

The Municipality has at present about 2,000 beds for tubercular persons, and has also secured some hundreds of beds in outside institutions. These include institutions for tubercular children, which are situated in the Alpine districts and on the shores of the Adriatic Sea.

There is an institution for dealing with cripples, with proper appliances and suitable workshops.

Special measures are taken to preserve the health of young persons and apprentices. In co-operation with the friendly societies, steps are taken to secure four weeks' annual holiday in the country for apprentices. This measure of protection also applies to children leaving school who need to recuperate before entering into industrial life.

In addition to the State institutions for the care of the sick, the Municipality has a model hospital with 1,000 beds, and is gradually taking over the Vienna children's hospitals which were formerly maintained by voluntary contributions. There is also a municipal maternity home, and two large institutions for mental and nervous diseases.

As the sisters of mercy in the municipal institutions are being gradually replaced by secular nurses, it has been decided to establish a nurses' training college, to provide a two-year course of instruction. Continuation courses of training have also been instituted for the municipal nursing and welfare staff.

Attached to the health service is a medical marriage advice bureau, in charge of a doctor, which is in great request.

Another bureau, which is very popular, gives advice as to the choice of a career.

A thorough reorganisation of the cemetery service has resulted in a considerable lowering of the burial fees.

The Municipality has also established a crematorium, in connection with which it had a severe conflict with the clerical State government, and the matter even went to the highest court of justice, but resulted in a virtual victory for cremation which had been forbidden in old Austria.

The total number of patients housed in municipal institutions on the 1st November, 1924, was 20,604. In addition, the Municipality gave assistance to 45,089 persons. The total expenditure for welfare work during 1925 is estimated at 437.9 milliards kronen (£1,313,700), which is about one-half more than in the pre-war period.

## EDUCATION.

As was to be expected, the Socialist majority paid special attention to education. The decrease in the number of scholars,

from 240,000 in the last pre-war year to 134,000 in the year 1924-1925, was not taken advantage of to dismiss teachers and effect economies. It presented a favourable opportunity for the carrying out of drastic educational reforms. In the last year before the war the average number of scholars in a class was 47; the number now is 29.

As Vienna is both a municipality and a province, it possesses wide powers in the sphere of elementary education. Consequently, the work of educational reform, which so far as the State was concerned remained in abeyance after the Social Democrats left the Government in 1920, could be continued in Vienna almost without hindrance. The chief innovation has consisted in the reform of the curriculum. The rigid time-table of former years has disappeared, and the chief object of education is now the bringing out of the child's individuality.

Practical instruction has taken the place of theoretical teaching. The children are taken for walks or short excursions, and all the things that they observe are made the subject of instruction. This amounts to a training in systematic observation and description. The scholars are encouraged to express themselves freely in drawing, modelling, and composition. Instruction is no longer divided into water-tight compartments, but forms a uniform whole during the first five years.

The curriculum prescribes the educational object for the first five years, but the method of attaining it is left to the teacher. The old reading books have been superseded by a new series of books of a good literary class, beginning with fairy tales and ending with classical and modern works. This is also the best means to combat trashy literature. The old registers have been abolished, and the new descriptive certificates furnish the best data for the vocational advice bureau. The scholar no longer leaves school with mere scraps of information, but with the capacity to acquire fresh knowledge and ability to grapple with life.

#### *Educational Reforms.*

The educational privileges of the possessing classes have been abolished. Formerly the secondary schools were generally inaccessible to the poorer classes. Vienna has now created as an experiment six combined schools, consisting of a four-years elementary and a four-years secondary school. Once this new type of school has been completely introduced, the lower grade of the secondary school will be compulsory and free. This offers the great advantage that decision about a future career, which has now to be taken very often in the scholar's tenth year, may be postponed until his fourteenth year.

One great evil of the old system was that 11 per cent. of the children had to repeat school-years. Much valuable time was

thereby lost. This evil has been obviated by placing slow children in special classes, having a lower number of scholars and being in charge of a particularly efficient teacher. Special schools exist for weak-minded children, and special care is also taken of children who are wholly or partially blind and deaf. Scholars who are approaching the end of their school-life receive a special course of finishing instruction.

Particularly gifted children may take advantage of special courses of training in such subjects as music, languages, practical chemistry and physics, &c.

#### *Co-operation of the Teachers.*

The reforms above outlined would have been impossible in the absence of the conditions requisite for putting them into practice. First of all the support of the teachers had to be won. The efforts to gain this support, by means of continuation courses of study circles, were crowned with success. Periodicals dealing with various aspects of education were published, and the first central educational library at public cost was established. The "pædagogium" of the City of Vienna, with 60 lecturers and 2,700 students, is the training centre for teachers. An institution of experimental psychology, to be devoted to the scientific investigation of child individuality, was also established. Expert literature is supplied by a central library to all who are interested, from kindergarten teachers to secondary school teachers. The library now comprises 50,000 works, and subscribes to 100 periodicals. It is now the best organised specialist library on the Continent so far as new publications in the sphere of education are concerned.

#### *Parents' Associations.*

Educational reform needs the co-operation of parents as much as that of teachers. The parents of children attending each school are organised in associations. These bodies take an active part in educational reform.

The school buildings which had fallen into a state of disrepair during the war were restored and brought up to date. Lighting arrangements were improved, and schools baths were installed. We have already shown how the municipal welfare work touches the schools. Dental treatment and medical inspection have been introduced. Health visitors attend the schools every fourteen days, and take measures in urgent cases. There are no longer any hungry school-children, and an ever growing proportion of scholars are assured of a country holiday. The Municipality grants free tickets for the trams on the occasion of short excursions.

#### *School Communities.*

In the last school year an important innovation was made in the secondary schools, consisting in the establishment of school com-

munities. The purpose of these organisations of scholars is to develop the communal sense and to stimulate the feeling of responsibility by means of self-government. Their activities cover many spheres, such as the care of school libraries, co-operation in maintaining order, the arrangements for school entertainments, &c.

The co-operation of the scholars in the settlement of questions of discipline is described as the essence of the school community. These communities are voluntary.

The entire educational system is managed by the City School Board, which is constituted by a Vienna provincial law. Both the majority and minority on the Town Council are represented. The teachers send delegates to this body, which also manages the State secondary schools and the Vienna continuation schools.

### *Continuous Education.*

Continuation schools play a large part in Vienna. Throughout Austria continuation schools are compulsory for apprentices. Day-time instruction has been introduced in Vienna, instead of evening-classes, and the school year generally amounts to 10 months. The purpose of the continuation school is to supplement the one-sided nature of apprenticeship. All the appropriate subjects are taught in a theoretical and practical manner. Every trade school has its own well-equipped workshop. Instruction is gratis, and most of the requisites are supplied free. It is proposed to publish 200 technical primers for trade schools. The health of the apprentices is supervised by the school doctors. Sports are organised, and two homes have been established for necessitous persons. For three years there have been school communities in the continuation schools, and they have given an excellent account of themselves. They have contributed to the improvement of attendance, of order and discipline in the schools, and have provided valuable stimulus.

From pre-war times a large central building for the purposes of a continuation school has been in existence ; it provides accommodation for 5,000 pupils. It is proposed to erect another large building for this purpose, and grants amounting to £150,000 have already been made for this object. In the watch-making trade the first training workshop has been established, where pupils receive complete (instead of supplementary) instruction so as to substitute apprenticeship in private trade, and endeavours are being made to establish similar workshops for other trades. It is hoped to make continuation schools compulsory also for juvenile unskilled workers. The whole organisation of continuation instruction is controlled in the first place by the Continuation School Board, consisting of representatives of the Municipality, of the employers, of the workers, of the School Board, and of the teachers. The Socialists have a majority on this body. The Municipality pays 45 per cent. of the

cost of continuation schools, and its contribution for 1925 is estimated at 22.5 milliards kronen (£67,500). The balance is met by the employers.

### *Cost of Education.*

The total expenditure of the Municipality upon education for 1925 is estimated at 584 milliards (£1,752,000). Deducting the cost of industrial continuation schools, this amounts to an annual expenditure on behalf of every scholar of 4.2 millions kronen (£12 12s.), nearly twice as much as in 1913. Experts from every part of the world come to Vienna to study its new educational institutions.

The Municipality makes small grants to enable necessitous pupils in the high schools and the secondary schools to study music and other arts.

Vienna possesses many excellent voluntary organisations for the promotion of popular education, and their activities are encouraged by grants of money. The Municipality also maintains a large popular library. It grants subsidies to provide cheap theatrical performances and concerts for the workers. The Municipality maintains several museums, which contain valuable treasures.

The Municipality also encourages art by affording opportunities for the exercise of artistic talent by architects, and in an ever increasing degree to sculptors and painters, in the course of its building activities. The City art prizes likewise exert a stimulating effect.

The Municipality encourages sports, not only by assigning City playing fields for this purpose, but also by grants of money to sports associations of all kinds.

## HOUSING.

In Austria the rent protection Acts are more severe than in any other State. Not only do they afford a wide measure of protection against notices to quit, but they prescribe a way of fixing rent which amounts to an expropriation of the house owner. He is put on the same footing as the owner of State bonds of the pre-war and war-time periods. For the gold value which his house possessed in pre-war times, he receives only five per cent. interest in paper kronen (1 gold crown equals 14,400 paper kronen). This is brought about by fixing the basic rent at one half of the pre-war rent, but payable in paper kronen. On the other hand, the pre-war mortgages have depreciated in value to the same extent. In addition to the basic rent, the tenant has to pay the costs of upkeep and of repairs, which is fixed at 1 per cent. of the pre-war rent in gold. It is therefore extremely low, but in urgent cases the house owner may apply to a rent court for any increase that may be required.