

1897	V	ART SCHOOL/ACADEMY FOR WOMEN AND GIRLS IS ESTABLISHED.		
1897	V	Artist and art educator Franz Cizek opens the “Jugendkunstschule”, a privat art school for children.	Cizek later had contact with the >> “Red Vienna”, reform pedagogy and with >> Maria Montessori	<p>1. >> founding moment for the idea and the the “childrens art”</p> <p>>> Development of a “non-method” and the the children’s free expression. Cizek followed developed an idea of co-learning but based on habitus. He saw children as “artists” and he w in this specific type of art.</p> <p>2. >> necessary research: the construction of the between the idea of “children’s art” and “Afri Cizek’s exotism</p> <p>>> necessary research: the overlapping with l (Cizek died 1946, one year after the Nazi time emigrate, he was not part of the resistance-mc he could re-open his school on a privat basis)</p>
1897	V	Eduard Leisching , art historian, founded the association for popular education in Vienna.	Eduard Leisching later was artistic advisor of the >> “Red Vienna” government. From 1909 he was director of the >> Museum of Applied Arts – MAK.	<p>2. >> necessary research: the history of presentia others” in one of the main institutions of Vien education “Urania”</p>
1900 – 14				
1900	CL	Mackenna Subercaseaux travelles to Europe to buy COPIES from European masterpieces of art.		
Around 1905	V	Foundation of the Eugenie Schwarzwald-school , a private girls' Secondary School	<p>In 1911 transformation into a Girls' College with the aim to offer an adequate education to girls, comparable to that which was accessible to boys. The school engaged many contemporary, prominent artists and scientists to teach the girls. For example, >> Oskar Kokoschka gave lessons in drawing, >> Arnold Schönberg taught music and composition and >> Adolf Loos lectured on architecture.</p> <p>Schwarzwald influenced Otto Glöckels school-reform in the period of “Red Vienna”, she was in contact with Maria Montessori and was influenced by Franz Cizek.</p> <p>In 1934, following the establishment of the Austro-Fascist government in Austria, Schwarzwald organized support for persecuted socialists. After 1938 (Nazi time in Austria) Schwarzwald had to escape to Switzerland Zurich</p>	

1913	CL	Fines arts and follows a more open approach towards students and teachers with a working class background. Juan Francisco Gonzáles important member of “generation 13”, Chile's first painter collective year 1913, named after a joint exhibition that was held at the Salon of the Chilean newspaper El Mercurio in the preceding year.		
1914-18		1914-18 WWI		
1917-19	V	Johannes Itten runs a private art school in Vienna	Itten later applied methods he developed in his private art school to the preliminary courses he held at the Bauhaus. Many of his Viennese students, among them >> Friedl Dicker , followed Itten to the Bauhaus. The art historians >> Erica and Hans Tietze had close contact with Itten in his time in Vienna. Both published on Itten. Erica Tietze took part and wrote about a practical art course for art historians Itten held at the Itten had contact to the >> VBKÖ (= women's art association)	
1918		End of Monarchy, start of Austrian Republic I		
1919	V	Otto Glöckel , Social Democrat school reformer became First Minister of Education during the First Austrian Republic from April 1919 to October 1920 and responsible for education in the “Red Vienna” 1920-1933. He develops the concept of the “work school” in opposition to the “drill school” Connected to monarchy.		1. >> “work school” in opposition to the “drill school” 2. >> necessary research: the function of art in the >> idea of social reform as „education to the new being“ through art >> necessary research: The concept of “work school” “Volk”
1919/20	V	Foundation by Otto Gloeckel of a model school in a former military academy, Boerhaavegasse III, High School for working or lower middle class girls (free, full scholarship boarding-school) using art as educational tool .		
1922-33	V	“Red Vienna”, social housing program	>> The housing policy was based on an extensive tax reformation between 1919 and 1923: taxes on luxury goods, a transaction tax and including a housing tax (“Wohnbausteuer”, 1922). >> art projects became part of the project to create a “new human being” (“Neuer Mensch”)	2. >> the housing program and its architecture in highly disciplinary aspects > (everyone was seen) >> the concept (different to the “wild” settlement movement) was a concept of <u>education</u> of the

1923-24		<i>Jakob Levy Moreno rents a room at the offices of the Women Artist's Association (Vereinigung bildender Künstlerinnen Österreichs, VBKÖ) at Maysedergasse to have a space for his theater experiments. He calls the place "Das Stegreiftheater = impromptu or improvisational theater".</i>	
1923-25	V	Art historian Hans Tietze had a leading function in the reorganization of Vienna's traditional art museum system into a more popular and pedagogical one. .	2. <i>Concept of educating "the others" (working class) of civilizing through art</i>
1927	V	Eva Rosenfeld, Dorothy Tiffany Burlingham and Anna Freud founded a liberal, alternative school, using children psychoanalyses research approaches.	
1928	CL	Educational reform: Carlos Isamitt (Generation 13) takes the Bauhaus approach of education – related to Johannes Itten's teaching methods – and brings it to the Academy.	
1929	CL	Academy of Fine Arts was closed down by the government under president Carlos Ibáñez del Campo . The governmental board for art education decides to send 20 students to Europe to study art.	
1933/34		Civil war, Austro fascism	
1933/34	V	Otto Glöckl was imprisoned by the Austro-fascists .	Austro fascism provided the starting ground for Nazi occupation in Austria.
1930-36	CL	First social housing project based on the idea and design concept in the South of Santiago.	
1933	CL	Professor for arts education Larrain brings Bauhaus magazines from Europe to Chile and uses them to teach his students.	
1938-45		Nazis period in Austria	
1939-45		WWII	

				Künstlerisches Lehramt) at the Academy of F Vienna still exists, it is still the same address. Nazis opened the institute in the mid of WWI Shoa. We still need to understand what this m history of arts education at this institution in V
1941, 28 April	V	“Proof of German blood ancestry” has to be provided by all teachers and students of the Academy.		
1941, 9 July	V	Reich Ministry of Science, Education and Culture Decree authorizing the establishment of the Master School for Art Education		
1941, 9. Sept.	V	Opening of the Master School for Art Education at the Academy of Fine Arts Vienna by the Reich Minister of Education on 5 November 1941.		
1941	V	Master School for Art Education Vienna, 7 th district, Karl-Schweighofer-Gasse 3, 4 th floor,	The establishment of the Master School was approved by the decree of the Reich Education Ministry dated 9 July 1941.	
1938-45	V	The high school Boerhaavegasse, founded by Otto Glöckel , became the 1 st NAPOLA (Nazi elite school)		2. >> the function of the art focus in this period history needs to be researched
1945 – 55		Post War Periode (1955 state treaty)		
1946	CL	Students at the University of Chile’s architecture school proposed a radical curriculum reform.	Two previous student-led reform movements, in 1933 and 1939, had attempted to replace the Beaux-Arts training offered by the school with an approach tied to the social reality and necessities of Chile, but had been unsuccessful. Quote from:Radical-Pedagogies.com	
1947	V	Gerda Matejka-Felden , first female professor for arts education, founded the “Viennese Art School”, that should be open also for not-academic students who were not accepted or rejected by the Academy.	The school later moved in the house of the “künstlerische Volkshochschule” (popular art education school) that was also founded by Gerda Matejka-Felden.	
1947	CL	Starting point in Latin America to implement avant-garde / modern utopias.		
1950 – 69		1950 – 1969		

1970s		1970s		
1970	V	Alfred Schmeller , director of the museum of of the XX Century in Vienna starts a program called “free children´s painting” (Freies Kindermalen) and launches an exhibition on children´s paintings in 1970.	Until 1991 art educator (primary school) >> Elisabeth Safer was responsible for this program.	
1970-73	CL	Left wing Government Allende		
1971-72	CL	Building of the international conference UNCTAD, building became the place for the educational ministry	After the coup d´etat the building became the head quarter of the Junta.	
1973, 9/11	CL	Coup Pinochet, Allende suicide		
1973	V	The first group of Chilean refugees came to live in Vienna	Under the Gobernance of Bruno Kreisky around 1500-2000 persons came to live in “Macondo”, 11 th district in Vienna.	
1973-90	CL	Under Pinochet military dictatorship: no governmental art and education support	The Bauhaus-Ideas did not fit to the new regime anymore	
1979-85	CL	CADA – Colectivo de Acciones de Arte (writer Diamela Eltit, the poet Raúl Zurita, the sociologist Fernando Balcells and the visual artists Lotty Rosenfeld and Juan Castillo)	CADA carried out a series of actions in both public and private spaces, as well as interventions in the press in opposition to the military dictatorship in which they set out to question the idea of the social body as an organism in conflict with its historic memory.	1. >> methods called “pedagogy of the streets” Varas
1980s / 1990s		1980s / 1990s		
1980	V	Radical left wing artist and philosopher Dieter Schrage became responsible for art education at the museum of modern art, Vienna (1979-2001). Under his “protection” new initiatives on gallery education as “ Kolibire Flieg ” / “ StörDienst ” could develop and grow.	Schrage was lecturer at the “Viennese Art School”, founded by >> Gertrud Matejka-Felden	
1981	V	Art educator (teacher and director in a primary school) Elisabeth Safer founded the children´s art gallery LALIBELLA where children were invited to express their creativity freely.	The history of the art school of >> Franz Cizek was “re-discovered” . LALIBELLA existed until 2008 when Safer passed away (needs to be researched) The gallery was more a workshop/studio for children	2. >> idea of children´s creativity “Africa” as a metaphor for the free expressior Austrian´s children creativity institutions like these were discussed under th -education in schools will be eliminated (= a misunderstanding of the concept of creativity)

			BELLAS ARTES, ARTE CUBANO in Havana with school classes and re-named in this context the Chinesische Korb: Canasta Cubana"-Method	education important publication) "Palmenbusch for methods like "Chinesischer Korb" reviled of exoticism that is based on these concepts >> concepts of children-art in connection with "the uncivilised" (>> Cizek) were used and n by the founder Heiderose Hildebrand
around 1987/89	V	Foundation of the art-education group Kolibrie flieg , active in the museum of modern art/Palais Liechtenstein, under the lead of Heiderose Hildebrand .		
1989/90	V	Kolibrie flieg changed its name to StörDienst (disturbing service) and became more independent from Heiderose Hildebrand and the pedagogy service.		1. >> starting point of new approaches in gallery Austria, that can be understood as "deconstruction using institutional critique as their approach 2. >> As StörDienst understood itself as pioneer as such, the group was not aware of its own b own histories and also problematic aspects in western modern art/art education
1990s/2000s		1990s/2000s		
1990s/2000s	V	new, more political engaged groups of critical art educators were founded, most prominent: trafo.k or schnittpunkt	active till today working with a critical approach development of institutionalisation of gallery education.	