the general assembly of teachers and administrators for the purpose of:¹⁸

1. Building a native teaching personnel accustomed to the rigorous mountain and farming life, with a deep-rooted love of their native province, its culture and traditions. This would help to assure the retention of teaching personnel. Since salaries are uniform in Austria, there would be less incentive to draw these teachers from their rural schools.
2. Widespread curriculum reorganization: building the core curriculum in the rural schools on the Community—Its Resources and Needs. The school house was to serve as the center of adult education, discussion and recreation.
3. The problem of the "flight from the land" to the cities siphoned off some of the most promising young people. The new Tyrol Home Schools (Heimatschulen) would serve as demonstration schools for newer dairying and farming techniques, as well as centers for handicrafts, folklore, art, songs and dances aimed at making the rural communities more attractive to youth.

Secondary teacher education.—In 1945, the Austrian secondary school arose out of the same ruin and destruction that submerged elementary education. Over and above the material considerations, damage to buildings and lack of equipment, the social and economic needs of the post-war period, the plight of the adolescent secondary school population brought serious problems in its wake which had never before

¹⁸ Raimund Pflegerl. *Die Schulchronik*, vom 1. September 1933 bis 28 September 1947. *75 Jahre Haus der Lehrerbildung*. Klagenfurt: Bundeslehrer- und Lehrerinnenbildungsanstalt, 1948. p. 90.

¹⁹ Ambros Mayr. *Die Aufbauarbeit in der Pflichtschule und in der Lehrerbildung des Bundeslandes Tirol. Pädagogische Mitteilungen* Beilage zum Verordnungsblatt des Bundesministeriums fuer Unterricht, 1953, Stueck 10., p. 101.

existed in Austria.¹⁷ The same schools were finally reopened, but returning youth brought with it very different ideals. The communities with their broken hopes, lack of adequate study and housing facilities posed ever broadening tasks for the Austrian secondary schools. This led to the need for a new type of secondary school teacher, and the training program began to reflect society's demands.

The curriculum received the first attention. In the summer of 1945 efforts were made to set up a workable, even if temporary, secondary school curriculum. Representatives from teachers' organizations, specialists from the Ministry of Education, supervisors, and school directors worked together in various curriculum committees on this project. On September 3, 1945, "Regulations for the Initiation of Instruction in the School Year 1945-46" was ready. Essentially it provided that the various subject-matter curricula and regulations should follow the Curriculum Plans of 1928 (Lehrpläne) with certain additions, such as emphasis upon the languages of the occupying forces.¹⁸

It was not possible to turn back the clock and simply bring pre-existing curricula into effect. The social changes noted before soon brought about changes in the secondary schools. Greater emphasis began to be placed upon the wider role of the school as a social institution; moving away from the old lecture, or lecture-recitation type, to active pupil participation, including panel discussions and student government.¹⁹

Secondary school teachers' unions took the lead in redirecting their members into the newer methodologies. All teachers with less than 5 years' service and all temporary teachers (Probefahrelehrer) who had been appointed to regular classes during the post-war teacher shortage were required to attend these in-service courses. One of the most active organizations was the Society for the Friends of the Classical Secondary School (Verein der Freunde des Humanistischen Gymnasiums) which conducted in-service seminars in mathematics, physics, chemistry, natural science, and philology. This organization had been in existence prior to 1938, and resumed its activities in 1945.

Within the secondary schools themselves, principals began to hold educational conferences with their teachers for the purpose of discussing

¹⁷ Ludwig Rötter. *Das Wiener Mittelschulwesen seit 1945. Pädagogische Mitteilungen. Beilage zum Verwaltungsblatt des Bundesministeriums fuer Unterricht, Jahrgang 1950, Stück 13.*, p. 125.

¹⁸ Ernst Springer. *Das Mittelschulwesen. 100 Jahre-Unterrichts Ministerium 1848-1948. Festschrift des Bundesministeriums fuer Unterricht in Wien, 1948.* p. 131.

¹⁹ Rötter, *op. cit.*, p. 126

aims of teaching, newer methods, and problems of organization and supervision. The reorientation of administrators and supervisors also was not overlooked. Regular conferences were held at which representatives from the various Federal lands exchanged ideas and evaluated the progress being made in their schools. The Ministry of Education supported this effort and coordinated the secondary educational structure of all the federal lands into a workable unity. This direct contact between city school boards and the principals from the various Federal lands led to a valuable exchange of ideas for the reconstruction of the Austrian educational system.²⁰

Balance sheet: 1945-46.—Austria traveled a long distance in the brief space of 1 year. As they surveyed the bombed-out ruins of their homes, few believed that in less than 12 months school buildings would be in operation.

Those who came to Austria to teach "democratic living," soon found that democracy was woven into the basic framework of the parliamentary government and daily life of the people. The pattern of community cooperation—parents, government officials, school directors, teachers, and pupils of all ages busy with the practical reality of rebuilding, stone on stone, their ruined schools—could be observed in all parts of the country.

Everywhere the school boards were confronted with the lack of qualified teachers. The hasty recruitment and training—often retraining—of teacher personnel became a national emergency. In the school year November 1, 1945, to October 31, 1946, some 1,706 men and 1,006 women graduates of the newly opened state and private teacher-training schools received their diplomas and temporary licenses to teach in the lower elementary schools.²¹ Another thousand candidates whose completion of requirements for the license examinations had been interrupted during the War, qualified successfully for temporary teaching licenses. Permanent elementary licenses were granted to 1,077 men and women. While this did not begin to meet the number of vacancies in the lower elementary schools, the problem was on the way to solution. The teacher-training machinery was getting into working order. While the need in the upper elementary school (Hauptschule)

²⁰ Oskar Maar, *Fortbildungsveranstaltungen der Mittelschullehrer. Pädagogische Mitteilungen*. Beilage zum Verordnungsblatt des Bundesministeriums fuer Unterricht, Jahrgang 1952, Stueck 11., p. 103.

²¹ *Pädagogische Mitteilungen*. Beilage zum Verordnungsblatt des Bundesministeriums fuer Unterricht, Jahrgang 1948, Stueck 7, Report Year 1, November 1945 bis Oktober 1946, p. 105.

level was also great, the response was not as satisfactory, with only 468 men and 210 women qualifying for the special licenses in these schools.²²

The program for the education of secondary school teachers presented other problems. There had been a sudden upsurge in attendance in the secondary schools. During the year 1945-46 enrollment in all types of secondary schools was about 10 percent of the youth population. This represented a 3 percent increase over the pre-war attendance. The secondary school personnel was not sufficient to handle the influx.

²² *Pädagogische Mitteilungen*. Jahrgang 1948, Stück 7, *op. cit.* p. 105.

Chapter II. The Preschool Teacher

THE CHANGING economic and social conditions both during and following World War II have resulted in more women working outside the home. Consequently, there is a great demand for the extension of preschool education. Not only have kindergartens serving 3-to 6-year-olds increased, but nursery schools have begun to appear in large numbers. The great shortage in adequately trained teachers of early childhood has led to the current re-evaluation of the entire training program.

Historical development of preschool teacher education.—Since the training of kindergarten teachers had been incidental to elementary teacher preparation, it is not surprising that the Imperial Elementary School Law of 1869, and its implementations of 1872 and 1886, have served as the basis for these teachers as well. These laws maintained that where kindergarten facilities were provided, such education should work in cooperation with the family, rather than replace it. Even in the late nineteenth century Austria, stress was placed upon "creative and organized activity in the intellectual and emotional development of the child . . ." and, "all instruction of a formal nature, emphasizing the acquisition of learning for its own sake, is strictly forbidden."¹

In 1886, all students in the teacher-training schools for women were expected to include a number of hours of observation in kindergartens attached to the training institutions, or in cooperating neighborhood schools.² While this legislation kept kindergarten teacher preparation submerged in the broader elementary teacher-training program,

¹ Agnes Nieg. Die Entwicklung der Ausbildung zur Kindergaertnerin und Horterzieherin. *Paedagogische Mitteilungen*. Beilage zum Verordnungsblatt des Bundesministeriums fuer Unterricht, Jahrgang 1954, Stueck 3., p. 41.

² Verordnung des Minister fuer Kultus und Unterricht vom 31. Juli 1886, Z. 6031, an alle Landeschulbehoerden, womit des Organisations-Statut fuer die Lehrerbildungsanstalten in geaenderten Fassung erlassen wird. (Stueck XVI, Nr. 50, Jahrgang 1886.) *Verordnungsblatt fuer den Dienstbereich des Ministeriums fuer Kultus und Unterricht*, Wien, redigiert im k. k. Ministeriums fuer Kultus und Unterricht, am 15. August 1886, p. 175.

recommendations were made for organizing independent professional kindergarten courses within the teacher-training schools.

The law of July 3, 1914, governing preschool teacher education is credited with raising both preparation and status of the kindergarten teacher. Just as the School Law of 1869 had professionalized the training of the elementary teachers by creating independent 4-year teacher-training schools, the edict of 1914 extended the kindergarten course to 2 years and made it complete in itself. Graduates of teacher-training institutions could continue to qualify for the kindergarten license by taking a 3-month concentrated course in methods, observation and practice teaching.

During the post-war years which were so rich in educational experiments kindergarten teacher education failed to maintain continued progress. However, the wartime economy made it necessary to provide a large number of trained teachers to handle the rapidly increasing numbers of children placed in day-care centers by working mothers.³ Further, the rapid socialization of the Austrian economy, the persistence of women in business and industry, and the growing number of broken homes, caused the educational authorities to demand that all children have the same security as children in regular homes. Due to the advances made in psychological research and child study, more attention was now given to the education of children who were mentally retarded, physically handicapped, or emotionally disturbed, including those on preschool level.

Studies of infant behavior and the development of psychological tests by such educators as Dr. Charlotte Bühler encouraged the extension of education downward to the nursery school level. Pressures from society demanded properly supervised and licensed child-care centers for even younger children of working mothers and helped to accelerate early childhood education, even before World War II. This represented a divergence from the path indicated in the Law of 1872 which warned against, "possible damage done to the personality of small children who are deprived too early of the security of an orderly home life," and prohibited kindergarten admission of children under 4 years.⁴

There were no legal provisions for the education of nursery school teachers. The kindergarten program was, at first, regarded as sufficient. The kindergarten license simply became a blanket covering the entire

³ Helen C. Labey. *The Development of Teacher Education in Austria*. Unpublished doctoral dissertation, Fordham University, New York, 1949, p. 444.

⁴ Nigl, *op. cit.*, p. 41-42.

childhood field. For example, the school council for Styria approved integrated training courses for the kindergarten-nursery school license. In this way, the nursery school curriculum and methods were simply added to the pre-existing kindergarten course. Considerable difficulty was encountered in trying to crowd the additional material into the 2-year program, and demands were made to extend the course to 3 years.

During the National Socialist period kindergarten and nursery teacher education suffered a sharp set-back. One-year training courses called "National Socialist Experimental Seminars" were set up for Youth Leaders (Jugendleiterinnen) in addition to the regular 2-year training courses at the state teacher-training schools. The direction of kindergarten and nursery schools, however, was entrusted only to those who had completed the regular 2-year course, and had passed the license examination in early childhood education.⁵

Development after World War II.—The progressive growth in the number of kindergartens after 1945 caused the Federal Ministry, in May 1948, to organize the first Austrian Assembly for Early Childhood Education. Supervisors and specialists from the Ministry and teachers met to evaluate the status, goals, and issues in preschool education. The results are reported in *Contemporary Problems of Kindergarten Education (Gegenwartsfragen der Kindergarten-erziehung)*, edited by Dr. Agnes Niegler, Director of Early Childhood Education in the Ministry of Education. Among the resolutions adopted was that of working with other teachers' associations to extend the kindergarten teacher-training course to 3 years, with greater emphasis upon psychological foundations. Considerable attention was given to the widespread demand on the part of rural communities for the extension of kindergartens and nursery schools. Preschool education had scarcely existed in these areas before. Now rural families were beginning to ask for the same educational facilities for their children as those available for the urban families. This raised the question of the training of preschool teachers particularly qualified to teach in rural schools.⁶

The 1945 Conference of Kindergarten Teachers had also recommended a complete overhauling of the existing 1932 Curriculum for the Training of Kindergarten Teachers (see table 1). While these revisions of the earlier 2-year 1914 ordinance had greatly enriched the subject-matter content and added some courses, the old, rigid departmentalization

⁵ Niegler, *op. cit.*, p. 42.

⁶ *Verordnungsblatt fuer den Dienstbereich des Bundesministeriums fuer Unterricht*, Jahrgang 1948, Wien am 1. Jaenner 1948, 1. Stueck, Er. 7. p. 13.

persisted. This was quite out of harmony with the new trend toward integrated courses in Austria. Some of the individual teacher-training schools experimented on their own. Klagenfurt reorganized its curriculum on the integrated basis; somewhat similar to that of the Core Curriculum⁷ in American schools. This requires a flexible time schedule, and constitutes an innovation in Austrian preschool teacher education. The Graz training school, as early as 1932, gave special attention providing enriched field experiences for its young teachers. The practice teaching period was extended through the vacation period (Ferialpraktika). Camp experience provided the future teachers with a working, practical understanding of group dynamics and added opportunity to apply psychological and educational theory.⁸

Table 1.—*Kindergarten teacher-training curriculum*¹.
[Based on the 1932 Revision of the 1914 Law]

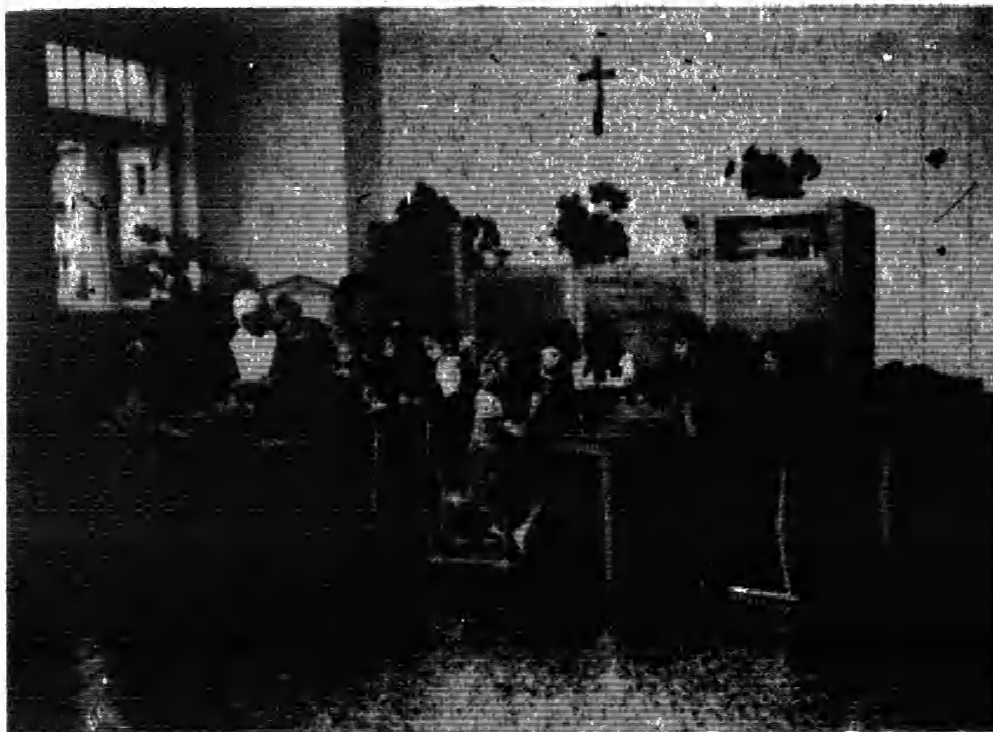
Subject	Hours a week per school year		
	I	II	Total
	2	3	4
<i>Required</i>			
Religion	2	2	4
Principles of education.....	2	2	4
Kindergarten, hort and home theory.....	2	2	4
Kindergarten and hort practice teaching ²	6	6	12
German or other language instruction.....	3	3	6
History	1	1	2
Geography	1	1	2
Arithmetic	2	2	4
Nature study	2	2	4
Physiology and hygiene.....	1	1	2
Citizenship and social welfare.....	1	1	2
Freehand drawing and clay modeling.....	2	2	4
Arts and crafts.....	3	3	6
Sewing	2	2	4
Music and singing.....	2	2	4
Guitar	2	2	4
Physical education	2	2	4
	36	36	72
<i>Electives</i>			
English	3	3	6
Household science	2	2	4
Stenography	2	2	4
Chorus	2	2	4
Piano	1	1	2
Violin	1	1	2

¹ *Jahresbericht, 1951-1952*, Bundes Lehrerbildungsanstalt, Graz, Juli 1952, p. 32-33.

² Including observation.

⁷ The German term for this is *Blockbildung* (literally "blocked-out sections of related material").

⁸ Niegl, *op. cit.*, p. 42.



A kindergarten activity class



Learning to work together at a modern kindergarten

Present status of preschool education.—The attention given to preschool education is understandable when one realizes that the actual number of kindergartens increased from fewer than 600 in 1945 to more than 1,200 in 1955. They form a multiple type of preschool system consisting at present for children under 4 years of age of day-and boarding nursery schools (Krabbelstube), and for 4- and 5-year-olds of half-day, whole-day, and boarding kindergartens for both normal and exceptional children. The child population in all these schools has risen 175 percent, far outrunning the growth in the schools themselves. In 1955, there were 41,363 children enrolled in state or locally controlled kindergartens; another 24,540 in private schools of which almost four-fifths were under the control of Roman Catholic orders and charitable groups.⁹

The city of Vienna has taken special pride in the extension of preschool education and has combined it with its social welfare services. Experimental types of kindergartens suited to the varying neighborhoods and community needs have been encouraged. Thus in one crowded tenement district the City has erected a kindergarten complete with a roof-top playground on the top floors of a housing project. Here children can play, safe from the hazards of city streets. Another kindergarten located in an attractive suburb, is surrounded by gardens, wide lawns, and spacious parks. In every type of kindergarten or nursery school, parent education is stressed. Further, the preschool in Austria has an all-year-round basis which working parents find a boon.

Education of the exceptional preschool child.—Vienna had hundreds of children, who if not physically handicapped due to the War, suffered severe emotional shock. Neighboring Switzerland presented a fund for the construction of a unique and one of the most complete special kindergartens (Sonderkindergaerten). This special kindergarten of the Swiss Foundation Grant is a one-story building located in an attractive suburb of Vienna. It is divided into separate apartments, each appropriately equipped to handle a specific disability. Thus, one division is devoted to the therapy and instruction of cerebral-palsied and other physically handicapped youngsters, another is completely equipped for the blind and sight-handicapped, children with hearing disabilities or deafness are taught in another, a separate division treats

⁹ Franz Haupt, *Zehn Jahre Aufbauarbeit im Schulwesen - Die Statistik gibt Rechenschaft. Oesterreichische Schulstatistik des Bundesministeriums fuer Unterricht, Jahrgang 1955, Stück 6., Heft 4. Herausgegeben vom Bundesministerium fuer Unterricht, unter Mitwirkung Oesterreichischen Zentralamtes, 1955. p. 6, 10-24.*

severely maladjusted children—experimenting with group therapy, while the last division is made up of small groups of mentally retarded pupils. There are also remedial classes for children with speech disorders.¹⁰

The staffing of special schools has been a difficult problem. Some effort was made in this direction prior to World War I, and as early as October 31, 1945, renewed attention was given to the licensing of teachers for exceptional children. Under the new legislation applicants for positions in special kindergartens are required to have at least 2 years' satisfactory observation and teaching experience beyond the usual requirements for the regular kindergarten license. As with the kindergarten license, the applicant has to register for the examinations with the local board and pass a stringent physical examination. The examination for the special kindergarten license follows the same form as that of the regular kindergarten examination. It includes: (1) a written essay prepared at home (Hausarbeit) dealing with principles of education and psychology applied to special education; (2) a supervised written examination in the same subject; (3) an oral examination in the theory and function of special education and the education of the exceptional child; and (4) the completion of a case study of a child studied in the kindergarten where the candidate had an internship.¹¹

Preparation of the preschool teacher.—The number of trainees enrolled in the preschool teachers' courses has shown an uneven rise since 1945, increasing somewhat less than two-fifths. In other words, the demand for kindergarten and nursery teachers outruns the supply. At the beginning of school year 1955, there were 272 newly licensed teachers ready for appointment. There are at present approximately 4,178 kindergarten teachers of whom 2,213 are fully licensed. The others have temporary appointment. In addition there are 827 helpers and assistants, and 302 young interneess (Vorschuelerinnen) engaged in observation and practice teaching.¹²

The rapid improvement in standards of qualification of the preschool teacher has been largely due to the prompt attention given inservice education by the Ministry of Education and the Kindergarten Teachers' Association. Despite difficulties, 200 enthusiastic preschool teachers

¹⁰ In 1954-55 the largest number of handicapped children in Austria were suffering from speech disorders—1307; next in order came 698 children with sight disabilities; the runners-up were the emotionally disturbed and the mentally retarded.

¹¹ Befähigungsprüfung fuer Sonderkindergärtnerinnen. Bekannt vom 26 Februar 1948, E. 627-IV/15/48, Verordnungsblatt fuer den Dienstbereich des Bundesministeriums fuer Unterricht, Jahrgang 1948, p. 42-43.

¹² Haupt, op. cit., p. 21.

managed to get to Vienna in 1945 to attend the historic convention which set the pattern for subsequent developments in early childhood education. Since then, teachers' associations have been very active on the local, provincial, and federal levels conducting inservice education weeks (Fortbildungswochen). These are seminars, or workshops, where specialists in nursery and kindergarten education speak and give demonstration classes. Under the editorship of the directors of the Educational Clinic of the University of Vienna and of the Childhood Education Division of the Federal Ministry of Education, a documentary film; "Kindergarten Studies" (Kindergärten Studien) was produced which is a graphic survey of the experimental kindergartens in Austria. Traveling libraries of professional literature and children's books are sent around even to the most remote rural areas. In addition there is the work of private groups, such as the Austrian Catholic Charities Kindergartens which issues many research pamphlets, and publishes a monthly magazine entitled: "Our Children" (Unsere Kinder).¹³

Combined with the training of kindergarten and nursery school teachers is the hort teacher-training program. The *hort* is a play center usually serving the purpose of an intake of elementary school children from 6 to 14 years of age following the close of the regular school day. Austria has an ever increasing number of "latch key" children who would be unsupervised after school were it not for the hort which provides a snack, supervised games, instruction in arts and crafts, and supervised study opportunities. The horts are similar to afternoon play schools and community centers in American cities attached to neighborhood houses, Y's, or even housing projects. They are publicly and privately supported. In 1955 there were 369 such afternoon centers serving 11,929 children.

There is wide diversity in vocational placement of preschool teachers in nursery schools, child-care centers, play schools, community centers, playground work, kindergartens, and as governesses in private homes, as well as in the placement in clinics and hospital schools of those trained in special education. This, according to many experts in childhood education, calls for a broader, richer preparation especially in the psychological foundations of education.¹⁴

¹³ Agnes Nigl. Vom Kindergartenwesen in Oesterreich. *Beiträge zur Kleinkindererziehung in Familie und Kindergärten*. Unesco Institut fuer Paedagogik. Veröffentlichung Nr. 2. Hamburg: Unesco Institut fuer Paedagogik, 1954. p. 74-75.

¹⁴ Agnes Nigl. Fortbildungswochen fuer Kindergärtnerinnen. *Paedagogische Mitteilungen*. Beilage zum Verordnungsblatt des Bundesministeriums fuer Unterricht, Jahrgang 1952, Stack 11., Wien am 1. November 1952. p. 108.

Salary, status, and tenure of the preschool teacher.—Kindergarten teachers are not officials in the same sense as elementary and secondary school teachers. They come directly under the control and supervision of local districts and provinces. The only exceptions are Federal kindergarten teachers employed in the model schools attached to state teacher-training institutions, and certain federally subsidized special kindergartens. Salaries are regulated by the various provincial authorities. However, very similar legislation governing salary, status, and tenure exists throughout Austria. Nursery school teachers come under the same regulations as those employed in kindergartens. Kindergarten teachers who hold licenses, but who are not considered under Federal control, are "contract teachers," employed for a period of time with an option of contract renewals. In this respect, their status is not quite equivalent to that of other teachers.¹⁵

In 1955, the average salary for a beginning kindergarten teacher was 950 Austrian schillings¹⁶ per month, with the small increment of 20 schillings every second year, depending upon the size of the kindergarten. Comparison with American salaries is not practical since the purchasing power of the schilling cannot be easily equated with the dollar, and the cost of living varies. It is, however, far below the standard demanded by the Kindergarten Teachers' Association. Principals of Kindergartens receive, on the average, 1200 Austrian schillings per month in the larger kindergartens, while smaller kindergartens pay somewhat less. Despite the contractual basis of appointment, kindergarten and nursery teachers come under the full protection of state social security and enjoy retirement and pension benefits. They are also protected by a state subsidized health and hospitalization plan the same as all other teachers both in private and public schools. Maternity leaves and sabbaticals (with arrangements to pay for the substitute teacher) are granted to kindergarten teachers. Hours of work are regulated by federal legislation. Kindergarten teachers are limited to 36-40 hours per week. This is a somewhat longer work schedule than that of elementary school teachers.

Recently efforts have been made for federal uniform examination regulations for applicants for positions in kindergartens, horts, and

¹⁵ Gesetz vom 14. Juni 1949 betreffend die Zuständigkeit zur Ausübung der dem Lande Kärnten zustehenden Diensthoheit ueber die Lehrer- und Kindergaertnerinnen (Lehrdiensthoheits-Kompetenzgesetz) (Aus L. G. Bl. Nr. 45., ex 1949), Er. 1141 *Verordnungsblatt fuer den Dienstbereich des Bundesministeriums fuer Unterricht*, Jahrgang 1949, Wien, am 1. Oktober 1949, 10. Stueck, p. 208-209.

¹⁶ The rate of exchange is 26 schillings per dollar (3.84165 cents per schilling).

nursery schools who have studied outside of the regular training courses. Such special candidates must now: (1) Prove satisfactory completion of 8 years of schooling either through completion of the upper elementary school (Hauptschule) or the fourth class of a secondary school or teacher-training school; (2) be at least 18 years of age, present a certificate of physical fitness and a police certificate of good moral character; and (3) present an affidavit from the local school board stating the amount of time spent in observation and practice teaching in a kindergarten, hort, or nursery school—at least 24 hours per week. The examinations for these candidates follow the same pattern as for other applicants. At first a temporary license is issued to the successful applicant followed usually by an internship of 10 months. Candidates may scale this down, if they can prove teaching experience. Certain subjects may be omitted from the examinations if the candidate can present evidence of education, such as a diploma from a teacher-training school, or from a secondary school.¹⁷

Proposed reforms.—It is readily seen that the Austrian pre-compulsory school system has undergone remarkable changes since 1945, changing from an unestimable, heterogeneous collection of "child-care centers" to the regular kindergartens and nursery schools staffed for the most part by qualified, licensed teachers. Kindergarten supervisors work with provincial and local school boards furthering the inservice education of the preschool teachers and group workers in play school centers. There is watchful supervision to see that schools carry out regulations as to building, equipment, and terms of teacher employment. Nevertheless there is a desire for further improvement particularly with reference to the 2-year teacher-training program. There is the view that the training curriculum has not kept pace with the newer practices in the schools. Among the recommendations made most often are:

1. A richer, broader background in the first 2 years of general education.
2. Closer articulation between theoretical courses, psychological and social-historical foundations, and observation and practice teaching.
3. More attention to remedial and special education, with a clearer defining of the curriculum for the preparation of teachers for exceptional children.
4. Extension of the training period to 3 years.¹⁸

¹⁷ Zusammenfassung und Ausföhrung der geltenden Vorschriften ueber die Zulassung zur Privatistenbefähigungsprüfung fuer Kindergärtnerinnen beziehungsweise fuer Kindergärtnerinnen und Hortleiterinnen. (Er. 78 Erlaess vom 24. Mai 1954, Z. 49.879-IV/10/54), *Verordnungsblatt fuer den Dienstbereich des Bundesministeriums fuer Unterricht*, Jahrgang 1954, Wien am 1. Juli, 7. Stueck.

¹⁸ *Wagl. Vom Kindergartenwesen in Oesterreich*, op. cit., p. 72.

Many preschool teachers are of the opinion that a too early vocational choice is forced upon entrants at the age of 15. There are proposals for a preparatory general education course, similar to that now given in the ~~Realgymnasien~~ (non-classical secondary schools), or at the teacher-training school, and for the professional part of the course to begin at the age of 17.

Chapter III. The Teacher in Austrian Elementary Schools

Organization of elementary education.—The heart of Austria's school system is in its elementary school which in its full form comprises a 4-year lower division called the Volksschule, and a 4-year upper division called the Hauptschule. Attendance is compulsory. Children enter class 1 of the Volksschule at the age of 6 and leave class 4 of the Hauptschule at about 14 years of age.¹

The elementary school provides a terminal general education for more than 90 percent of Austrian children, most of whom go on to vocational or continuation schools.² The upper elementary school is divided into two tracks or ability groups. More capable pupils may take courses in foreign language to qualify on completion of the upper division of the elementary school for admission to class 5 of the regular secondary school. About one-third of the child population goes directly from the 4-year elementary school into the first year of the Gymnasium, Realgymnasium, or other type of secondary school (see graph, p. VI). The plan of studies for the upper elementary school is given in table 2.

The school census of 1954-55 shows that 544,159 lower elementary school children were taught by 19,225 teachers, and that 236,678 pupils were enrolled in the upper elementary school which had a staff of 11,007 teachers.

Rural schools.—Almost half of Austria's elementary schools are rural. Of these 22 percent are one-room, and 22 percent two-room schools. The

¹ Hans Spreitzer. Das Oesterreichische Volksschulwesen nach 1945. *Pedagogische Mitteilungen*. Beilage zum Verordnungsblatt des Bundesministeriums fuer Unterricht, Jahrgang 1955, Stueck 11. p. 87.

² *Allgemeines Ueberblick Ueber das Oesterreichische Kindergarten- und Schulwesen*. Herausgegeben vom Bundesministerium fuer Unterricht unter Mitwirkung des Oesterreichischen Statistischen Zentralamtes, 1952. p. 3-4.

Table 2.—Plan of Studies for the Upper Elementary School
 [Numbers in parentheses apply to schools for girls only]

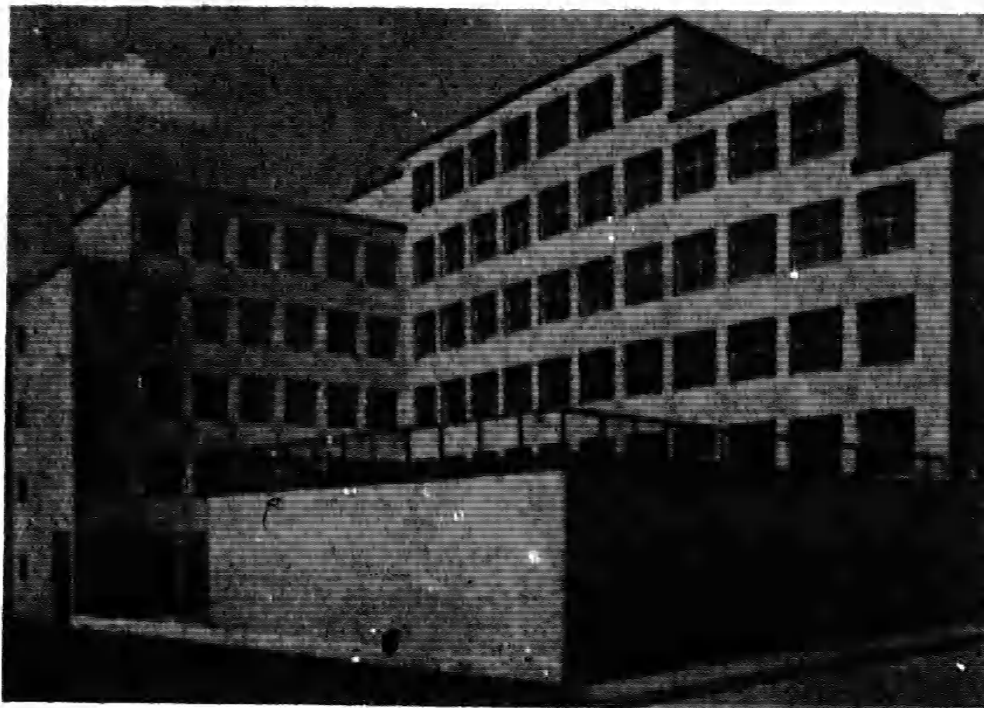
Subject	Hours a week per school year			
	I	II	III	IV
	2	3	4	5
Religion	2	2	2	2
German	6	6	5	5
History	1	2	2	2
Geography	2	2	2	2
Biology	2	2	2	2
Physics	2	2	2	2
Arithmetic and geometric drawing.....	5	5(4)	6(4)	6(4)
Penmanship	1	1	..	..
Drawing	2	2	2	2
Handwork	2(3)	2(3)	2(4)	2(4)
Singing	2	1	1	1
Gymnastics	3	3(2)	3(2)	3(2)
Total	28(29)	30(29)	30(29)	30(29)

regular 4-year lower elementary school is found mainly in the cities and larger villages, or among the more recent consolidated rural schools.⁸

The rural districts are cooperating today in a widespread rural school reform which has become a grass roots movement. Key rural educators trained in the new ideas have set up workshops and demonstration classes for instructing country teachers in activity methods (Arbeitsprinzip), use of audio-visual aids in the classrooms, and in new developmental integrated lessons in the fundamentals.

A special decree was issued in November 1947, giving a legal basis to the "Austrian Rural Experimental Schools." The provincial school councils were invited by the Ministry to participate in the reorganization of their rural schools introducing ability grouping, integrated curriculum, and the developmental approach in reading and arithmetic. All the nine Federal lands volunteered in this effort. With recommendations from the supervisory representatives in rural education, the movement became specialized. Each area took over some aspect of school reform, particularly adapted to its own needs, such as the use of community resources, better home-school relationships, introduction of such

⁸ *Oesterreichische Schulstatistik, Schuljahr 1954/55*. Sonderbeilage zum Verordnungsblatt des Bundesministeriums fuer Unterricht. Herausgegeben vom Bundesministerium fuer Unterricht unter Mitwirkung des Oesterreichischen Statistischen Zentralamtes, Jahrgang 1955, Wien, Heft 4., Stueck 6. p. 13-29.



One of Vienna's newest elementary schools



Volks-und Hauptschule (lower and upper elementary school) built in Vienna in 1952

school organizations as the Jean and Dalton plans, flexible grouping, and curriculum reorganization adapted to consolidated schools.⁴

This revolution in rural education began with the Rural School Conference of all Austrian teachers, supervisors, and administrators in that field, in October 1947. While the Federal Ministry subsidized and encouraged the effort by sending resource persons and financial aid, the stress was on local initiative and effort.⁵ Since that time annual rural conferences have been held, each one more productive than the last. With leaders in rural education from Germany and Switzerland invited to participate, these meetings have taken on an international significance. The Educational Institute for Tyrol undertook a research evaluation of the outcomes of these rural experiments, with recommendations for future policies.⁶

Salzburg reported, "Children find the school a joy to attend—school absences and truancy have fallen."⁷ It was estimated that thousands of teachers participated in workshops in rural education in which such new curriculum organizations as the Unit Plan—*Ganzheitslese* (new functional approach in reading), and core courses were discussed. Plans were made for the setting up of further experimental stations throughout Salzburg to help teachers located in the remote areas. Extension of the idea of the school as a community center, with special attention to the needs of rural youth who were leaving to seek employment in the cities, were mentioned as important goals. Since 90 percent of all graduates of Salzburg state teacher-training schools are placed in rural schools, the interest was keen.

In order to better equip young teachers for rural school experiences, Country School Weeks (*Landschulwochen*), were organized in all the

⁴ *Laendliches Versuchschulwesen*, Erlaess vom 21. November 1947, A. 70.539-17/15/57, *Verordnungsblatt fuer den Dienstbereich des Bundesministeriums fuer Unterricht*, Jahrgang 1948, Wien, 1. Jaenner 1948, 1. Stueck, p. 12-13.

⁵ Ludwig Lang, *Der Oesterreichische Landschulplan. Paeagogische Mitteilungen*, Beilage zum *Verordnungsblatt des Bundesministeriums fuer Unterricht*, Jahrgang 1953, Stueck 12, p. 119-120.

⁶ Hans Spreitzer, *Die Vierte Oesterreichische Landschultagung in Innsbruck. Paeagogische Mitteilungen*, Beilage zum *Verordnungsblatt fuer den Dienstbereich des Bundesministeriums fuer Unterricht*, Jahrgang 1954, Stueck 12, p. 113.

⁷ Mathias Lairleiter, *Das Oesterreichische Schulwesen nach 1945. Die Aufbauarbeit im Schul- und Erziehungswesen des Bundeslandes Salzburg. Paeagogische Mitteilungen*, Beilage zum *Verordnungsblatt des Bundesministeriums fuer Unterricht*, Jahrgang 1953, Stueck 1, p. 8-16.

federal lands. The Klagenfurt teacher-training school reports its plan for this, which is quite typical of similar programs in both private and state teacher-training institutions. Supplementing the regular observation and practice teaching done in the demonstration school and co-operating city elementary schools, all candidates for the teacher's diploma go out during the senior year to selected rural schools for a fortnight, accompanied by their supervising teachers from the college, and in some instances, children from their model school classes. The experience of having to teach in the rural setting, learning on the spot what it means to be a rural teacher, has proved valuable.⁸

Special schools (Sonderschulen).— The schools for exceptional children suffered a severe setback during the invasion and war and had to be completely rebuilt. Their teachers began to reorganize immediately in 1945, and helped to get the schools in working order. The Vienna City School Board appointed a supervisor of special schools, and in-service training courses were set up at the Educational Institute. Here a program of courses in the psychology of the exceptional child, methodology, and remedial education were soon flourishing. Preparatory courses for the license examinations were held, and internships provided in the re-established special schools. There was also considerable exchange of information with foreign lands in the education of the emotionally disturbed, the crippled, blind, deaf, speech-defective, and mentally retarded.⁹

Although it was difficult to reach physically handicapped children in remote villages and mountainous areas the Federal Ministry of Education, working with provincial school councils and teachers' organizations, has made heroic efforts to build up this special school system. By 1951-52 there were 800 such specially trained teachers, more than double the number prepared at the end of World War II.¹⁰

Today (1955) there are approximately 12,933 exceptional children, four-fifths of whom are mentally retarded or emotionally disturbed, enrolled in 102 special schools, 97 percent of which are operated either

⁸ Sepp Mairitsch. Lehrernachwuchs lernt Landschulen kennen. *Jahresbericht der Bundeslehrer und Lehrerinnenbildungsanstalt in Klagenfurt ueber das Schuljahr 1950/51*. Klagenfurt: Lehrer- und Lehrerinnenbildungsanstalt, 1951. p. 7-8.

⁹ Hans Radl. Das Wiener Sonderschulwesen. *Paedagogische Mitteilungen*, Beilage zum Verordnungsblatt des Bundesministeriums fuer Unterricht, Jahrgang 1952, Stueck 11, p. 101-102.

¹⁰ Maximilian Fuehring. Der Ausbau des Sonderschulwesens. *Paedagogische Mitteilungen*, Beilage zum Verordnungsblatt des Bundesministeriums fuer Unterricht, Jahrgang 1952, Stueck 11, p. 101-102.



Modern schoolroom furniture at an elementary school in Lower Austria



An upper elementary school classroom

by the federal or provincial governments. Two percent are Roman Catholic, and the remainder are under nonsectarian agencies.¹¹ Qualified teachers in these schools rose to 1,052 in 1954-55, of whom 667 were women.

Private schools.—Private schools in Austria enjoy the same legal status as those in the United States. Under Article 17, of the Federal Constitution and Imperial Edict of December 21, 1867, RGBL, Nr. 142, Austrian Bill of Rights: "all citizens, whosoever, who qualify in the legal manner may found and maintain schools." These include private elementary, kindergarten, and teacher-training schools, schools and classes for kindergarten and hort teachers, and teachers of needlecraft and domestic science, as well as classical and scientific secondary schools. However, for the latter, the approval of the Federal Ministry of Education is required. Private institutions are subject to state supervision, and are required to meet the same standards as public schools in respect to buildings, equipment, libraries, laboratories, and personnel.¹² Prior to the National Socialist period, public subsidies were granted all officially approved private schools of all denominations. There is a widespread effort at the moment for the restoration of government grants to private schools. The state does pay the salaries of teachers of religion, which is a required subject for pupils under 14 and an elective thereafter. These salaries are not paid to individual teachers, but to their religious congregations or churches.¹³

Teacher education.—Austrian elementary teacher education is basically governed by the Imperial Elementary School Law of 1869. The final quarter of the nineteenth century saw three revisions of this *Magna Carta* of modern Austrian teacher education. Teachers' organizations even before World War I were urging reforms, such as recognition of the training school diploma for the university admission of elementary school teachers. The 4-year course of the teacher-training school based on 8 years of elementary schooling was considered inadequate and already the move was underway to extend it to 5 years.¹⁴

¹¹ *Oesterreichische Schulstatistik, Schuljahr 1954/55, op. cit., p. 32.*

¹² *Errichtung von Privatschulen, Erlass 107, vom 16. Oktober, 1954, Z. 73, 340, 311 (10/54). Verordnungsblatt fuer den Dienstbereich des Bundesministeriums fuer Unterricht, Jahrgang 1954, 11. Stueck, Wien, 1. November 1954, p. 20-21.*

¹³ *Disziplinerverfahren fuer kirchlich bestellte Religionslehrer, Nr. 71, Stueck 6., Verordnungsblatt fuer den Dienstbereich des Bundesministeriums fuer Unterricht, Wien, 1. Juni 1953.*

¹⁴ *Lahay, Helen O. The Development of Teacher Education in Austria. Unpublished doctoral dissertation, Fordham University, 1949, p. 766-767.*

Teacher-training institutions (Lehrerbildungsanstalten).—Until June 1, 1937, the education of elementary school teachers was governed by Articles 26 to 38 of the Elementary School Law of May 14, 1869, plus its supplements of May 2, 1883, and the Organization Statute of 1886.¹⁵ The culmination of all efforts at reform after World War I was the "Principles for the Reform of Teacher Training," which appeared in 1927. This plan provided for a 6-year teacher-training school called Teachers' Academy (Lehrerakademie).¹⁶ The first 4 years consisted of a general liberal arts type of education, with an introductory course in education principles and psychology. The final 2 years were devoted to professional courses, observation, and practice teaching.¹⁷ Since the same structure and organization were maintained in the new plan, with separate training schools for men and women, there was little change to be made in the existing institutions. Despite curriculum enrichment, it was still necessary to take supplementary courses and examinations for admission to universities upon graduation from these schools.

New legislation was welcomed on June 1, 1937, when the Ministry published a curriculum for teacher education which differed greatly from the 1927 plan. The 6-year training period was maintained. Many features of the 1927 plan were incorporated, including 4 years of liberal arts as a basis for the 2-year professional courses.¹⁸ Observation and practice teaching were extended and stress was placed upon Germanic philology and Latin—enabling graduates to qualify for acceptance in Austrian universities.¹⁹ This 6-year training program had no chance to begin for the Nazi regime cut the courses for teachers to a minimum.

In 1945 when the 1937 curriculum for teacher-training institutions was revived it was not feasible to set the course at 6 years. Instead, the

¹⁵ Max Lederer, *Secondary Education in Austria, 1918-33*. U.S. Office of Education Bulletin 1941, No. 9. Washington: United States Government Printing Office, 1942. p. 31.

¹⁶ Ludwig Battista. Die Neuen Lehrpläne fuer die Lehrer- und Lehrerinnenbildungsanstalten. *Oesterreichische Vierteljahrhefte fuer Erziehung und Unterricht. Nicht Amtliches Beiblatt zum Verordnungsblatt fuer den Dienstbereich des Bundesministeriums fuer Unterricht*. Jahresband 1933, unter Mitwirkung von Eduard Martinak und Richard Meister, herausgegeben vom Bundesministerium fuer Unterricht, Wien: Verwaltung oesterr. Bundesverlag fuer Unterricht, Wissenschaft und Kunst, 1933. p. 22-23.

¹⁷ Viktor Fadrus. Die Reform der Lehrerbildung in Oesterreich. *Schulreform*. 7:2, Jaenner, 1928.

¹⁸ Bundesgesetz, womit Bestimmungen ueber die Lehrerbildungsanstalten getroffen werden (Lehrerbildungsgesetz). *Bundesgesetzblatt fuer den Bundesstaat Oesterreich* Nr. 186, 31. Stueck, Jahrbang 1936, Wien: Druck der Oesterreichische Staatsdruckerei, 1936. p. 241.

¹⁹ Richard Meister. Zum Lehrplan des Lateinischen an der Lehrerakademie. *Paedagogische Fuehrer*, 37: 268, April 1937.

current 5-year teacher-education program was adopted. The term "Teachers' Academies" was dropped in favor of that of the older teacher-training institutions (Lehrerbildungsanstalten). The original 34 institutions existing in 1937 were reduced to 24 and then increased to 28. Lack of adequate building space resulted in 5 state teacher-training schools becoming coeducational.

Of the 28 teacher-training institutions in Austria in 1954-55 one-half were under church direction.²⁰ Following is a summary of the number of teacher-training schools for men and women in Austria in 1954-55²¹

Austrian teacher-training schools, 1954-1955

Schools for—	Number of schools		
	Federal	Private	Total
	2	3	4
Men	6	3	9
Women	3	11	14
Coeducational	5	.....	5
Total	14	14	28

The present 5-year Austrian teacher-training institution provides a 3-year liberal arts course with an introductory course in psychology as the basis for the 2-year professional training. Legislation in 1951 established the new training school upon a foundation of general education equating teacher education with that of the Realgymnasium. Thenceforth, the diploma from the teacher-training school might serve for entrance to university classes on a basis of equality with graduates of other Austrian secondary schools (see table 3, page 38).

The professional aspects of teacher education were emphasized in a decree of April 30, 1954, which restated the aims of the last 2 years as:²²

1. The vocational, or professional aim is to be the core around which all the social and psychological foundations courses are to be built.

²⁰ *Oesterreichischer Amts-Kalender fuer den Jahren 1933-1937*, Wien: Druck und Verlag der oesterreichischen Staatsdruckerei, 1937.

²¹ *Oesterreichische Statistik*, Schuljahr 1954/55. Sonderbeilage zum Verordnungsblatt des Bundesministeriums fuer Unterricht, Jahrgang 1955, 6. Stueck, Heft 4. Herausgegeben vom Bundesministerium fuer Unterricht, unter Mitwirkung des Oesterreichischen Statistischen Zentralamtes, 1955. p. 42.

²² Erlaess vom 30. April 1954, Z. 40. 637-IV/18/54, Er. 71. Sonderdruck aus dem Verordnungsblatt des Bundesministeriums fuer Unterricht, Jahrgang 1954, Stueck 7. p. 1-4.

2. The practical application of theory is to receive attention at all times. For example, history of education must stress present-day problems in a historical light.
3. More emphasis upon observation and child study is recommended. Increased opportunity should be provided for experience in group leadership, for example in play groups, to precede classroom teaching. Learning to understand children is the cornerstone for the professional orientation of the young teacher.

The education courses during the third year include logic, developmental psychology (highlighting child and adolescent behavior), social-psychoanalytic study of the child, depth psychology, schools of psychology, and tests and measurement including projective techniques.

Practice teaching.—Observation and some practice teaching in the model schools which are attached to every public and private training school in Austria are introduced in the fourth year. Elementary teachers are given experience in teaching every grade. A thorough apprenticeship type of training is given in the observation and practice teaching course during the fifth year. Candidates teach in the model school classroom under the guidance of the master-teacher who is also on the staff of the teacher-training school. Lesson plans are prepared by all trainees—often as many as 10 trainees are assigned to one teacher.



State Teacher-Training School in Wiener-Neustadt, 1955 (after restoration)

All candidates prepare every lesson, but one of their members is chosen to teach for the day. The student-teacher then conducts the class in the presence of the critic teacher, the director of the training school, education professor, and his fellow candidates. In the conference which follows he hears the evaluation not only of the teachers but also his fellow trainees.²³

Student teaching has now been extended to include experience in rural schools. The Land School Week (Landschulwoche) as it is called, is not completely new. Already in 1934-35 the Educational Institute of the City of Vienna and the private teacher-training school in Doebbling, Vienna had arranged for their student teachers to go into rural schools.²⁴

At that time students from teacher-training schools would go off into one-room elementary schools for the purpose of observation and teaching, and for making sociological surveys of the rural communities.²⁵

The Teacher-Training School in Vienna IV was one of the pioneers in reviving the country school week after 1945-46. According to the director of the model school, the trainees spend many weeks carefully scheduling and planning this rural school excursion. Conferring by correspondence with the rural teachers, planning units, and discussing lesson plans and teaching aids. The usual length of time is 15 days. Often the children from the model school accompany the training school teachers to this experiment. It is an event which is looked forward to by the classes in the model school and by the student teachers. Painstaking preparations must be made—conferences with, and letters to parents of the children, informing them of the details of the excursion. Young trainees are given for the first time full responsibility for 5 or 6 children. The entire school uses this as an "Experience Unit" to teach arithmetic: buying tickets, figuring mileage, writing letters, planning time budgets, etc.

The Federal Ministry of Education subsidizes some 6,000 rural schools for the "Rural Schools Weeks" involving all teacher-training schools.

²³ Each teacher-training school prepares a form for the evaluation of the student teacher lessons. See p. 35 for the form used by the Teacher-Training School of Vienna IV.

²⁴ Marie Lederer. Bericht ueber eine Schulreise. *Paedagogischer Fuhrer* 96:354-56, Mai 1936.

²⁵ Ludwig Lang. Schulbesuche in Landschulen und Stadtschulen als Mittel der Schulpraktischen Arbeit und des Paedagogikstudium in der neuen Lehrerbildung. *Paedagogischer Fuhrer*, 86:103, Februar 1936.

Student Teaching Lesson Evaluation

STUDENT'S NAME _____ DATE _____ CLASS _____

UNIT FOR THE WEEK _____

Daily Unit _____

AIM OF THE LESSON (General-Integration) _____

SPECIFIC AIM: Subject-matter of instruction _____

Critic Teacher _____ Supervising Professor and

Observers _____

CHECK LIST FOR OBSERVATION

COMMENTS

I. *Performance:*

(Art and Skill-Technique and Artistry:)

a. *METHOD OF TEACHING*

Fluent and dynamic, or awkward and halting.
Is the student-teacher able to adapt his
methods to the needs of the pupils and
emergencies that arise?

b. *TEACHER PUPIL RAPPORT*

Friendly with good rapport? Too easy-going-
laissez-faire approach? Able to accept and
yet set necessary limits?

c. *CLASSROOM PERSONALITY*

Appearance; poise; mannerisms. Is the student-
teacher secure in the classroom, or, if uncertain
-able to conceal his insecurity?

d. *CLASSROOM MANAGEMENT*

Attention to health and welfare of his student;
ventilation, lighting; classroom control:
discipline: authoritarian? Laissez-faire?
democratic (controls from within)
"Atmosphere" -or "Gestalt" of the classroom.

II. *Teaching Aptitude*

a. Knowledge and mastery of subject matter
and skills.

b. Organization and presentation of subject-
matter; judgment in amount-timing; lesson
development.

c. Purposeful or aimless organization?
Were purposes achieved?

d. Technique of questioning; handling of
pupil's responses and questions.

e. Use of audio-visual teaching aids.

f. Recommendations for improvement.



Men's Division, State Teacher-Training School in Graz

Examinations.—Completion of the 5-year course at a Teacher-Training School (Lehrerbildungsanstalt) ends with a maturity examination. Prior to the summer of 1950 the certificate for success in this examination was called a certificate of maturity for elementary school teaching (literally "certificate of maturity for elementary schools"—Zeugnis der Reife fuer Volksschulen). Since then it has been called a certificate for the maturity examination for a teaching position in a lower elementary school (Reifepruefung fuer das Lehramt an Volksschulen).²⁶

The examination begins with a theme prepared at home (Hausarbeit) on some phase of education such as principles, methods, or history of education. This is followed by a formal written examination taken under the supervision of an examination commission made up of the director of the training school, selected faculty members, and representatives from the provincial school board and the Ministry of Education. In this examination the candidate must write four themes of which three are drawn from the following fields: German, Latin, mathematics, and a modern foreign language (the language may be that of a minority group particularly Russian, Serbocroatian, or Slovenian). The fourth theme must be on some phase of educational theory and princi-

²⁶Heinrich Peter. *Die Entwicklung der Oesterreichischen Lehrerbildung seit 1945. Paeagogische Mitteilungen. Beilage zum Verordnungsblatt des Bundesministeriums fuer Unterricht, Wien, 1. Maerz 1954, 3. Stueck, p. 39.*

ples. Students who have done outstanding work in their education courses may be exempt from this fourth theme.

About 5 weeks after completion of the written examinations there is an oral examination covering a choice of four from the subjects history, a modern foreign language, religion (for those who have taken religion all 5 years), geography, and science (physics and chemistry). In addition all candidates who have not made the mark "excellent" in practice teaching must give a demonstration teaching lesson in the model school or in a selected neighborhood elementary school before the examination commission.²⁷

The certificate showing that he has passed this examination with success qualifies the student for temporary appointment as teacher at a lower elementary school. It also qualifies him for admission to a university in Austria on the same basis as one who has a certificate of maturity from a Realgymnasium, according to a decree of October 5, 1951, provided his studies at the teacher-training institution have been pursued under the new plan of studies (see p. 38).

Formerly graduates of secondary schools or higher institutions could apply for admission to a maturity examination for privatists (*Privatisten-Reifeprüfung*) at a teacher-training school after studying "on their own" and take supplementary examinations in subjects not covered by their own maturity certificates. This meant that after writing an essay on some topic in education at home most of them merely took an examination in principles or history of education, educational psychology and methods; the oral examination in education; and gave a demonstration lesson in teaching. Such arrangements were suspended in 1948 on the ground that preparation for teaching required personal attendance, particularly in the professional courses.²⁸

Appointment.—All appointments to teaching posts in the elementary school system are made by the provincial school boards from lists of successful candidates who have received their licenses by taking a federally set examination or who hold a diploma from an approved teacher-training school. The only appointments made directly by the federal

²⁷ Reifeprüfungsvorschrift fuer Lehrer- und Lehrerbildungsanstalten, Erlaess vom 1. Februar 1950, Z. 1348-IV/12/50, *Verordnungsblatt fuer den Dienstbereich des Bundesministeriums fuer Unterricht*, Jahrgang 1950, Wien, 1950, S. 51-53.

²⁸ Heinrich Peter, *op. cit.*, p. 38.

Table 3.—Plan of Studies for Elementary School Teachers, 1954-55
 [Numbers in parentheses apply to women only]

Subject	Number of hours a week per school year				
	I	II	III	IV	V
	2	3	4	5	6
Religion	2	2	2	2	2
Education .....	..	..	2	4	4
Observation and practice teaching .....	..	..	..	4	10
Hygiene .....	..	..	..	..	1
German	4	4	4	3	3
Latin	4	4	4	3	3
Modern foreign language.....	2	2	2	2	2
History	2	2	2	2	1
Geography	2	2	2	1	1
Agriculture .....	..	..	..	1(..)	..
Physics and chemistry.....	..	3	3	2	1
Mathematics	4	3	3	3	2
Drawing and penmanship.....	2(3)	2	2	2	2
Handwork ¹	2(3)	..(3)	..(2)	..(2)	..(2)
Music and singing.....	1	2	1	2	1
Piano	2(1)	2(1)	2(1)	2(1)	2(1)
Violin	2(1)	2(1)	2(1)	2(1)	2(1)
Orchestra and instrumental music	2	2	2	..	2
Physical education	3	3	3	2	2
Shorthand	2	..	..	..	..
Home economics .....	..	..	..	..	..(3)
Total	31	32	33(32)	35(34)	37

¹ Sewing for women and manual training for men.

² Elective.

³ Guitar which is also elective.

Ministry of Education are teachers in the State teacher-training schools and model schools.²⁹

Lower elementary school (Volksschule).—After appointment as temporary teacher in a lower elementary school and completion of 2 years of satisfactory service the teacher may take a teaching qualification examination (*Lehrbefähigungsprüfung*). The certificate for this examination corresponds to a license, carrying with it coveted tenure (*Pragmatisierung*) and official status designated as "permanent position" (*definitive Anstellung*).³⁰

Since October 1919, the teaching qualification examination for teachers in lower elementary schools has been practical and comprehensive in type. Formerly the supervised written examinations covered in detail

²⁹ Kundmachung der Salzburger Landesregierung vom 8. August 1953 ueber die Wiederverleuthung des Gesetzes ueber die Zuständigkeit zur Ausbildung der Dienstbereich ueber die Lehrer im Lande Salzburg. (Aus LGBL Nr. 39 ex 1953), p. 96-97.

³⁰ Hübnerich Peter, *op. cit.*, p. 88.

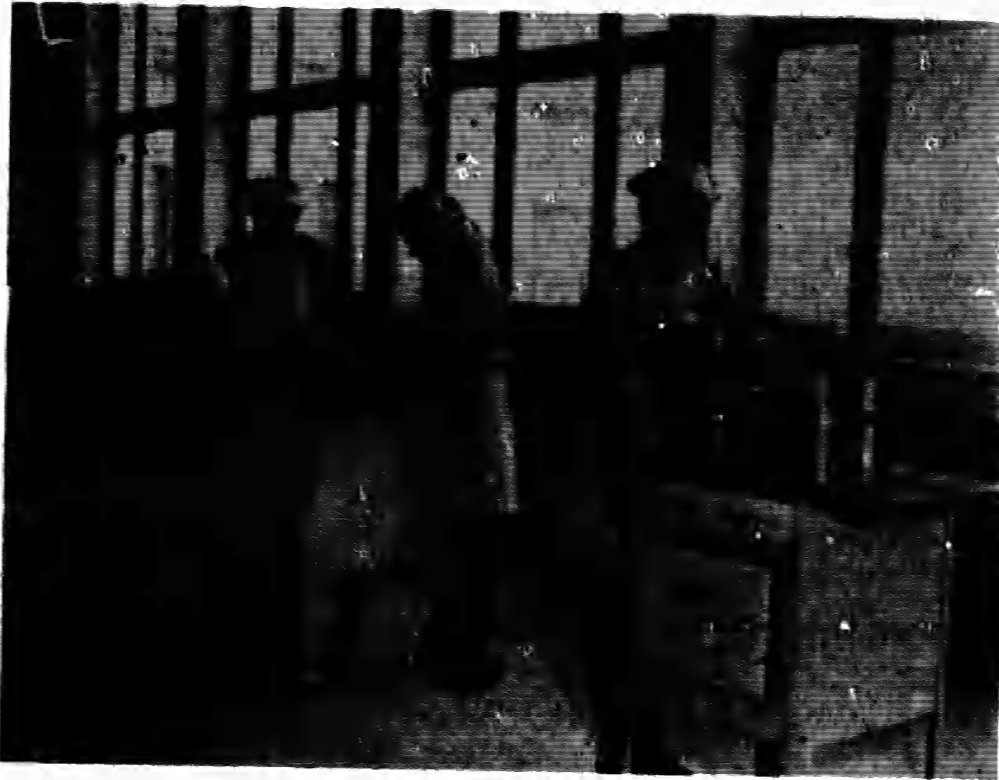
all subjects taught in the elementary school. Then a trial teaching lesson in selected areas of elementary school subjects was substituted, except for candidates with a doubtful scholastic record. In 1924, educational theory and practice became the subject of the essay prepared at home (*Hausarbeit*). In 1926, the written examination in educational theory became a supervised examination, while the former simple *Hausarbeit* expanded to include practical applications in the new "activity" methodology.²¹ The complete fourfold type of teaching qualification examination was restored in 1945. The only changes made were in content. In 1948 the *Hausarbeit* began to reflect the changing trends. Among education-topics set in the fields of rural methods and curriculum were "milieu" psychology, individual differences, ability grouping, developmental psychology, observation and child records, the use of community resources, and citizenship education.²²

Upper elementary school.—Permanent appointment as teacher in the upper elementary school also requires a teaching qualification examination (*Lehrbefähigungsprüfung*). Elementary school teachers qualify by taking special examinations, one part of which is the subject-matter specialization. Since the upper elementary school is departmentalized all candidates for certificates of qualification to teach in these schools must select one of the four following groups of subjects for examination: *Group I*, German and History; *Group II*, Natural History and Geography; *Group III*, Science (Physics, Chemistry, Arithmetic, Geometry, and Mechanical Drawing); *Group IV*, Freehand Drawing, Penmanship, and Handwork (Needlework for women, Manual Training for men). A choice of subjects is offered in group III. Education is a required subject in all four groups.²³ The only change after 1945 was the addition of a fifth examination group in modern foreign languages. The examination takes the usual form of a *Hausarbeit*, written and oral examinations, and the teaching of a lesson in the presence of the examination committee. The latter is composed of the supervisors from

²¹ Lahey, *op. cit.*, p. 503-528.

²² *Hausarbeiten fuer die Lehrbefähigungsprüfungen fuer Volks- und Hauptschulen, (Erlaß vom 28. Juni 1948, Z. 36. 329-IV/48) Verordnungsblatt fuer den Dienstbereich des Bundesministeriums fuer Unterricht, Wien, 1948. p. 71.*

²³ *Verordnung des Bundesministers fuer Unterricht vom 10. December 1926, womit die Verordnung vom 28. September 1926, B.G.B1. Nr. 292, betreffend die Vorschrift fuer die Lehrbefähigungsprüfungen fuer Volks- und Buergerschulen, abgeändert wird. Bundesgesetzblatt fuer die Republik Oesterreich, 21. Stueck, Nr. 382, Jahrgang 1926, Wien: Oesterreichisches Staatsdruckerei, 1927. p. 2087.*



Girls' cooking class

the Ministry of Education, provincial school board representatives, and selected directors and teachers in the upper elementary schools.

Teachers of needlework and home economics (Arbeitslehrerinnen).— Teachers of needlework and handicrafts in the lower and upper elementary schools qualify by taking a 2-year training course which is usually attached to both State and private teacher-training institutions. For admission to the course the applicant must be at least 16 years of age and have completed the upper elementary school. The entrance examination includes subjects taught in the upper elementary school and problems in needlework.²⁴

On completion of the 2-year course the students take a leaving examination given by representatives of the provincial school board. The examination qualifies them for temporary appointment as teachers of needlework in lower and upper elementary schools. It includes three supervised written lessons, a trial teaching lesson, and an oral examina-

²⁴ Verordnung des Bundesministers fuer Unterricht vom 15. September 1937, betreffend eine neue Vorschrift fuer die Heranbildung von Arbeitslehrerinnen an Volks- und Hauptschulen. *Bundesgesetzblatt fuer die Republik Oesterreich* Nr. 294, 74. Stueck, Jahrgang 1937, Wien: Oesterreichischen Staatsdruckerei, September 1937, p. 1175.

Table 4.—Curriculum for Teachers of Needlework¹

Subject	Hours a week per school year	
	I	II
Religion	2	2
Education	2	2
Methods and student teaching.....	2	2
German	3	3
Arithmetic and geometry.....	2	2
Citizenship (civics) and economics.....	1	1
Needlework and handicrafts.....	15	15
Drawing and penmanship.....	2	2
Singing	1	1
Physical education and games.....	3	3
Total	33	33
<i>Electives</i>		
Home economics and child care.....	2	
Stenography	2	
Chorus	2	
Piano	1	

¹ *Jahresbericht, 1951-52. Graz: Bundes Lehrerinnenbildungsanstalt, 1952. p. 32*

tion. The written examinations include an essay on education, German, a choice of three problems in each subject offered in the course of study, and the solving of a more difficult problem in needlework. The oral examination includes religion, German, and mathematics. After a year of successful teaching, candidates may take the examination for a permanent teaching position. This follows the same pattern of written and oral examinations and demonstration teaching.³⁵ The curriculum for the 2-year course of study is given in table 4.

Table 5 gives the curriculum of the 1-year course in home economics. This course is given in two parts, each ending with an examination. Admission is open to one who is over 16 years of age, has completed the upper elementary school, and passed the entrance examination to the course.

In the 2-year course for teachers of needlework and home economics a certain amount of general education is provided together with the vocational subjects sewing, dressmaking, tailoring, and methods of teaching these subjects. Principles and methods of teaching and child psychology also make up the course. Through private study and by taking extra examinations these students may qualify for a special examination in Household Arts (Domestic Science) and Child Care.

³⁵ *Verordnung* . . . 15 September 1927, *op. cit.*, p. 1180-1181.

A survey made by the Ministry of Education shows that of 336 teachers of needlework and home economics, 107 had attended advanced courses in schools for the needle trades; 56 in a higher institution for home economics; 27 in schools for domestic science, including cooking schools; 9 had taken extension courses in cooking; 28 had special courses in applied arts; and 30 had taken extension courses in tailoring and 2 in dressmaking. Further, 34 had passed apprenticeships in dressmaking and 3 in plain sewing.³⁰

Table 5.—Curriculum for the 1-year course for teachers of home economics in lower and upper elementary schools¹

Subject	Number of hours	
	Part I	Part II
	2	3
German	16	60
Music	12	30
Physical education	45	50
Sewing	85	
Drawing	25	
Household arithmetic (Budgeting—Bookkeeping)	25	
Art of living (human relations and etiquette)	7	20
Citizenship education	10	25
Home economics	7	20
Principles of education	8	25
Total	240	220

¹ Vorbereitungskurs zur Erweiterung der Lehrbefähigung fuer Hauswirtschaft in Tuernitz 1953. Verordnungsblatt fuer den Dienstbereich des Bundesministeriums fuer Unterricht, Jahrgang 1953, Wien, 1. Mai 1953, 5. Stueck, p. 60-61.

In-service education.—The immediate concern of the Austrian Ministry of Education and the provincial school boards in 1945 was with in-service education of teachers, as the quickest way to get the schools into operation. The reestablished Teachers' Unions cooperated in the effort. Teachers' conventions lasting from 1 to 2 weeks, and organized workshops to discuss methods and curricula, common prior to World War II, were enthusiastically revived.

The first district teachers' conferences were called in the spring of 1945 in Vienna, where the problem of setting up experimental classes was discussed. Voluntarily, hundreds of Viennese teachers agreed to

³⁰ Agnes Nieg, Die Ausbildung zur Arbeitslehrerin. *Pedagogische Mitteilungen*. Beilage zum Verordnungsblatt des Bundesministeriums fuer Unterricht, Jahrgang 1954, 3. Stueck, p. 46.



Boys' upper elementary school



Girls' classes in one of Vienna's modern upper elementary schools



Viennese children learn to read by a composite phonetic and sentence-paragraph functional approach



Children in the first grade learning to read by a combination of phonetics and sentence approach

adopt activity methods in their classes and to attend afternoon workshops and demonstration classes at the Educational Institute of the City of Vienna. Twelve divisions of teachers' unions were established, which also organized afternoon in-service courses. It was a case of history repeating itself. Victor Fadrus, a leader in the Vienna school reform, wrote in 1923, "In the face of economic deprivations and hardships, Austrian teachers responded with enthusiasm to the call for advancing reforms."³⁷

The programs of the Salzburg teachers' organizations are typical of the in-service educational work. Since 1950-51, annual district teachers' conferences (Bezirkslehrerkonferenzen) as well as Principals' Conventions (Schulleitertagungen) have been held. The teachers' unions were reestablished and played a continuing role. Each year a theme is set for the conferences: in 1950-51 "The Child as the Center of Education and Instruction," 1951-52 "The New Methodology," 1952-53 "Activity Education." A total of 700 meetings from the 220 lower and upper elementary schools were held by these groups outside of regular teaching hours. In addition, associations of rural teachers met to discuss their own problems, with demonstration teaching lessons.³⁸

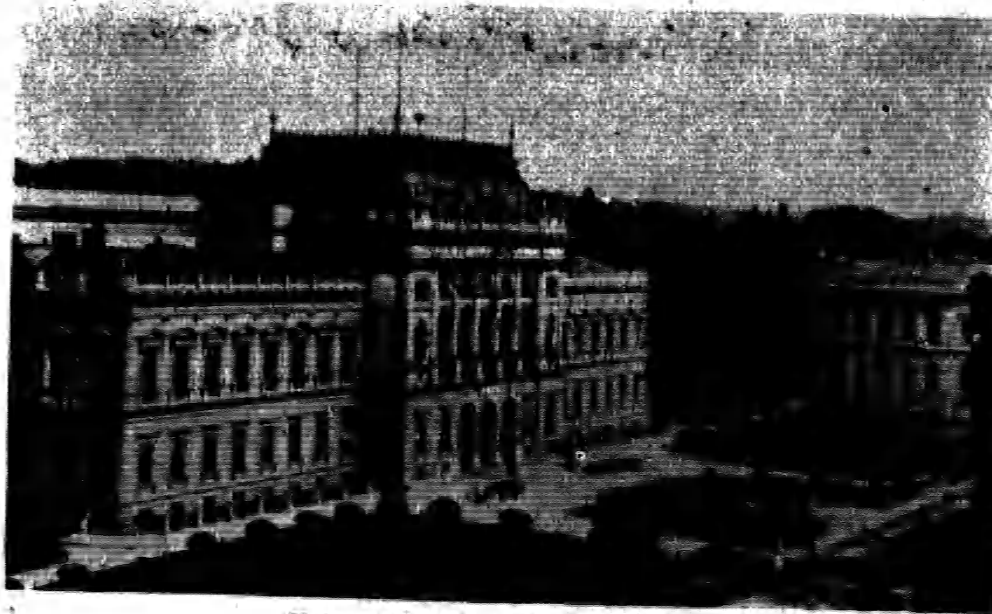
Similar district and provincial conferences have been held in all the other federal lands since 1951. In addition to these meetings which are under the immediate supervision of the teachers' unions and other associations, the provincial school boards call together special meetings of teachers and principals and conduct summer vacation courses. Teachers' associations usually run "cram" courses, for the permanent license and upper elementary teachers examinations. They publish monthly or quarterly magazines and newsletters, and underwrite research studies.³⁹

The Federal Ministry of Education has spearheaded all in-service activities, encouraging indirectly with subsidies to teachers' groups and provincial councils and directly through publications and decrees. Almost \$100,000 was spent on such education in the years 1949-52. The Ministry encourages and supports the huge rural school reorganization

³⁷ Viktor Fadrus. *Die Bundeserziehungsanstalten in Dienste der Lehrerfortbildung und Volkbildung. Die Oosterrichtlichen Bundeserziehungsanstalten*, unter Mitarbeit des Ministerialrates Dr. V. Belehoubek und der Direktoren und mehrerer Mitglieder der Lehr- und Erziehungskörper der Bundeserziehungsanstalten. Wien: Deutscher Verlag fuer Jugend und Volk, 1923. p. 464.

³⁸ Laireiter, *op. cit.*, p. 15.

³⁹ Mayr, Ambros. *Die Aufbauarbeit in der Pflichtschule und in der Lehrerbildung des Bundeslandes Tirol. Pädagogische Mitteilungen*, Beilage zum Verordnungsblatt des Bundesministeriums fuer Unterricht, Jahrgang 1953, Stueck 10. p. 99-103.



University of Graz, Styria, Austria

cal in nature, consisting mainly of lectures on the theory and history of education, until Vogt and Willmann at the University of Vienna devised a plan for relating these seminars to classroom observations in cooperating secondary schools.⁷ After that, all candidates for the secondary school teaching license were required to take education courses in the university seminar.

Eventually, the examination and licensing laws made a trial period of teaching under supervision (Probejahr) requisite. This is similar to the year of "Internship" which may be found in some parts of the United States today. In addition to the university seminar cooperating with the various gymnasia in the capital cities for the purposes of observation and practice teaching, independent seminars were established in various secondary schools in which the principal of the school directed both the teaching and the conference-seminars independent of the university. In both cases, the teacher-trainee participated fully, even to attending faculty meetings (without voting privileges).⁸

The educational seminar of the Austrian university is not to be confused with our American "Schools of Education." Unlike the latter,

⁷ In 1871 the first professorship in Education was established at the University of Vienna.

⁸ Helen C. Lahey, *The Development of Teacher Education in Austria*. Unpublished doctoral dissertation, Fordham University, 1949, p. 700-701.

quired training teachers in the techniques of such recording of pupil behavior and the meaning and use of cumulative records; the case study; the whole problem of referrals to clinics; and the articulation of the educational clinic—school—and home.

This leadership was also reflected in the enthusiasm with which the cities began to increase the attention to psychological aspects in education. The City of Vienna, sensitive to the ministerial decree of July 13, 1953, which criticized the mounting number of repeaters in the elementary schools, undertook research. Starting with a staff of four members drawn from the Educational Clinic of the City of Vienna, a school psychologist, a teacher with special training in child psychology, a social welfare worker, and a consulting pediatrician, to whom the repeaters were referred for interviewing, testing, and study. Working with the classroom teachers in carrying out the recommendations for the children observed, the City School Council set up seminars for "Helping Teachers Understand Children."⁴²

The Educational Institute of the City of Vienna led the way in the psychological foundations for the teachers of Vienna, as it had in the early twenties, when it offered general, experimental, and adolescence psychology, psychology of creative art, and psychopathology. The Institute worked with the experimental classes in the Vienna public-school system and has resumed the same role.

Since most of the elementary teachers in Vienna have to wait from 2 to 3 years, on the average, for a permanent appointment, and do substitute and other temporary work, or attend the universities, the Institute in 1951-52 began special courses twice a week in the evenings. Workshops were held during the spring holidays for teachers from outside Vienna. Many rural teachers attend; Viennese teachers also go out to the rural area. The seminar on "Psychology of the Rural Child" is very popular.

The Educational Institute of the City of Vienna deserves special mention for its success in the in-service training program. The Institute, established in the nineteenth century, maintained a record for the in-service education of teachers through World War I. Its golden age came during the Vienna School Reform years of 1918-37. According to the new organization statute of July 17, 1925, its chief purpose was to serve "teachers in the upper elementary and secondary schools." How-

⁴² Lotte Schrenk-Dansiger. Die Schulpsychologische Beratungsstelle des Stadtschulrates fuer Wien. *Paedagogische Mitteilungen*. Beilage zum Verordnungsblatt des Bundesministeriums fuer Unterricht, Jahrgang 1953, Stueck 1. p. 1-3.

ever, its function had been expanded to service lower elementary teachers who wish to prepare for the permanent license examinations, or those who wish to go on to take the license examinations for the upper elementary schools. The Institute is under the direction of the Mayor of Vienna. Its staff is appointed by the School Board.⁴³

In 1947, the Federal Ministry of Education sought to set up a similar Educational Institute for Tyrol. Due to lack of funds and post-war conditions, the project was not realized until 1951. Its Vienna prototype, the Tyrolean Educational Institute, was to exert in-service education leadership for the province and serve as a research center.⁴⁴

A revival of the Educational Institute in Graz added a third center for in-service education and research in the same year. As in the pre-war period, the Institute is connected with the university in Graz.⁴⁵

With the emphasis being placed on international understanding, the exchange program for pupils and teachers has assumed a new importance. The program began in 1947 with France when 6 young teachers were sent as exchange teachers to French secondary schools.⁴⁶ The program expanded in 1947-48 to include an exchange with Great Britain; and in 1951-52, the United States Fulbright Program extended this form of in-service education for an international outlook. The earlier program emphasized students and young teachers; the later one brought the more mature teachers into the exchange.⁴⁷

Status, salary, and tenure.—According to the Federal nature of Austria, as was noted previously, examination and control over all elementary and secondary schools and their teachers, and immediate appointment, is vested in the provincial boards of the eight Federal lands and the city and province of Vienna. Salaries are paid by the Federal Ministry of Education from Vienna. In the post World War II period,

⁴³ Hermann Schnell. Das Paedagogische Institut der Stadt Wien. *Paedagogische Mitteilungen*. Beilage zum VOEBL des Bundesministeriums fuer Unterricht, Wien, Jahrgang 1953, Stueck 2, p. 1-6.

⁴⁴ Heinrich Kotz. Das Paedagogische Institut fuer Tirol, Seine Organisation und seine Arbeiten. *Paedagogische Mitteilungen*. Beilage zum Verordnungsblatt des Bundesministeriums fuer Unterricht, Jahrgang 1952, Stueck 4, p. 60-62.

⁴⁵ Rudolf Hauser. Das Paedagogische Institut in Graz. *Paedagogische Mitteilungen*. Beilage zum Verordnungsblatt des Bundesministeriums fuer Unterricht, Jahrgang 1953, 3. Stueck, p. 40-43.

⁴⁶ Heinrich Pospisak. Das Oesterreichische Komitee fuer internationalen Studentenaustausch. *Paedagogische Mitteilungen*, Beilage zum Verordnungsblatt des Bundesministeriums fuer Unterricht, Jahrgang 1954, Dezember, Stueck 12, p. 122-123.

⁴⁷ Ludwig Wohlgenuth. Der Lehreraustausch. *Paedagogische Mitteilungen*, Beilage zum Verordnungsblatt des Bundesministeriums fuer Unterricht, Jahrgang 1954, Dezember, Stueck 12, p. 124.

there is equality of salary existing between rural and urban teachers, throughout the nation.⁴⁸ All laws governing appointments, salary schedules, tenure, promotion, and rank designations are decreed from the Ministry in Vienna, and binding upon the nine Federal lands, unless otherwise designated.⁴⁹

The majority of Austrian elementary teachers rank as officials of the various Federal lands (Bundeslaender). However, the only state officials appointed immediately by the Federal Government are teachers in the schools attached to the state teacher-training institutions (Bundeslehrerbildungsanstalten), in the state-controlled special schools (Sonderschulen), and in the kindergarten courses connected with the state teacher-training schools.⁵⁰ The lowest rank of elementary and primary school teachers is the immediate graduate of the teacher-training schools with the diploma-license which entitles them to substitute work and temporary positions on a year-to-year contract basis (see p. —). The teacher who is hired for a definite term, as a year, and has to be re-elected at the end, is known as a "Contract Teacher" (Vertragslehrer). On the next level is the teacher who has passed the permanent license examination (Lehrbefaehigungspruefung) and can be definitively or permanently appointed. This usually takes 3 years or more. Some elementary teachers may prepare for and pass their license examinations for the upper elementary schools. All elementary school teachers are in salary groups 3 and 2. The highest level, Group 1, is reserved for secondary school teachers and other graduates of universities. Salaries vary with rank and status, education, and experience.

In reading the Austrian salary schedules for public employees, one must remember that the so-called "net" (Netto) salary includes: (1) cost-of-living bonus; (2) household allowance with additional for married teachers, and extras for each child; and (3) deductions at source for health, hospitalization, insurance, pension, and taxes.⁵¹ In 1953, teachers received a cost-of-living bonus twice a year, amounting to 270 percent of their salary; a household allowance of 30 schillings (see

⁴⁸ *Verordnungsblatt fuer den Dienstbereich des Bundesministeriums fuer Unterricht*, Jahrgang 1948, Wien, Juli 1948, Stück 71, p. 99-100.

⁴⁹ Heinrich Peter, *Oesterreich. Lexikon der Pädagogik*, op. cit., p. 742, 746.

⁵⁰ *Primary Teachers' Salaries*, UNESCO: International Conference XVI, Public Education, Convened by UNESCO and the IBE, Geneva 1953, Paris, UNESCO, International Bureau of Educational Publications, No. 147, p. 78.

⁵¹ Fritz, Koubek, *Das Entlohnungsproblem der öffentlich Bediensteten und seine Lösung. der Vertrauensmann im Öffentlichen Dienst*, Sonderheft Oesterreichischer Gewerkschaftsbund, Gewerkschaft der Öffentlichen Bediensteten, Wien, August 1953, p. 45.

p. 21, footnote 16), whether married or single; married elementary school teachers receive an allowance of 65 schillings per month for wife and each child; and a food allowance of 105 schillings per month in addition for each child. Family allowances are not usually paid for children over 21, unless these children are completing their education or vocational training, or unable to earn a living. Many schools, especially rural ones, have housing arrangements for principals and teachers. In some rural areas, the housing is included in the salary. Traveling expenses to the school, if the distance is unusual, and travel to in-service courses and teachers' conferences are subsidized by the government.

A new salary law was passed in February 1956. It retains the cost-of-living bonus feature, but raises household allowance and allowance per wife and child to 100 schillings each. The law provides for 17 increment steps with 2-year intervals.²² Salary schedules are figured on a monthly basis with all holidays paid. Also, it should be noted that no comparison can readily be made with American teachers' salaries. The price levels are different. Rent which accounts for a large share of expenditure in the American family budget is most often only a small fraction in Austria, with its socialized "frozen rents." It might be calculated that rent amounts to less than one-third of the monthly rental in the United States, figured on the average in American cities as \$75. Clothing is about the same (1955-56). Food prices are rising, but are to date (1956) under American retail food levels.

Beginning elementary teachers on the Volksschule level are still starting at 1,130 schillings per month, and are unaffected by the new regulations. Elementary teachers with the permanent license for the lower grades receive 1,425 schillings as an initial step. The greatest improvement is in the salaries for teachers employed over 9 years—the medial step in the schedule. Whereas last year (1955) the median salary for a permanently appointed lower elementary teacher was 1,848 schillings, under the 1956 law it is raised to 2,825 schillings. A teacher with 35 years of service, or at the retirement age, receives approximately 4,200 schillings. Supervisory salaries now range from the lowest 3,000 schillings to 8,500 schillings per month in 9 salary steps.²³

²² Bundesgesetz vom 29. Febr. 1956 ueber die Besuege der Bundesbeamten (Gehaltsgesetz 1956). *Bundesgesetzblatt fuer die Republik Oesterreich*, Jahrgang 1956, Ausgegeben am 19. Maerz 1956, 15. Stack. p. 749.

²³ Bundesgesetz vom 29. Febr. 1956, ueber die Besuege der Bundesbeamten (Gehaltsgesetz 1956), *op. cit.*, p. 752.

The salary range for upper elementary school teachers (Hauptschullehrer) has moved from a beginning 1,221 schillings to 1,425 schillings. The median salary is now 3,250 schillings in contrast with last year's 2,178 schillings. Upper elementary school teachers in service 34 years or more would be paid 4,900 schillings per month; 1955's salary was 3,800 schillings. Principals range in salary, according to the size of their schools, from 1,525 schillings to 5,000 schillings monthly.⁵⁴

Conditions of service.—In the lower and upper elementary school there has been a noticeable decrease in teaching load since 1945, through the adding of more teachers to the staffs of these schools. However, during the past year, the number of lower elementary school pupils has begun to decline, while an upturn appears in the statistics of pupil populations in the upper elementary school. The present ratio is approximately 31 pupils per teacher in the lower elementary classes, and 25 per teacher in the upper elementary grades. In 1945, the ratio in the lower elementary school was 46 pupils per teacher, and in the upper grades, 35. The present ratio was recommended in 1948 at the first Assembly of Provincial School Administrators and the new salary law also insisted that teaching load be reduced.⁵⁵

Hours of teaching in the lower elementary school are 26-30 per week, in the upper elementary school, 21-28. Service hours (including extra-curricular activities which are becoming increasingly important—faculty advising for student government, student publications, sports activities (skiing), excursions, book-club, theater for youth, etc.) over and above the legal limit must be compensated for. Reimbursement for additional service hours is called "overtime," according to new regulations of October 1, 1954.⁵⁶

Teachers' activities outside of school hours which are not illegal, or harmful to their professional status, are permitted, and even encouraged. Thus, elementary teachers are permitted to teach evening school, or even extra classes during the day, in addition to their regular

⁵⁴ *Ibid.*, p. 749.

⁵⁵ Hans Spreitzer, *op. cit.*, p. 98.

⁵⁶ Vergütung von Mehrdienstzeiten fuer die Lehrer an Pflichtschulen und Mittleren Lehranstalten, Neuinfestsetzung ab 1. Oktober 1954, Erläss vom September 1954, Z. 66. 515-IV/30/54. Verordnungsblatt fuer den Dienstbereich des Bundesministeriums fuer Unterricht, Wien, Jahrgang 1954, p. 154.

work, provided they have notified and received permission from the school authorities.⁵⁷

Political activity of the Austrian teacher has been traditionally encouraged. All teachers are given sabbatical leave (with full pay) if they are elected to the provincial or national legislatures.⁵⁸

Social Security, Pensions, and Retirement.—Teachers at all levels, in both public and private schools, are compulsorily insured for health and hospitalization. In case of illness, teachers on contract receive full salary for a period varying from 6 weeks to 6 months, depending on length of service, and, then, half salary for an equivalent time. Thereafter, they are paid from the insurance fund to a maximum of 75 percent of their salary. Contributions to the state-controlled insurance fund are deducted, like taxes, at source. Teachers on tenure and administrators pay 4.4 percent of their monthly salary; teachers "on contract" (temporary), pay 7.5 percent and 9.25 percent, depending on terms and length of service. In all cases the state contributes half. Foreign teachers, permitted to teach in private schools only, are subject to these same insurance regulations. Maternity benefits are included in the hospitalization plan, and leaves are granted, varying from 6 to 14 weeks. A leave of 8 to 12 weeks is granted in case of premature birth, upon presentation of a physician's certificate.⁵⁹

Vacation homes, or Teachers' Country Homes, are often sponsored by teachers' organizations. Housing developments for "academics," including teachers has been undertaken by the University Women's Association in Vienna.

Teachers on tenure are entitled to retire after 10 years of service, if disabled, while temporary teachers incurring a disability may retire after having paid in 180 monthly contributions to the pension fund. The retirement age for men is 65; for women 60.⁶⁰

The pension is calculated on the basis of 78.3 percent of the last salary. Teachers receive 40 percent of this basis after 10 years of service,

⁵⁷ Nachrechnung von Verdienatszeiten fuer die Bemessung des Ruhe (Versorgungs) genusses: Durchfuhrungsbestimmungen, Erlasse vom 17. Jaenner 1950, A. 6580-Pr. II/50. *Verordnungsblatt fuer den Dienstbereich des Bundesministeriums fuer Unterricht*, Jahrgang 1950, Wien, 3. Stack, p. 37-44.

⁵⁸ *Primary School Teachers' Salaries*, UNESCO, *op. cit.*, p. 78.

⁵⁹ Schwangerschafts und Stillurlaub, Erlasse vom 9. Jaenner 1948, A.42.514-IV/PR/47. *Verordnungsblatt fuer den Dienstbereich des Bundesministeriums fuer Unterricht*, Jahrgang 1948, Wien, 2. Stack, p. 17.

⁶⁰ *Primary Teachers' Salaries*, UNESCO, *op. cit.*, p. 78.

and 2 percent for each year of service thereafter. They reach their maximum after 40 years of service. In 1953, the minimum paid to a temporary teacher (Vertragslehrer) was 411 schillings (approximately \$16.40); the maximum, 1,220 schillings (\$48.80). Teachers on tenure (pragmatisiert) contribute 4 percent of their salary to the pension fund, teachers on contract pay 5 percent of their salary. The Government matches these payments.⁶¹

Teachers' organizations with their special committees on salaries are responsible for many of the salary improvements. While Austrian elementary teachers share, in common with teachers of other lands, the view that they are underpaid for the services they perform, their social position is very good. In the rural communities, in particular, their rank is equal only to that of the local clergy and political representatives of the people. The equalization of salaries on the merit and experience basis, the lifting of the level of teacher-training schools to that of other secondary schools with permission to attend the universities, has aided in giving the profession its present high "Berufsethos" (professional morale and self-ideal).

⁶¹ *Vertrauensmann (Salary Schedule), op. cit., p. 62-64.*

Chapter IV. The Teacher in Austrian Secondary Schools

Introduction.—In spite of seemingly overwhelming odds which the Austrian secondary school system suffered both during the Nazi occupation and World War II, the story of secondary education in Austria since 1945 is one of triumph for the democratic principle of extension of educational opportunity. The 77,158 secondary school pupils in 1954-55 represent a 20 percent increase over the prewar enrollment.¹ A wider sampling of social classes is also apparent. Vocational schools, on lower secondary level, and apprenticeships continue to absorb the major proportion of Austrian youth.

An inquiry into the status and needs of the secondary school, held in the spring of 1955 at the Ministry of Education in Vienna disclosed that the secondary school building program has not kept pace with the expanding school population. This situation is in sharp contrast with the elementary school construction activity. Instead of the enthusiasm witnessed in almost every community at the end of the war, where the citizens rebuilt their elementary schools—in many cases—with their own hands, the reconstruction of the secondary school plant remains largely a legislative and administrative matter to be initiated and directed from the Ministry of Education and provincial school boards.

Organization of secondary education.—The Austrian secondary school is under the immediate supervision of the provincial school boards, but ultimate control is vested in the Ministry of Education in Vienna throughout the nine Federal lands.

The four main types of secondary school are the: (1) Gymnasium or classical secondary school which stresses Latin and Greek; (2) Realgymnasium which includes Latin, stresses mathematics, but puts more emphasis than the gymnasium on the modern language; (3) Realschule, which stresses mathematics and sciences; and (4) the Upper

¹ Marie Jacot. *Die Mittelschule ein Anliegen Oesterreich*, (Die auf der Grossen Mittelschul-Enquete am 11. Maerz 1955 in Wien Gehaltene Referate, Sonderbeilage der Mittelschullehrer und die Mittelschule, April Number 1955. p. 1.

school for girls (Frauenoberschule) which in addition to preparing for university admission includes in its curriculum subjects on homemaking and child care. All offer an 8-year course based on completion of the 4-year lower elementary school. The certificate of maturity attained on graduation from one of these schools qualifies for admission to a university or other institution of university rank. Some idea of the work of each type may be obtained from their programs of study given in tables 6, 7, and 8 which follow.

Table 6.—Plan of Studies for the Gymnasium and Realgymnasium¹
[Numbers in parentheses apply to the Realgymnasium only]

Subject	Number of hours a week per school year							
	I	II	III	IV	V	VI	VII	VIII
	2	3	4	5	6	7	8	9
Religion	2	2	2	2	2	2	2	2
German	5	5	4	4	3	3	3	3
Modern foreign language.....	4	4	3	3	..(3)	..(3)	..(2)	..(2)
Latin .....	..	..	..	..	6	5	5	4
Greek .....	..	..	..	..	6(..)	6(..)	5(..)	5(..)
History	1	2	2	2	2	2	2	2
Geography	2	2	2	2	2	2	2	2
Biology	2	2	2	2	2	2	2	2
Physics .....	..	2	..	..	..(2)	2	2	2
Chemistry .....	..	..	3	3	..	..	2	2
Mathematics	5	4	3	3	3	3	2(3)	2(3)
Descriptive geometry .....	..	..	..	..	..	..	..(2)	..(2)
Introduction to philosophy.....	..	..	..	..	2	..	2	2
Drawing	2	2	2	2	..	2	2	2
Handwork	2	2	..	..	..	..	..	..
Penmanship	1	..	..	..	2	..	..	..
Music	2	2	1	1	2	2	2	2
Gymnastics	3	3	3	3	3	3	2	2
Total	31	32	32	32	31(30)	32(29)	33	33

¹ 87. Erlaß: Neuverlautbarung der Provisorischen Lehrpläne für die Mittelschulen. (Erlaß vom 12. September 1955, Z. 81.632-IV/15/55.). *Verordnungsblatt für den Dienstbereich des Bundesministeriums für Unterricht*. Jahrgang 1955, Wien, 15. Oktober 1955. Stück 10a, p. 3-9.

² At the beginning of class V the pupil elects either drawing or music as a subject of study for subsequent years.

Table 7.—Plan of Studies for the Realschule¹

Subject	Number of hours a week per school year							
	I	II	III	IV	V	VI	VII	VIII
	2	3	4	5	6	7	8	9
Religion	2	2	2	2	2	2	2	2
German	5	5	4	4	3	3	3	3
First foreign language	4	4	3	3	2	2	2	2
Second foreign language ²	—	—	—	—	5	4	4	3
History	1	2	2	2	2	2	2	2
Geography	2	2	2	2	2	2	2	2
Biology	2	2	2	2	2	2	2	2
Physics	—	2	3	3	2	2	2	3
Chemistry	—	—	—	—	—	2	2	2
Mathematics	5	4	4	4	4	3	4	4
Geometric Drawing	—	—	2	2	—	—	—	—
Descriptive Geometry	—	—	—	—	2	2	2	2
Introduction to philosophy	—	—	—	—	—	—	2	2
Drawing	2	2	2	2	2	—	—	—
Handwork	2	2	2	2	—	—	—	—
Penmanship	1	—	—	—	—	—	—	—
Music	2	2	11	1	1	1	2	2
Gymnastics	3	3	3	3	3	3	3	3
Total	31	32	32	32	32	32	33	33

¹ 87. Erläss: Neuverleihung der Pädagogischen Lehrpläne für die Mittelschulen. (Erläss vom 12. September 1955, Z. 81.632-IV/13/55.). Jahrgang 1955. Wien, 15. Oktober 1955. Stück 10a, p. 10.

² In place of the second modern foreign language Latin may be substituted if a sufficient number of pupils so desire.

³ At the beginning of class V the pupil elects either drawing or music as a subject of study for subsequent years.

Table 8.—Plan of Studies for the Upper School for Girls¹

Subject	Number of hours a week per school year							
	I	II	III	IV	V	VI	VII	VIII
	2	3	4	5	6	7	8	9
Religion	2	2	2	2	2	2	2	2
German	5	5	4	4	3	3	3	3
First modern foreign language	4	4	4	4	3	3	2	2
Second modern foreign language					6	4	3	3
History	1	2	2	2	2	2	2	2
Geography	2	2	2	2	2	2	2	2
Biology	2	2	2	2	2	2	2	2
Physics		2		3			2	3
Chemistry			3	3		2	2	
Mathematics	5	4	4	4	4	3	2	2
Psychology and theory of education						2	2	2
Drawing	2	2	2	2	2	2	2	2
Handwork	2	2	3	3	4	4		
Penmanship	1							
Music	2	2	1	1	2	2	1	1
Gymnastics	3	3	3	3	3	3	3	3
Cooking and homemaking							5	5
Total	31	32	32	32	35	36	36	36

¹ 87. Kr. Neuverlauterung der Provisorischen Lehrpläne für die Mittelschulen. (Erlaß vom 12. September 1955. September 1955, Z. 81.632-IV/15/55). Jahrgang 1955, Wien, 15. Oktober 1955. Stück 10a. p. 11.

Three other types of secondary schools of general education are the Arbeiter Secondary School, the Aufbau Secondary School, and the Federal Boarding Schools. All three have existed as special forms of the Realgymnasium since 1927.²

The Arbeiter Secondary School (Arbeitermittelschule) offers a 9-semester course for those who are at least 17 years of age and who after completion of the period of compulsory schooling entered vocational life or completed preparation for a trade. Instruction is offered generally in the evening. The certificate of maturity (Reifezeugnis) received on completion of the course corresponds to a certificate of maturity from a Realgymnasium.³

The Aufbau Secondary School (Aufbaumittelschule) offers a 5-year specially arranged course extending the opportunity of secondary education to qualified but financially needy young people who have completed their period of compulsory school attendance. Beginning with

² *Allgemeiner Ueberblick ueber das Oesterreichische Kindergarten- und Schulwesen*. Herausgegeben vom Bundesministerium fuer Unterricht unter Mitwirkung des Oesterreichischen Statistischen Zentralamtes, Wien: Oesterreichische Staatsdruckerei, 1954. p. 5.

³ Heinrich Peter, Oesterreich. Sonderabdruck aus dem *Lexikon der Paedagogik*. In vier Bänden. Herausgegeben vom Deutschen Institut fuer Wissenschaftliche Paedagogik, Muenster und dem Institut fuer Vergleichende Erziehungswissenschaft, Salzburg, 1952. p. 739-40.



Vocational Secondary School for Wine Making and Fruit Growing (Wein- und Obstbauschule)

the second year the student may pursue a gymnasium or a realgymnasium line of study.⁴

Federal Boarding Schools (Bundeserziehungsanstalten).— These boarding secondary schools first appeared during the school reform following World War I. Their curriculum is that of the Realgymnasium. The schools have a homelike atmosphere and attention is given to guidance and to the psychological needs of the pupils.

In 1954-55 the census reported 176 secondary schools of all types. Of these, 134 are under state control and support, 39 are Roman Catholic, and 3 are maintained by nonsectarian private groups.⁵ Prior to the occupation in 1938, Austria had 171 secondary schools, 86 of which were state controlled, and 83 directed by Roman Catholic teaching orders. These private schools were confiscated by the state in 1938. After 1945-46 the buildings were returned.⁶

⁴ *Allgemeiner Überblick über das Oesterreichische Kindergarten- und Schulwesen*, p. 5.

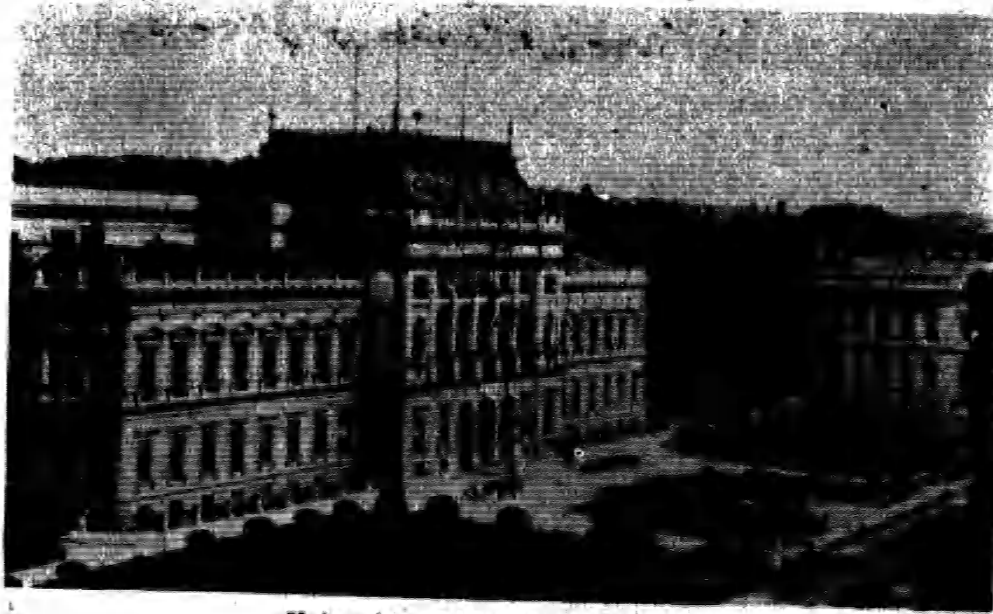
⁵ *Oesterreichische Schulstatistik*, Schuljahr 1954-55, Heft 4. Herausgegeben vom Bundesministerium für Unterricht, unter Mitwirkung des Oesterreichischen Statistischen Zentralamtes, p. 48-52.

⁶ Anton Kolbalek. Zur Entwicklung der Allgemeinbildenden Mittelschulen. *Pädagogische Mitteilungen*. Beilage zum Verordnungsblatt des Bundesministeriums für Unterricht, Jahrgang 1954. Wien, Stück 2. p. 19-25.



Laboratory in a vocational secondary school preparing for the wine industry trades

Education of teachers.—In the late nineteenth century, the professionalization of secondary school teacher training had assumed definite form. The educational seminars at the university were rather theoretic.



University of Graz, Styria, Austria

cal in nature, consisting mainly of lectures on the theory and history of education, until Vogt and Willmann at the University of Vienna devised a plan for relating these seminars to classroom observations in cooperating secondary schools.⁷ After that, all candidates for the secondary school teaching license were required to take education courses in the university seminar.

Eventually, the examination and licensing laws made a trial period of teaching under supervision (*Probejahr*) requisite. This is similar to the year of "Internship" which may be found in some parts of the United States today. In addition to the university seminar cooperating with the various gymnasia in the capital cities for the purposes of observation and practice teaching, independent seminars were established in various secondary schools in which the principal of the school directed both the teaching and the conference-seminars independent of the university. In both cases, the teacher-trainee participated fully, even to attending faculty meetings (without voting privileges).⁸

The educational seminar of the Austrian university is not to be confused with our American "Schools of Education." Unlike the latter,

⁷ In 1871 the first professorship in Education was established at the University of Vienna.

⁸ Helen C. Lahey, *The Development of Teacher Education in Austria*. Unpublished doctoral dissertation, Fordham University, 1949, p. 700-701.

the seminar is a part of the regular philosophical faculty, and not an independent unit in itself. While the seminar has greatly enriched and expanded its offerings since its inception in the nineteenth century, it does not offer the minutely specialized courses which one might find in a school of education in an American University. Also, the Austrian seminar is exclusively concerned with the preparation of the secondary school teacher.

Until 1928 the education of secondary school teachers in Austria was governed by the regulations of June 15, 1911. After that it was governed by those of March 17, 1928, and August 6, 1937.⁹ The regulations were similar in many respects. Thus to qualify as a secondary school teacher under these regulations the candidate after passing the maturity examination of an accredited secondary school had to attend a university for at least 8 semesters (4 years) in preparation for the examination for secondary school teachers (Lehramtsprüfung fuer Mittelschulen). Further, success in this examination qualified the candidate for appointment to the prescribed year of probational teaching.

The regulations differed as to detail and emphasis. For example, those of 1911 made a philosophical pedagogical preliminary examination prerequisite for admission to the examination for secondary school teachers, while the regulations of 1928 and 1937 made the pedagogical examination an integral part of that examination.

Austrian secondary teacher education was reconstructed in 1945 on the pre-war pattern provided for in the "Secondary School Law of 1927-28 (Mittelschulgesetz.)"¹⁰ The philosophical faculties of the Universities of Vienna, Graz, and Innsbruck restored the lectures in principles, history and philosophy of education, and seminar review courses for the secondary school license examinations. The Vorlesungs-Verzeichnis (catalog) of the University of Vienna gives some idea of the present greatly expanded educational offerings. All candidates for teaching positions as academic teachers in Austrian secondary schools must register with the office of the university rector for the following courses.¹¹ Those followed by an asterisk are required.

⁹ Max Lederer, *Secondary Education in Austria, 1918-1938*. Bulletin 1941, No. 9, U. S. Office of Education, Washington: Government Printing Office, 1941. p. 85-86.

¹⁰ Richard Meister, *Bericht ueber das Studium der Paedagogik an Oesterreichischen Universitaeten* (First International Congress for Teaching of Education Sciences in Western Europe) 1952. p. 230-41.

¹¹ *Vorlesungs-Verzeichnis*. Universitaet Wien, fuer das Winter (und Sommer-semester) 1954/55, Herausgegeben vom Rektorat der Universitaet, Wien, 1954. p. 53-55.

*Historical and Social Foundations**Principles of education* (first semester)*

Philosophy of education*

History of education* (A 2-hour 4-semester course beginning with "Primitive to scientific and philosophical thought of Ancient Greece to 500 B.C." and ending with "Trends in contemporary educational thought, 1900 to the present.")

History of Austrian education*

(Sociological courses and seminar also are offered, but are not compulsory)

Psychological Foundations

General Psychology*

Experimental Psychology*

Practice in the use of personality tests in connection with the clinic

Statistics

Counselling and vocational guidance

Developmental psychology with educational clinic*

Psychology of learning: with particular attention to problems of the secondary school student

Modern theories of learning (psychology of learning)

Educational Seminar: Review for License examination*

Lectures in specific subject matter

Specialization in major and minor subjects (Review for examination)

Thus Education at Austrian universities has become an integral part of the broader faculty. The seminar serves the dual purpose of providing: (1) a broad background of knowledge and understanding of the philosophical, social, historical, and psychological theoretical foundations of education; and (2) a practical training of candidates for teaching positions in the secondary schools through the seminar and the directed observation and practice teaching, the seminars in methodology in various majors and minors, and the clinically affiliated courses in psychology.¹² A practicum has been introduced into the educational seminar in which candidates have an opportunity of preparing lesson plans, and teaching under the helpfully critical observation of the director, staff, and fellow students.

Examination.—The examination regulations of March 17, 1928, and August 6, 1937, set up an examination which like that of the elementary school teacher license examination, was fourfold in structure and included:¹³

1. Home themes (Hausarbeiten) written in the major and minor fields.
2. Supervised examination (Klausurarbeiten): An 8-hour examination written under the supervision of the examination committee, covering the major field, and a 4-hour examination in the minor field.

¹² Meister, Bericht ueber das Studium der Paedagogik an Oesterreichischen Universitaeten, *op. cit.*, p. 235.

¹³ Labay, *op. cit.*, p. 617.

3. An oral examination in all fields including education.
4. An education examination covering philosophy, principles, history, methods, organization and administration (including school law), and child and adolescent psychology.

The examination for secondary school teachers (Lehramtspruefung) included regularly two major subjects except in chemistry and philosophy which required, respectively, one major and two minors and two majors and one minor. The subject combinations and the minimum requirements for each subject were prescribed by law. Success in a major subject qualifies one for teaching in all classes of the secondary school; in a minor subject, for teaching the first four classes. Success in the entire examination entitles the candidate to a certificate as a teacher in an approved secondary school for the prescribed probationary year (Probejahr).

There have been few changes in the legal prescriptions for the license examination, but, from time to time, there have been shifts in emphasis. For example, in 1911, a certificate from the university seminar director indicating that the student had passed a preliminary examination in educational principles and history had to be presented prior to the taking of the license examination (Lehramtspruefung). The present examination, re-adapted after 1945, includes: (a) Principles of Education (history, principles, philosophy, social foundations of Education), and (b) Psychology (child and adolescent psychology from a developmental viewpoint, tests and measurements, methods of teaching, psychological foundations).

There have been few content changes in the examination: The subject-matter specializations are the same, but the form of the examination in education is somewhat different. Thus, the historical and social foundations and the psychological foundations in education are now given as oral examinations. The special methods examination covering the candidate's major and minor fields are also included in the oral examination.¹⁴ The Practicum, or demonstration lesson taught by the candidate is continued today.

A certificate (Pruefungszeugnis) is granted the successful examinee, issued by the federal examination committee for the particular Province (see page 36). The certificate includes: (1) a detailed biography; (2) a report on the title, content, and evaluation of the essay written at home (Hausarbeit); (3) a list of subjects taken in the examination

¹⁴ Meister, Bericht ueber das Studium der Paedagogik an Oesterreichischen Universitaeten, op. cit., p. 225.

room (Klausurarbeiten) together with the grade or mark made; (4) a report on the oral examination—subjects, content, and grade; and (5) education examination—subjects examined in and grade, including a practicum: demonstration lesson taught by the candidate and grade made for each subject taught. This certificate permits the holder to be appointed to a temporary trial year of teaching in an approved secondary school.

Appointment.—The Probejahr is a carefully planned series of teaching experiences covering every aspect of the professional life of the teacher. Candidates do not have a full teaching load for there must be time for conferences, and opportunity to observe master-teachers at work. The Austrian teacher-intern attends the regular staff conferences, but has no voting privilege. He helps the regularly appointed teachers in record-keeping; has conferences with guidance people and psychologists, and with problem pupils; and cooperates in many of the increasing number of extracurricular activities (clubs, student government functions, assembly programs, excursions, and book and theater clubs). Whenever the candidate teaches he is observed by the school director, critic teacher, and fellow interns (if there are others training in his school). Conferences always follow these demonstration classes.¹⁵

Upon successful completion of the internship (Probejahr), the teacher receives a certificate (Zeugnis), which details his work and qualifications for teaching. Each subject taught in the school is reported in full, with statistics as to number of classroom teaching hours. A qualitative type of report concerning the candidate's work as a teacher, personality, classroom management skills, etc., are reported by the training teachers and administration. This certificate entitles the holder to be put on the list for permanent appointment to a teaching position in his major and minor fields at a secondary school.

In-service education of secondary teachers.—In 1947-48, the entire Probelehrer training program was reorganized in Vienna, and the present "Seminar for Secondary School Teachers" grew out of this effort at organized in-service education. This seminar which meets at the Educational Institute of the City of Vienna, has been made compulsory for all beginning secondary teachers. Since its founding, more than 1,071 have completed the courses. This seminar stresses adapting the newer classroom techniques and methods to the secondary school; workshops in audio-visual aids; trips for the purpose of observation in

¹⁵ Meisner, Bericht ueber das Studium der Pädagogik an Oesterreichischen Universitäten, op. cit., p. 285.



Secondary teachers holding a conference on the newer methodology in the various areas of specialization

all types of schools (including elementary). Recently, great attention has been given to improving methods of teaching science in secondary schools.

A similar plan for orienting the Probelehrer into teaching (in addition to his regular assignment in a secondary school), has been set up at the Innsbruck Educational Institute (1951). Experienced school principals, school psychologists, and supervisors in various subject-matter fields held workshops for the Probelehrer. As in Vienna, observations at various types of schools were arranged so that the school might be seen as a unity.¹⁶

This technique for the professional in-service training of beginning teachers was introduced in Linz during the following year (1952). Review lectures were given on *The Personality of the School Child*, *Developmental Psychology Today*, *Classroom Uses of Tests and Measurements in the Secondary School*, *Educational Law*, *Problem Pupils in our Secondary Schools* (case studies were made, in cooperation with the Child

¹⁶ Herbert Rainer. *Das Oesterreichische Schulwesen nach 1945. Die Wiederaufbau der Tiroler Mittelschule, Pädagogische Mitteilungen*. Beilage zum Verordnungsblatt des Bundesministeriums fuer Unterricht, Jahrgang 1953. Wien am 1. December 1953, Stück 12, p. 123.

Guidance Clinic). School psychologists were called in to help train the interns in the techniques of child study. In addition, the teachers' unions conducted similar courses open both to beginners and experienced teachers. The Federal Ministry of Education provided funds for building up professional libraries of books and periodicals; resource-teaching materials, audio-visual equipment, and films.¹⁷

In-service education is by no means limited to the beginning teacher. Efforts are constantly being made to encourage the older teachers to keep informed on newer trends and practices in their fields. The Ministry of Education is anxious to have them keep up, if not through courses, at least by reading newer professional books and periodicals; and, hence, heavy subventioning has been made by the Ministry for such libraries.

Each secondary school publishes the research done by its staff members. In 1952, a high point was reached in scholarly publications by secondary teachers. Research compilations which used to appear monthly in the leading secondary education magazines, *Das Oesterreichische Gymnasium* and *Die Realschule*, among others, were published in various teachers' association reports.¹⁸

Secondary teaching in the field of history received particular attention in the first 2 years following the end of the war—when the emphasis was upon the reawakening of patriotism and a national consciousness. These professors participated with representatives of the Allied Council Textbook Committees in the rewriting of history textbooks. Each federal land held its own convention, and sent representatives to Vienna for a national meeting. Since 1946, there have been 44 major conventions in the various fields of secondary education. Attendance at these conferences has been encouraged by the Federal Ministry of Education, by granting travel aids to teachers. The Educational Institutes of Vienna, Graz, and Innsbruck cooperated with these secondary teachers' organizations, and from time to time workshops and specially adapted courses have been offered for the experienced teachers on the secondary level.¹⁹

¹⁷ Felix Reitter. Die Mittelschule Oberoesterreichs seit 1945. *Paedagogische Mitteilungen*. Beilage zum Verordnungsblatt des Bundesministeriums fuer Unterricht, Jahrgang 1952, Wien, am 1. Mai 1952, Stueck 5, p. 69-75.

¹⁸ Wilhelm Krause. Verzeichnis der Programm- und Festschriften der Oesterreichischen Schulen. 1950/51. *Paedagogische Mitteilungen*. Beilage zum Verordnungsblatt des Bundesministeriums fuer Unterricht, Jahrgang 1952, Wien, Stueck 9, p. 1(37)-15(50).

¹⁹ Oskar Maar. Fortbildungsveranstaltung der Mittelschullehrer. *Paedagogische Mitteilungen*. Beilage zum Verordnungsblatt des Bundesministeriums fuer Unterricht, Jahrgang 1952, Wien, Stueck 11 p. 143-154.

The teachers-exchange program may be regarded as another facet of the in-service education program. Since 1948-49 Austrian secondary school teachers have been going to France and England,²⁰ and in return English and French teachers and students have been coming to Austria. The United States Fulbright program started in 1951-52 to make possible a two-way exchange of teachers on the secondary level.²¹

Commercial Secondary School Teachers (Lehrer an mittleren kaufmännischen Lehranstalten).—Commercial secondary schools include (a) 2-year commercial schools (Handelsschulen), and (b) 4-year commercial academies (Handelsakademien). Both are based on 8 years of previous schooling completed either at a 4-year upper elementary school (Hauptschule) or in the 4-year lower division of an 8-year secondary school based on 4 years of lower elementary schooling. Graduation from the 4-year course of a commercial academy is marked by a certificate of maturity (Reifezeugnis) which qualifies for admission to a university in Austria or to the Hochschule fuer Welthandel (Institute for World Commerce) in Vienna where commercial secondary school teachers in Austria receive their training.

After admission to the Institute for World Commerce, the diploma in commerce may be attained after 6 semesters of study and the passing of three examinations. The first examination may be taken the earliest after 3 semesters of study but must be passed before admission to the fifth semester. It includes general theory of business, general theory of commerce, general economics, and history of economics.

The second and third examinations may be taken the earliest near the end of the sixth semester, but must be at least 6 weeks apart. Part 1 of the second examination covers economic geography and technology. Part 2 includes two languages of which one must be English or French. If the second language is not the other of the two mentioned it may be Russian, Italian, or Spanish. It cannot be the student's mother tongue. The third examination includes special theory of business; special theory of commerce; special economics, economic policies and science of finance; and commercial law.

After attainment of the diploma in commerce the student prepares for the examination for commercial teachers through 2 additional

²⁰ Heinrich Poniák, Das Oesterreichische Komitee fuer Internationalen Studienaustausch. *Pädagogische Mitteilungen*. Beilage zum Verordnungsblatt des Bundesministeriums fuer Unterricht, Jahrgang 1954, Wien, Stueck 12, p. 121-133.

²¹ Ludwig Wohlgenuth, Der Lehreraustausch. *Pädagogische Mitteilungen*. Beilage zum Verordnungsblatt des Bundesministeriums fuer Unterricht, Jahrgang 1954, Wien, Stueck 12, p. 124-135.



Austrian commercial school teachers hold a convention in Bregenz

semesters of study. The courses of instruction for the professional education of commercial teachers are given in table 9 which follows. In addition to his major and minor fields in business education the applicant must have completed the 2-semester education seminar of the Hochschule fuer Welthandel. Instead of a year of internship the student completes a so-called Trial-Service (*Probendienst*) equivalent to an extended form of practice teaching during his senior year. A certificate showing successful completion of the "Probendienst" is a prescribed requirement for admission to the State examination.²²

The commercial teacher may also attain the degree of doctor in commercial sciences (*Doktor der Handelswissenschaften*) through supplementary study for the doctorate. This study may be carried on simultaneously with the study for commercial teaching.

One who has passed the State examination for secondary school teachers may qualify as commercial secondary school teacher through a supplementary examination based on 2 semesters of prescribed Aufbau study (*Aufbaustudiums*) at the Hochschule fuer Welthandel.

²² Maria Neuberger. *Das Lehramt an Mittleren Kaufmännischen Lehranstalten (Prüfungsvorschrift)*. *Schule und Beruf*, Heft 62-64. Herausgegeben im Auftrage des Bundesministeriums fuer Unterricht, Wien, 1954. p. 3 and 14-15.

Table 9.—Curriculum for Commercial Teacher Preparation¹

Subject	Number of hours a week
<i>Group A</i>	
Principles of commercial education	2
Seminar in commercial education	1
<i>Methods of Teaching—</i>	
Business and commerce	2
Bookkeeping and accounting	1
Commercial arithmetic	1
Induction to practice teaching	1
Practice teaching (Probedienst)	2
Organization and legal basis of commercial education	1
History of business education	1
Theory and history of education	1
Introductory philosophy	1
Introductory psychology	1
School hygiene	1
Psychology of adolescence	1
Principles of finance and business mathematics	2
Total	19

Group B²

Principles of commercial education	2
Seminar in commercial education	1
Philosophy	1
Psychology	1
Psychology of adolescence	1
Principles and history of education	1
Methods of teaching civics (Government and citizenship)	1
Methods of teaching German	1
Preparation for the supplementary examination in commercial education	1
Total	10

¹Marie Nussberger. Die Hochschule fuer Welthandel. *Schule und Beruf*, Heft 66/67. Herausgegeben im Auftrage des Bundesministeriums fuer Unterricht, Wien, 1954, p. 14-16.

²*Ibid.*, p. 28.

Teachers of industrial arts.—Graduates of approved secondary schools, or secondary level trade schools, who have had at least 5 years' apprenticeship and successful employment in some trade may take the examinations for teachers of industrial arts which qualifies them to teach in Austria's trade and industrial schools. There is a wide variety of such trade schools offering courses in metal work, plumbing, wood-working, photography and in trades for jewelers, painters, printers, cleaners, hairdressers, garment trades, building trades, meat industries, wine industry, and agriculture.²³

The examination commissions for the various trades are appointed by the Ministry of Education for a 3-year period, from provincial and federal supervisors and trade school teachers and administrators.

The organization of the examination is again of the usual fourfold type ending with the demonstration teaching lesson. Education includes history and principles, child and adolescent psychology, and specific and general methods of teaching. The General Education courses include: (1) Government and citizenship; (2) principles of business, business

²³ Pruefungsvorschrift fuer das Lehramt an Gewerblichen Berufsschulen in Oesterrich, Erlaess vom 13. April 1949, Z. 43 876 IV/14/48, *Verordnungsblatt fuer den Dienstbereich des Bundesministeriums fuer Unterricht*, Jahrgang 1949, Wien, Stack 6, p. 84 100.



A lesson in weaving at a vocational secondary school for trade and industry



Laboratory class at a vocational secondary school for trade and industry

correspondence; (3) bookkeeping; (4) mechanical drawing; (5) specialization; practicum; workshop.

Teachers of the needlework trades and home economics.—Teachers in all aspects of the needlework trades, such as tailoring, dressmaking, and millinery are prepared in Institutions for Women Teachers of the Needlework Trades (Bildungsanstalten fuer Frauengewerbelehrerinnen).²⁴ For admission, the candidate must be a graduate of a trade or technical school, with an apprenticeship of at least 2 years. She must also pass an entrance examination in German, arithmetic, and textiles, and a practicum in patternmaking—cutting, sewing, designing, and fashion drawing.²⁵

During the post-war years there has been a mounting demand for teachers in every aspect of trade school training. Skilled workers often lacked the requisite general and pedagogical training. In 1952–53, Seminars for Vocational Teachers in many categories were set up by the Ministry of Education. These 6-semester courses include general educa-

²⁴ Erlaess vom 1. Maerz Z.40.496-IV/7/52, *Verordnungsblatt fuer den Dienstbereich des Bundesministeriums fuer Unterricht*, Jahrgang 1952, Wien, Stueck 3, p. 77-78.

²⁵ *Pruefungsvorschrift fuer das Lehramt an Gewerblichen Berufsschulen in Oesterreichs*, op. cit., p. 84-100.



Shopwork at a trade and industrial secondary school

tion; psychology, history and principles of education, developmental psychology, general and special methods of teaching. "Cram courses" were organized for the license examinations.²⁰

Teachers of cooking, nutrition, and home economics are prepared at various academies for Teachers of Household Science. This is usually a 1-year course which prepares directly for the state license in Household Arts. A selective entrance examination in household science, language, and arithmetic is given graduates of a 3- or 4-year Household Science School; or graduates of a Frauenoberschule (p.). Graduates of other types of secondary schools and teacher-training schools are admitted also. Physical and psychological examinations are given all applicants. Those who are not graduates of the Household Science Schools must take a practicum examination in cooking. Similar State examinations are given to candidates for teaching positions in schools for the needlework trades and for household arts.

Salary and tenure.—Secondary school teachers on tenure are ranked as "state officers." Beginning or not fully licensed secondary teachers

²⁰ Hermann Schnell. Das Pädagogische Institut der Stadt Wien. *Sonderdruck aus den Pädagogische Mitteilungen*. Beilage zum Verordnungsblatt des Bundesministeriums für Unterricht, Jahrgang 1953, Stück 2. p. 1-6.



Each year the School Board of the City of Vienna honors its retiring teachers at a pedagogical conference

are known as contract teachers (*Vertragslehrer*)—government employees with private status, hired by the year.

Salary is based upon status. The highest ranking teachers holding university degrees have completed the 8 semesters in the philosophical faculty of the university, or equivalent technical schools in such fields as the humanities and sciences, music, visual arts, commerce, technology, agriculture, and forestry. Teachers of distinction, with many years of experience recognized as experts in their subject may be admitted to this classification, without the usual academic attainments.²⁷

The secondary teachers' salary schedule like that of the elementary teachers was fixed by law on December 12, 1946, but subjected to many modifications, previously noted in the report on elementary teachers' salaries, such as the addition of cost-of-living bonuses and allowances for children. Principals of secondary schools receive in addition to their basic salary according to their rank as a teacher and the various allowances also given to their staff, supplementary amounts varying with the size of their schools.

Through the new salary law released in March 1956, the beginning teacher (appointed after completion of the *Probejahr*), receives 1900 schillings; and the maximum has been raised to 6425 schillings. The median salary (between 18 and 20 years of service) is 4025 schillings. These salaries apply to academic secondary school teachers in the highest salary bracket (L1).²⁸ The *Probelehrer* (Intern) was paid an allowance of 900 schillings (\$36) per month in 1955, under the new legislation, figured on the same basis, the amount would rise to about \$50. The salary raises are far more significant than they appear in dollars, because of the differentials in cost-of-living in Austria and the United States.

Continued protests against the overburdening of the secondary teacher have led to regulations in the number of teaching hours. These hours vary according to subject:

Subject	Hours per week
Languages	19
Science	21
Other academic subjects	21-25
Technical and practical subjects	32

Any hours over these are counted as "overtime," and the teacher is paid 3 percent of the average of his particular classification. This

²⁷ Karl Kaiser. *Zur Gehaltssituation der Mittelschullehrer, Der Mittelschullehrer und die Mittelschule*, Nr. 4. Wien, April 1955. p. XIV.

²⁸ Bundesgesetz: Gehaltsgesetz, 1956. *Bundesgesetzblatt fuer die Republik Oesterreich, Jahrgang 1956*, Wien, Maerz 1956, 15. Stueck. p. 749.

includes not only teaching hours but any overtime for excursions, club work, etc. There is, also a generous allowance for paid holiday time: 10 days at Christmas, 10 days at Easter, a total of 10 days of religious and public holidays, and 2 months' vacation (July and August).

Social security, pensions, and retirement.—Provisions in health, welfare, and social security are in effect for both secondary and elementary teachers. Permanently appointed teachers receive full sick leave, and if unable to resume their duties are retired on pension. Temporary and contract teachers continue to receive their salaries for a period varying according to length of service from 6 weeks to 6 months, and, then, at half salary for a similar period. If still unable to return to work, they receive an allowance from the sickness fund amounting to a maximum of 25 percent of the last salary. Contributions for the health and hospitalization insurance fund amount to 4.4 percent of salary in the case of permanent teachers and 7.5 percent of the salary in the case of teacher employees (contractual teachers). In both cases the government contributes half. Teachers in private schools are protected by these social security laws. Foreign nationals, who are eligible for appointment in private schools only, are also included.

Teachers in permanent appointment are entitled to retire on pension after a minimum of 10 years' service, and teacher employees (contractual teachers), after paying 180 monthly contributions and reaching the age of 65 for men, and 60 for women. Retirement pension in the case of permanent teachers amounts to 40 percent of a basic sum (78.83 percent of the last salary) after 10 years' service, plus 2 percent of such sum for each year of service in excess of 10. In the case of teacher officials (permanently appointed) with higher qualifications, each 3 years of actual service counts as 4 years toward pension. Teacher officials contribute 4 percent of their salary to the retirement pension fund, while contractually appointed teachers contribute 5 percent, and the government an equal amount.

The newest law states that teachers who have reached the maximum salary bracket, and have been receiving such salary for at least 2 years, may have this taken as the base for figuring pension.

The widow of a teacher-on-tenure is entitled to a pension and allowance for each child. Pensions amount to 50 percent of the pension the deceased was receiving, or was entitled to receive, at the time of his death, to a minimum of 35 percent of the basic sum (78.3 percent) of the last salary. The allowance per child amounts to one-fifth of the widow's pension. If both father and mother are dead, the pension payable to the children amounts to half the widow's pension.

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