

suffering from venereal disease (1927 1,790 applicants); and finally an advice bureau for inebriates (1927 1,303 applicants), which works in close touch with the municipal inebriates home, keeping under observation the patients who leave the latter institution.

Then there is a welfare office for the mentally defective, which looks after persons who are sent home from lunatic asylums.

An employment bureau, which was consulted by 20,132 persons in 1927, gives advice upon the choice of a vocation and found situations for 5,983 persons in 1927.

Another section of the Public Health Office attends to the purity of the drinking water and the adoption of disinfectant measures.

A thorough reorganisation of the cemetery service has resulted in a considerable lowering of the burial fees. The establishment of a crematorium, which involved the Municipality in severe conflict with the clerical State government, which appealed to the highest tribunal, now renders cremation possible in Austria. In the great cemetery of Vienna a place is set apart for those who fell in the war, and there in the year 1925 the Municipality raised a great memorial for the victims of the world war.

The number of patients housed in municipal institutions on the 31st December 1927 was about 20,000. In addition, the Municipality gave assistance to 58,000 persons. The total expenditure on welfare work during 1928 is estimated at £2,400,000, nearly three times as much as in pre-war times.

Education.

As was to be expected, the Socialist government paid special attention to education. The sharp decline in the number of scholars, from 240,000 in the last pre-war year to 138,000 in the year 1927-1928, was not utilised to dismiss teachers and effect economies. It presented a favourable opportunity for the enforcement of drastic educational reforms. In the last pre-war year the average number in a class was 47; it is now 29.

School Reform.

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 consisted in reforming the curriculum. The rigid time-table of other times has vanished, and attention is now concentrated upon drawing out the child's individuality.

Practical instruction has supplanted theoretical teaching. The children are taken for walks or short excursions, and all the

variety of things they observe are made subjects 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 watertight compartments, but constitutes a uniform whole during the first four 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, which were the terror of the children, have been superseded by a new series of books of a good literary style, beginning with fairy tales and ending with classical and modern works. This is also the best means of combating the influence of 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. A municipal educational enactment has so co-ordinated the curricula of certain elementary and secondary schools as to facilitate progression from the one to the other. This offers the great advantage of postponing a scholar's decision concerning his future career until his fourteenth year. This far-reaching reform, on the basis of the careful experiment of the Municipality, has now been effected throughout the Republic.

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 overcome by placing slow-learning children in special classes, containing a smaller number of scholars and being in charge of a particularly efficient teacher. There are special schools for weak-minded children, and special attention is given to children who are wholly or partially blind or deaf, while scholars who are approaching the end of their school life receive a special course of finishing instruction.

Gifted children may take advantage of special courses of training in such subjects as music, languages, practical chemistry physics, etc.

Cooperation of the Teachers.

Educational reform would have been impossible in the absence of the conditions requisite for putting it into practice. First of all the support of the teachers had to be won. The efforts to win this support by continuation courses of study and practical co-operation on the part of the teachers have been crowned with success.

Periodicals dealing with various aspects of education were issued. The Educational College of the City of Vienna, with 60 lecturers and 3,400 students, is the teachers' training centre. An

Experimental Institute of Psychology, devoted to the scientific investigation of the child mind, was created. All kinds of educational literature is supplied to interested persons, from infant school teachers to secondary school teachers. The library now contains 120,000 books and subscribes to 382 periodicals. It is at the moment of writing the best organised specialist library on the Continent devoted to educational literature.

For the provision of new teachers two years courses of training are given at the Educational College for suitable candidates from the secondary and high schools, who thereafter receive practical instruction as pupil teachers, while technical and philosophical instruction is imparted at the Vienna High Schools. For every second student the Municipal Administration makes a grant of £9 yearly.

Parents' Associations.

Educational reform requires the co-operation of parents as much as that of teachers. The parents of children attending schools are organised in associations, and these bodies take an active part in all questions relating to educational reform. 8,649 parents were active in these 460 parents associations in the school year 1926-7.

School Buildings.

It was obviously necessary to create the external conditions for this revolution in the school. Thus the school buildings which had fallen into decay during the war had to be restored and brought up to date. Lighting arrangements were improved and school baths were installed. We have already explained how municipal welfare work began by touching the schools. Dental treatment and medical inspection were introduced. Health visitors visit the schools every fortnight and attend to urgent cases. There are no longer any hungry school children, thanks to the municipal canteens, whilst an ever growing proportion of children is assured of a country holiday. All school requisites are supplied free of cost to all children, and the Municipality grants free tram tickets for educational excursions.

School Communities.

During the school year 1924-5, an important innovation was introduced in the secondary schools, in the shape of school communities. The purpose of these associations is to develop the communal sense and stimulate the feeling of responsibility among the children by means of self-government. Their activities cover many spheres, such as the care of school libraries, co-operation in maintaining order, arrangements for school entertainments, etc. The co-operation of the scholars in the settlement of questions of discipline is described in the regulation as the essence of the school community. These communities are entirely voluntary.



A lesson in Chemistry



Technical instruction in the school



A lesson in cleaning the teeth in an elementary school



Children's baths in the Schweizergarten. Vienna, District 10

The entire educational system (840 schools, 6,951 classes, 200,132 scholars and 11,262 teachers) is managed by the City School Board, which is constituted on democratic lines by a law of the province of Vienna. Both 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.

Continuation Schools.

Continuation schools play a large part in Vienna. Throughout Austria continuation schools are compulsory for apprentices. Day-time instruction has been introduced in Vienna, and the school year is usually ten months, with at least eight hours of instruction every week. Instruction is given in all trades, the object being to correct the one-sided nature of apprenticeship. An all round technical and commercial education is imparted to the students, and each of the 80 trade schools has its own well-equipped workshop. Instruction is free and most of the requisites are supplied gratis. There are already primers for each trade, and it is intended to publish 200 of such books for the purpose of technical education.

Students keep fit by exercising in gymnastics, swimming and various other sports in their spare time, and Sunday excursions into the mountains are organised. Visits to works run on model lines widen their technical horizon. Music lessons and well furnished libraries minister to their mental improvement. Homes for needy apprentices have been established, of which four are maintained by the Vienna Municipality and three by the Continuation School Board. Clothes and shoes, mostly made in their own workshops, are supplied in particularly necessitous cases.

There are school communities in the continuation schools which have given an excellent account of themselves. Most disciplinary cases are settled by the officials of the school communities themselves.

From pre-war times a large central continuation school has existed, in which more than 5,000 students can be taught at the same time. It accommodates 32 schools, chiefly devoted to the metal and allied trades. They are attended by about 14,000 students. In the years 1925 and 1926 a second large continuation school building was erected, in which are accommodated 18 schools with more than 5,000 students, devoted mostly to the wood-working trades. Both buildings are provided with up-to-date workshops. The new central continuation school building required for its erection and equipment an outlay of £250,000. The jewellery trade continuation school, with its modern workshops, is housed in a third building. During 1928, a large school garden, with an area of 70,000 square metres, has been laid out in connection with the gardening continuation school.

For the watch-making trade there is a training centre, which fashions complete craftsmen who can dispense with any further

apprenticeship in private trade, and endeavours are being made to establish similar workshops for other trades. It is hoped also to make continuation schools compulsory for young unskilled workers.

In order that unemployed apprentices may preserve unimpaired their technical skill and moral force for at least three years after they are out of their time, the Continuation School Council started in this present year (1928) short-term classes for theoretical and practical instruction. A point is made to initiate young unemployed apprentices into new labour processes, and those who take up this course are much sought after by employers as particularly qualified workers.

The entire organisation of continuation schools 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 the current year will amount to £82,000.

The total expenditure of the Municipality upon education for 1928 is estimated at £2,250,000, which, deducting the cost of trade continuation schools, amounts to £15.10 for each child, or twice as much as in 1913. Experts from every part of the world come to Vienna to study its new educational institutions.

Popular Education.

The Municipality makes small grants to enable necessitous pupils in the high schools and the secondary schools to pursue their studies.

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 public library. It grants subsidies to provide cheap theatrical performances and concerts for the workers. It also maintains several museums, which contain valuable treasures.

The Municipality also assists 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 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.

Rent Protection.

In Austria the Rent Protection Acts are more drastic 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