



responsible for the content and the layout: pupils and teachers from 4c + 4d

edition 2

May 2003

school magazine

Hörnesgasse

school life - at that time a former student tells

I was born 1924. After 4 years of elementary school at "Kolonitzplatz", I attended secondary school at "Hörnesgasse" from 1934 to 1938. The school building was divided into a girls' and a boys' part. The roads surrounding the school building were in a very bad condition and many horse carriages were rattling down the "Kundmannngasse". There were lots of blacksmith's shops, because the horses often needed new shoes. In my class there were 34 pupils. We only had male teachers, female teachers weren't allowed to teach in the boys' school. School started at eight a.m. Each day at the beginning of the first lesson, we had to do a prayer. Students, having been late for school, had to do afternoon lessons for detention



Richard Tuma

and their parents got a writ of summons for the headmaster. Generally we had the same subjects as nowadays, the only difference was, that we weren't taught a foreign language", and there were no subjects as needlework or cooking for boys. We got our notebooks and books from the school. But they were old and used. They were stored in the books' store room of our school. In the afternoon we could choose one or two subjects, which we were really interested in. I learned how to use the Morse code and to write shorthand. One of our teachers often organized football matches against other classes at the "Jesuitenwiese", which also today is a large green area in the "Prater" and very near to our school. I enjoy remembering these events even today. (to be continued on page 3)

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- cooking recipes

works of art 3c and 3d



colourful painting
compositon
"CLOWN"



in the
style of
"Picasso"

teaching today: "DALTON": 3a + 1c form teacher: Hobl Wilhelm Naber, special school teacher: Sobl Eva Kinik

"DALTON":
Helen Parkhurst

This new teaching method was developed in the USA at the beginning of the 20th century by Helen Parkhurst. The curriculum is specially fitted to students of secondary schools, because it is leading them to autonomous working, critical thinking and responsible learning. For some hours each day traditional teaching is replaced by autonomous students' learning. So-called assignments, written tasks, are leading the students, so that they are able to do their work effectively, autonomously and adequate to their personal capacity. Students, working faster, can go through more difficult tasks, or they can help other students. So this new teaching and learning system makes it possible to show individual consideration for each student in spite of heterogeneous classes and their special demands. (integration)

Even today the teacher mainly is the central figure in lessons. Learning periods of 50-minutes are considered the norm, not caring the numerous differences concerning the intellectual developments of the students in the classes. Teachers, as well as students, stick to their timetables determining the subjects and the length of lessons. Everybody must pay attention, some students are allowed to answer questions. Sitting still is taken for granted, pair working is possible but doesn't happen very often. Within "DALTON" lessons, students have to work on the subject on their own. Giving advices, helping to solve difficulties and activating the learning processes are the main tasks of the teachers. Certainly new learning steps are still explained precisely, but mainly the students are encouraged to seek help at their class mates, that means teamwork is getting more and more important. That implies of course that the students accept and obey all the rules which are necessary to grant

effective learning processes. Also very important is a good working climate and a trustful cooperation between teachers and pupils. Then students won't hate learning but love it.

There are three main principal education aims:

FREEDOM

"I can work without being disturbed!"
Students can freely choose their working place, their partners, the main topic they are going to work on, the task level and the time limit within the fixed general framework.

COOPERATION

Students get the possibility to solve the tasks, if they like, in teams or in single work. Teamwork means to find solutions in cooperation with other pupils, to get over problems and to help one another and last not least not to disturb the others.

BUDGETING TIME

Working time compared to the achievements should be in the right proportion. Each pupil is responsible for the working time and is allowed to organize it autonomously.

So learning and teaching "DALTON" prepares our students effectively to their future working conditions, which means being ready for autonomous working as well as for working in teams, having the ability for being responsible for their work and to accept lifelong learning.

organisation of classes - subjects

The following classes are "DALTON" classes. They are working together comprehensively within the years.

class 3a: 23 students (integration class)

class 1c: 27 students

"DALTON" subjects: German, Maths, Geography, Biology, History, Music.

LIST: "innovational ideas in learning and learning strategies", a subject (two units a week) where the students get used to "DALTON" lessons. They can choose subjects they are interested in, but must change the topic each week, for example one week of biology follows one week of geography. If there are students with learning handicaps, the content of their LIST-lessons is made up by the teachers.

Next page: there are some photos of "DALTON" students and teachers at their work.

"Pensen" are including the complete curriculum plus all tasks for a certain period of time. They are graded, according to the ages and stages of development of the students and extended (the units are getting longer, from a couple of days until up to a month). The students' achievements are written down in a formula called "Pensenblatt", which is regularly signed by the parents, so the information about the advantages or disadvantages of the children is always guaranteed.

a former pupil tells...

(continued from page one)

German lessons were always very funny. Our teacher loved to force us to learn poems by heart. When he recited a poem nobody paid attention and our worst pupil regularly irritated him badly, so that he lost the thread. Once he was so cheeky, that the teacher raised his hand to clap him, but the pupil ducked just in time and the teacher's hand hit the coat stand, which crashed down loudly. This brings us up to the subject of punishment. In my time it often happened that pupils got physically punished. My chemistry teacher for example pulled the ears of disobedient or lazy pupils to their lengths. He had a very special technique to do that, he winded the ear while pulling it upwards. That was hurting badly. Nobody was really interested to get through such a torture and therefore we rather paid attention. I and another student were responsible for the administration of maps, minerals and various animal preparations, which were stored in a small room of our school. We sometimes felt bored and therefore we played football in this room. This of course was strictly forbidden. When we got caught by a teacher we got a detention. Often we had to stand still in the hall for quite a long time. Many families were very poor, so classes seldom went on excursions or journeys or project weeks. Today I am still in contact with two students from "Hörnesgasse". Many classmates lost their lives during the 2nd world war. I really enjoy remembering the time in the "Hörnesgasse". I am also very glad having been allowed to make a contribution for your school magazine.

Richard Tuma



Mr Naber

"DALTON"- class at work



Mrs Kinik

Mrs Herta Balham - a former student tells ...

Christian: When did you attend "Hörnesgasse"?

Mrs Balham: I was at elementary school from 1933 to 1935 and then I attended secondary school until 1940.

Christian: Were the teachers strict?

Mrs Balham: Some of them were, we had to copy pages from books or write essays.

Christian: How about project weeks?

Mrs Balham: There were none, we had to do different working jobs because of the war, for example sorting peas out of the pea pods,....

Christian: What did you use to write with?

Mrs Balham: We used a quill and we were taught a very special writing style called "Kurrentschrift"

Christian: Thank you for the interview.

Mrs Balham: You are welcome.

Teacher: "Tom, your cheeks have really got thick during the holidays. Have you always had big meals?"
Tom: "No, not at all, but I had to blow up the air mattress every day."

SOKRATES I / Comenius

European School Partnership - 2nd year

It's an activity program of the European Union for the educational resort. After the contract of Maastricht (foundation of the EU) the Sokrates 1 program was passed on April 14th, 1995.

The aim of the program is to reduce the differences between people and nations and to support peace and the chance to equal rights between men and women.

One of the educational activities is called COMENIUS.

Our school and four other schools, two in Rumania and two in Italy are taking part in this European activity.

The aim of the COMENIUS program is the European

cooperation between pupils and teachers. At the end there will be a common result or product.

The title of our project is:

"Democratic values in our school system"

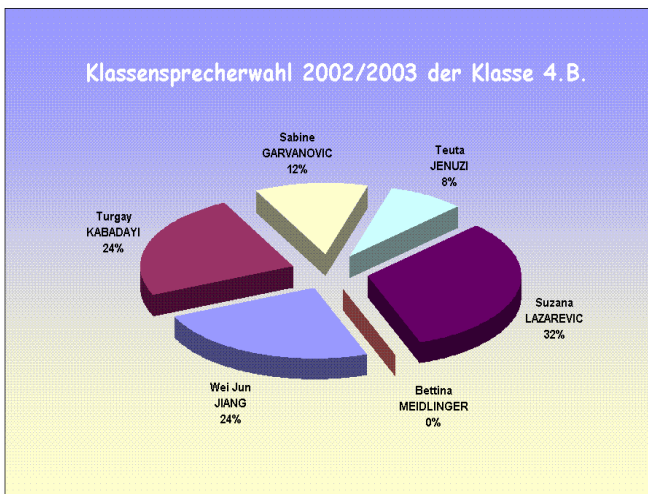
responsible for the Austrian coordination:

Elisabeth Stöckl

Next schoolyear a second COMENIUS program will start at our school.

You can read about the COMENIUS activities during this school year on the following pages.

1.) election of form captains: 4a +4b



form captains 4b:
Suzana Lazarevic
Wei Jun Jiang



Our first activity this school year was the election of form captains. It was our aim to build up a similar situation to the election of the political parties in Austria, which was taking part just at the same time. The candidates put up campaign slogans, created election posters and held speeches. The classroom was the polling station where on the election day each student voted secretly. It was really exciting to count the votes and to evaluate the results.

We also made a statistic evaluation of this project.

2.) teachers' project meeting Brasov/Rumania

At the beginning of this school year in October 2002 there was a teachers' project meeting in Brasov/Rumania.

Our two partnership schools, Scoala nr.5 and Scoala nr.27, are situated there.

Teachers from the three participating countries (Austria, Italy, Rumania) met there to discuss the further project activities for this school year.

Mrs Stöckl, who is coordinating the project, Mrs Hartl and Mr Haider were taking part from our school.

The students of both Rumanian schools presented the activities they had done so long.

The photos beside show the city of Brasov, a Rumanian class doing a presentation, the castle of Dracula and Mr Haider talking with a Rumanian teacher.



Both names Sokrates and Comenius were chosen for these programs because they remind us of famous philosophers, whose works mainly based on the human species, its personality, education and development.

Sokrates

He was a Greek philosopher born in 470 b. C. , he died in 399 b. C. He led a poor life in Athens and his most famous pupil was Platon. He believed in the good side of the humans. He studied autonomous thinking which interested him most. Sokrates was calumniated and sentenced to death. He drank the poisoned-cup.

Comenius

Johann Amos Comenius lived from 1592 - 1670 in Moravia. He was a teacher, philosopher, theologian and politician. Nowadays he is called "Father of Modern Education". He tried to improve the way pupils were educated in his time. In former days people believed that all human beings were born evil. Corporal punishment was the only used method to turn the evil side into a good one and to put knowledge into someone.



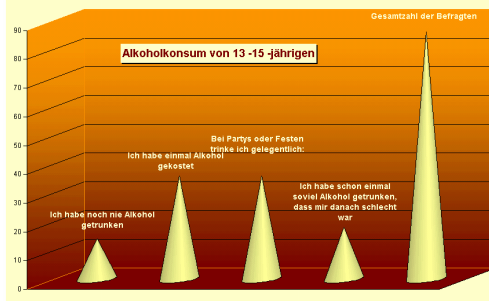
3.) English Theatre Project class 4c

From September to December an English theatre project took part in our school. With the help of their English teacher Mrs Stöckl, class 4c was training on the project. An actor of the Vienna's English Theatre, David Taylor, visited our school, and he gave some good advices, during the theatre rehearsals.

The connection to our COMENIUS project and to our common title, basically lies in the content of the play "Garton Lodge". It is about the generations and their problems with one another, and it shows up the differences between the sexes in a very humorous way. There was a parents day in our school and we videoed the play.

4.) procect: alcohol, cigarettes and drugs

We advised our students to look up informations about drugs and their effects on the human organism from the internet. We invited an expert from the drugs advice centre. He helped us find an answer to the question: "At what time is a person abused to alcohol, cigarettes or drugs?" We prepared a questionnaire on this subject and worked on a statistic analysis. Generally students are not allowed to drink or smoke until the age of 16 in Austria. So the questionnaire was anonymous. We prepared a CD-Rom about this activity and put an information into our homepage.

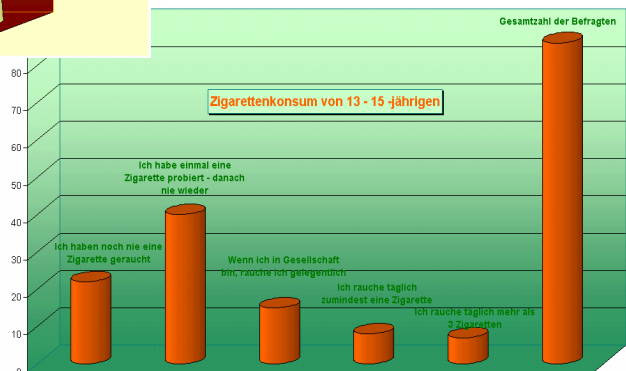


part two: cigarettes

22 out of 86 students say that they have never tried a cigarette in their life. 40 students say that they have already smoked one or two cigarettes but no one admitted to be addicted to cigarettes. But they are often tempted into smoking, when they are surrounded by smokers.

part one: alcohol

14 from 86 students have never drunk alcohol. Nearly half of the students drink alcoholic mix drinks at parties and feasts. 18 from 86 students have already drunk as much alcohol that they needed help to overcome their physical sickness.



part three: drugs

Do you take tablets thoughtlessly? Do you take drugs to feel better? How easy is it to get dugs? Nearly half of the students asked, take tablets mainly against headache too quickly. Every fifth student regularly drinks energy drinks to get a better mood. 17 students have already been offered drugs illegally.





5.) project: cultural and religious customs all around the world at Christmastime.

Because there are students with many different nationalities in our school, it was very interesting to get closer information about the cultural events in their countries. We started with a statistic analysis about the different religious confessions. Then we worked out a statistic comparison between nationalities and confessions. Because there are many Turkish students, the number of pupils with Moslem confession increases whereas the number of pupils with catholic confession is decreasing. The students prepared handouts and posters to this subject. They also did nice art works, silhouette pictures and mosaic works from tiles, which we presented in an exhibition at our school. At the end of this project, we visited the "Bergl-Zimmer" in Schönbrunn Palace, where the students could

admire many different decorated Christmas trees from 14 countries.

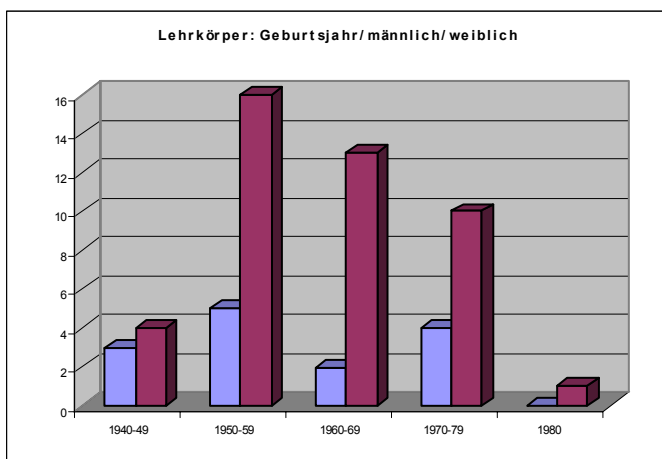
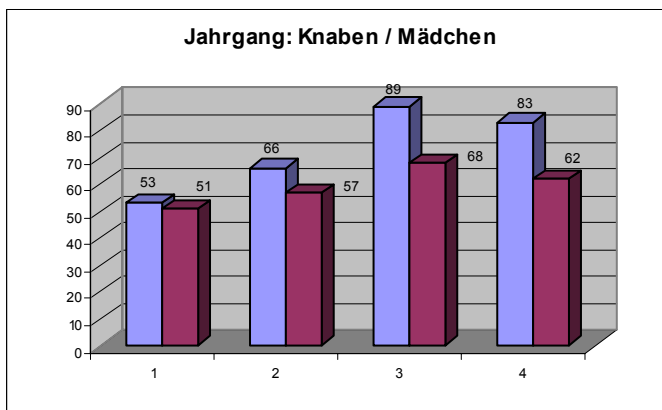


The students wrote reports in German and English. In March 2003 we presented the results of our work to the guests from Rumania

Teacher, "Stefe what's the meaning of vacuum?"
Stefe: Let me think, it's in my head, but I don't get it."

6.) project: everyday school life

aspects on team working: teachers-students, girls-boys, parents-teachers-students, integration of handicapped students



This big project was based on more than one step.

1.) statistic analysis about the numbers of students and teachers of our school.

There are 291 male students and 238 female students and 44 female teachers and 14 male teachers at our school right now.

2.) questionnaire for all students, especially for our handicapped ones, concerning the aspects of good cooperation between teachers and students, girls and boys,Do you feel comfortable in our school?

How big is your confidence to the teachers and to your classmates?

Do you, as a handicapped student, feel welcome and integrated during the lessons and during breaks?

The evaluation of this questionnaire shows a good result. Most of our pupils like to attend our school. They trust the teachers and they don't fear to discuss problems, even very personally ones, with their teachers.

The handicapped students say that they feel integrated in the social structures of their classes. They mostly work in the same classroom as the other students. Only if they have to study a special learning unit, they work in a room situated next to the classroom. They feel a warm welcome and even if they have a bad handicap they have friends within the whole class.

Interview with Mrs Beatrix Langer

student: Will you kindly tell us about your school career.

Mrs Langer: After 4 years of elementary school I attended secondary school. Then I studied another 4 years at the college for handicraft and design. At the end I got the certificate for teaching needlework and cooking in secondary schools. While practising my job at different schools for six years, I was studying Maths and informatics.

student: Are you married and have you got children?

Mrs Langer: Yes, I am and I have a 20 years old daughter.

student: Since what time have you been at the "Hörnesgasse"?

Mrs Langer: Since 1988.

student: Are you a form teacher and what classes are you teaching in?

Mrs Langer: I'm the form teacher of class 1d and I am teaching in 1a, 3a, 3b, 4a and 4b.

student: What subjects do you prefer to teach?

Mrs Langer: I like all the subjects I have studied, but most of all I like teaching needlework, because I enjoy being creative myself.

student: Have there been any funny events during your lessons?

Mrs Langer: Of course. Once I explained how pudding is



cooked correctly. One of my pupils didn't listen properly and poured all the pudding powder into the cold milk instead into the hot one. He constantly had to stir for at least half an hour to prevent the milk from getting burned. You can imagine how his arm hurt from the sore muscles. He was moaning about it for weeks.

student: What are your hobbies?

Mrs Langer: Of course I love all creative activities, I enjoy reading and I can relax by doing gardening work. In summer I like riding my bike and I often go swimming.

Personally I am the sort of person having much sense for the family, and so I prefer inviting friends and relatives to my place and to have a nice chat in relaxing atmosphere.

student: What's your opinion concerning the government's plan of shortening lessons?

Mrs Langer: Unfortunately "my subjects" needlework and cooking will be shortened first. That's a pity and I think it will be also negative for the development of the students. Both subjects are important to increase the creativity and to help gaining necessary experience for their later life. After all everybody should know how noodles are cooked properly.

student: Thank you for the interview.

7.) project meeting in Vienna

In March, this school year, all teachers of the COMENIUS-project from Rumania, Italy and Austria were meeting in "Hörnesgasse" in Vienna. Students and teachers were presenting the final products of the COMENIUS activities in the assembly hall for three days. We won much recognition and earned a great deal of praise for our work, especially the excellent theatrical and linguistic achievements of the students of class 4c in the English play "Garton Lodge" were honoured. The students of class 4b were responsible for the culinary delights of our guests. They prepared an excellent dinner, as if by magic, under the direction of Mrs Langer in our new school kitchen and everybody really enjoyed the meal. One day our guests visited the tourist college in "Neusiedl am See", where we all got thoroughly culinary spoilt by the students. Under the expert guidance of Mr Sailer, one of the professional teachers, we were led through the school building. On the third day we visited the "Monastery of Klosterneuburg", which left a great impression on everybody.



Interview with students from the first form

Caroline (C) und Dolores (D) from class 4d interviewed Katharina and Lorenz from class 1a and Selma and Daniel from class 1c

C+D: Why did you decide to go to "Hörneshgasse"?

Daniel: This school building is not so big and confusing than other ones.

Lorenz: Because I knew that there were friends of mine here, too.

C+D: Was this school recommended to you?

Kathi: My brother was at this school.

C+D: What do you like here most?

Selma: The teachers are nice and we often practise new learning methods as for example "open learning".

C+D: Do you get on well with the teachers?

Lorenz: I do, but sometimes there are too many home exercises.

C+D: Was it hard for you to change over to this school?

Lorenz: Generally not, but it is hard for me to have lessons in the afternoon, too.

Selma: Not at all. I really enjoy it having a change of teachers nearly every lesson.

C+D: How do you get on with your class mates?

Kathi, Lorenz, Selma, Daniel: We generally get on well.

C+D: Thank you for the interview.



Cornelia and Buse (C+B) from class 4d interviewed Clemens and Kurt from class 1b and Nikola and Sindy from class 1d.

C+B: How did you come aware of this school?

Sindy: My elementary teacher recommended it to me.

Kurt: I visited this school on the open day with my parents and I liked it at once.

C+B: Are you pleased with your choice?

Kurt: Yes, I am. My class mates are all very friendly.

C+B: A high school or a college would have been too difficult for me and a normal secondary

school would have been too easy, so I am very pleased to be here, because "Hörneshgasse" is an educational experiment.

C+B: Are you getting on well with the teachers?

Clemens: Yes, I am, but I'm getting on best with some personalities, for example Mr Sraihans is very nice.

Kurt: Some are too strict, I think.

C+B: Thank you for the interview.

Grandpa, "Peter, how do you like school?"

Peter: "Quite good, but I feel sorry for my teacher, he knows so little. All the time he has a question to ask us"

"Pineapple - Yoghurt - Shake"

Ingredients: 2 slices of pineapples (from the tin), 1 teaspoon of lemon juice, 1 teaspoon of sugar, 2 spoons of vanilla ice-cream, 150 g (1 tub) yoghurt, 2 spoons of whipped cream

Put the slices of pineapples, lemon juice and sugar in a bowl and mix it all thoroughly. Now put vanilla ice-cream and yoghurt under the mixture. At last put the whipped cream carefully under the „Yoghurt - Shake“.

Pour the mixture in a glass and serve it with a thick drinking straw.

Enjoy it!



art works
class 4c
in the style
of "Munch"



teaching today: "CHILDREN'S UNO" a project over a period of 4 years: class 3b a report from Mrs Antonia Kolenz

It's a fact that I am leading multi cultural classes for over 8 years. The students of these classes have various nationalities. This was the reason for me to start a long term project together with my students called "Children's UNO" in September 2000.

One of the main aims and one of the priorities in this project is the urgency to speed up the process of equal treatment of girls and boys concerning school education and human rights.

We showed up the needs of many children on earth with the help of new technical methods like working on the computer and by searching information from the internet during our normal school lessons and within all subjects. We tried to build up a bridge between children from all over the world through intensive cooperation with them.

All the girls and boys from my class already see the urgency and necessity concerning human rights and human dignity and try to get into serious dialogues with other kids of the world.



cooking with our guests from Tadschikistan

project's slogan:

"If you want to construct a ship, do not hire men to gather wood, prepare tools, do not give and organize work, but teach them the ardent desire for the wide, endless sea....."

(Antoine de Saint Exupéry)



with our friends from Hamburg



What's the general situation of men and women in those countries?
A regular and intensive multi cultural exchange via mails and letters

was built up. The students and teachers from "Hörnesgasse" organized a meeting between Hungarian and Tchech students and so their friendship could be widened and strengthened.

3rd year 2002/03:

What are the educational possibilities

for teenagers? Specifically, what are the chances for girls to get a job? Do girls have the same educational possibilities as boys?

The exchange of the reports and letters is again being done on the computer.



with our friends from Czech Republic

The aims of the 4 years are:

1st year 2000/01:

At the beginning we got in contact with various schools in different countries. The students built up a penfriendship and got to know each other.

2nd year 2001/02:

What kind of life and social situation are girls and boys confronted at in their countries?

The aims of this project are based on the contents of the UNO-Charta and on the main theme of the UNESCO which runs the following idea: "...as wars rise in the heads of people, peace must also be fastened in their brains."

4th year 2003/04 :

During this school year our common goal is the development of a book written in close association with our multi cultural friends.

Title of the book: "Equality has differences..."

Subtitle: "Girls and boys all over the world are still not treated equal in our days."

Project final is in May/June 2004:

The students' biggest aim is to get the permission to present their book to the public and to the main authorities of the UNO in the presence of the representatives of the project countries in the premises of the UNO-City of Vienna during a celebration hour..

The unexpected goal

It happened on a Tuesday. Our first lesson was physical education with our teacher Mrs Thaller. As usual we were allowed to choose a ball game. This day we decided after long discussions, to play basketball. We made our teams, Aydost was in mine.

After ten minutes of playtime we changed parts. The game was very exciting, because it always seemed to end in a draw. During the very last minute we started to attack once more, but it ended as it was expected to end. Aydost, fully motivated and fully confident of victory, lost, as it had often happened before, the sense of direction about the game. Unfortunately he was the one and only player unmarked. There was no other way and

so I passed the ball to him. Aydost was dribbling around and we already noticed that he had no idea what to do next. Each player of our team shouted in desperation, then he simply did the shot, as it was expected, into the next best basket. I got pale when I watched this happen, because it was not the basket of our opponents, but ours. Our opponents started to shout for joy. They really hadn't expected to win so easily! We put our heads down and let out our annoyance a little bit.....

My team had lost the game, but as it is always said, it had only been a game, and fun had been guaranteed all the same.

Claudiu Lampersberger - 4c

Pizza Napoli (a recipe for advanced cooks)

Ingredients for the dough: 100 g low fat curd, 4 spoons of milk, 4 spoons of olive oil, 2 teaspoons of salt, 200g flour, 3 teaspoons of baking powder, 1 teaspoon of butter to grease the baking tin

Ingredients for the topping: 4 spoons of olive oil, 8 spoons of tomatoe pulp, 5 ripe tomatoes, 6 fresh mushrooms (or from the tin), 2 onions, 1 teaspoon of salt, 1 teaspoon of Oregano, 12 slices of salami, 100 g grated cheese, 2 cloves of squeezed garlic

Put curd, oil and salt into a bowl and mix it all thoroughly. Add flour and baking powder. Form a ball and put it on the baking tin, now flatten the dough with a rolling pin until it covers the baking tin. Put oil and tomatoe pulp on it. Cut the ripe tomatoes and the mushrooms, peel the onions and cut them. Spread them on the dough and put salt and Oregano on it. At last put the slices of salami and the grated cheese on it. Put squeezed garlic on the edges of the dough.

Preheat the oven (200 degrees) and put the pizza in. Leave it for about 30 minutes.

Enjoy your pizza!

Dolores - 3d



lino - cut 4th form

find the five mistakes



The best excuse, if you have forgotten your Maths homework:
"My calculator works on solar energy and it was too cloudy yesterday."

Interview with students from 4a - Mrs Kautz, 4b - Mrs Hartl

Sandra, Katarina und Deliah from class 4c
(S+K+D) interviewed Michaela/4a + Suzana/4b

(S+K+D): Have relatives of your family been students at "Hörnegasse"?

Michaela: No, my friends and relatives attended other schools.

(S+K+D): Since when have you been here?

Michaela: Since the first form.

(S+K+D): What about changes concerning the school building?

Michaela: The gym, the hall for physics lessons and the kitchen were renewed.

(S+K+D): Your favourite subjects?

Michaela: Sports, geography, English.

(S+K+D): And the class community?

Michaela: It's quite good.

(S+K+D): Have there been any unforgettable or outstanding events?

Michaela: I will always remember our project weeks.

(S+K+D): What about really big projects?

Michaela: There were projects every year. Personally I preferred the drugs' project.

(S+K+D): What are you going to do after school?

Michaela: I will attend a high school.

(S+K+D): Will you miss this school?

Michaela: Yes, I will. Especially the projects and my friends.

(S+K+D): Will you recommend this school?

Michaela: Yes, I will. Not only the headmaster is nice here, but also the teachers, and sometimes, if you believe it or not, studying was really enjoyable.

(S+K+D): Thank you for the interview.



(S+K+D): What was your first impression of "Hörnegasse"?

Suzana: It was quite funny here.

(S+K+D): Your favourite subjects?

Suzana: I like sports, physics and history.

(S+K+D): What about the teachers?

Suzana: I really get on well with them. They show great understanding for the students.

(S+K+D): What about the class community?

Suzana: It could be better, really. Some students don't show much team spirit.

(S+K+D): What about outstanding events?

Suzana: All the project weeks have been great.

(S+K+D): Have there been really big projects?

Suzana: Yes, the COMENIUS project and the drugs' project.

(S+K+D): What are you going to do after school?

Suzana: I want to start as a hairdresser's apprentice.

(S+K+D): Will you miss this school?

Suzana: Yes, of course. I have many friends here.

(S+K+D): Will you recommend this school?

Suzana: Of course! The teachers here are very friendly and helpful.

(S+K+D): Thank you for talking to us.



The 4th form

On that very day, when I entered the new school building, I was very nervous. I didn't know how my new classmates would react, when they saw me. The headmaster accompanied me to my new class 4c and introduced me to the students. They were all very quiet and the first school day ended without any unusual events.

The next day, when I entered the classroom, I had the feeling of having always been there. My classmates accepted me humorously.

Each day is different. A school day in "Hörnegasse" is a combination of studying and having fun. I cannot remember one single day, which didn't end up with laughing. Especially one mysterious person, whose name I don't want to mention now, but who belongs to my new friends, is always making fun to everyone's amusement. But there are others however, who help to cheer up lessons in the mornings.

And so I have made a new experience: School must not be boring and frustrating, it can also be pleasant and funny.

Thomas Timmins - 4c

Teacher: "Do you know how long there is a fish's life?"
Student: "I think it's as long as a short fish's life."

Teacher: " My students obey implicitly."
Other teacher: "I haven't managed to master this until today. Tell me your secret?"
Teacher: "It's really simple. In the morning, I always tell my students: "Do whatever you like!", and so they do."

responsible for the content and the layout: pupils and teachers from 4c + 4d

Mittelschule Hörnesgasse
Hörnesgasse 12
1030 Wien

• • • • •
▶ Telefon: 01-7145740
Fax: 01-7145740
E-Mail: direktion@mittelschule.at
oder lehrerzimmer@mittelschule.at

slogan: "constant quality
means success"
MS Hörnesgasse

Our web address:
www.mittelschule.at

Being the editor of this school magazine, it's a pleasure for me to write the closing words.

It was impossible to present all the numerous activities and projects having been realized by the students of "Hörnesgasse" in this edition. I therefore beg your pardon if one or the other project has not been mentioned at all. I really enjoyed, like last year, collecting all the facts and doing this survey about school life with the pupils. Really, there is something special about "Hörnesgasse", for there is place for all ideas. You'll certainly realize that, while reading through the colourful variety of activities introduced in this magazine. This is, of course, the result of the great engagement of all teachers, but last not least it's also our headmaster's achievement, who, like nobody else, always magically puts together all the different kinds of views to a common cooperation. Have fun with this edition!

Elisabeth Stöckl

responsible teacher for the Sokrates - Comenius school project
staff: Elisabeth Thaller, Annemarie Kariolou, Carmela Dolnik, Christian Haider

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.....at the end some more works of art.....



1st form

The phone rings.
Vera: "Dad, it's
Nina's father. He
wants to know at
what time you are
ready with my
homework. He wants
to copy it."



4th form



4th form



4th form