A Short History of the Diplomatic Academy of Vienna

Training for international careers since 1754



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The Diplomatic Academy of Vienna is proud of a long history stretching back to 1754 and the days of the Empress Maria Theresa when it was founded as the "Oriental Academy". This book gives a brief overview of its fascinating history – from the Oriental Academy, over the Imperial Consular Academy, the reopening 1964 – after the National Socialists closed it down -, to the restructuring in 1996 and its establishment as an independent public institution.

Today, the Diplomatic Academy prepares postgraduates for the varied challenges of an international career. Moreover, the DA regularly organises top-ranking international conferences and offers tailor-made seminars for employees in national public sectors from European, Asian and African countries, in international organizations and EU institutions.

The DA's curricula are always attuned to the latest political and economic developments and it adapts its programmes accordingly. However, it also remained true to its roots, putting a great emphasis on language training and setting store by the vibrant plurilinguism of its campus.

We are proud not only to be the oldest training institution in the world dedicated to the study of international relations, but of still being one of the most prestigious training institutions in the world. And we are working very hard not just to keep that high standard, but to gain from our tradition while being state-of-the-art.

I hope that this book provides an interesting insight and that you enjoy reading it.

Hans Winkler
Director of the Diplomatic Academy of Vienna

"Happy is the man who can speak with Turks in their own tongue."
From the title page of a small Turkish dictionary

Diplomats and consuls emerge with the development of the modern state

The modern system of diplomacy arose in the courts of sovereign rulers to serve their political and economic interests beyond their own borders effectively. The ruling families of Europe were closely interconnected by marriage and inheritance and, together with the nobility, constituted an interdependent upper class in Europe. Suitable representatives were chosen from amongst the nobility by rulers to further their political goals and ambitions by means of specific missions and, from about 1500, to entrust them with longer sojourns in foreign courts. One such was the Holy Roman Emperor's envoy to Russia, Sigismund von Herberstein. Not only was he, like every educated man of his day, familiar with Latin but, rather less usually, he also possessed a knowledge of Slav languages. Moreover, he concerned himself beyond his actual mission with the cultures of foreign countries and peoples, compiling reports which still hold good as general introductions. The situation was similar among merchants who, as members of guilds, representatives of republics (for instance Venice or the Netherlands) or unions such as the Hanseatic League, became consular representatives in order to secure their rights in relation to the authorities in the countries in which they were trading.

With the Enlightenment and the increase in cross-border commerce in the 18th century, the structures of the modern state developed. It was no longer a question of individuals performing personal services on behalf of a prince or monarch but rather serving the administrative needs of the state, with established career civil servants specifically trained for the purpose. Thus under Emperor Charles VI and the Habsburg monarchy, the Court Chambers were founded, whose remit was foreign relations and which gradually established permanent missions in the most important countries. Although those languages in common usage among the upper classes, such as Latin as the basis of education, French as the language of the strongest political power and Italian as the language of commerce in the Mediterranean, were well understood both individually and personally throughout western Europe, difficulties arose in communication in the various languages of the Ottoman Empire, which were familiar only to a very few Europeans. However, following the end of the great wars against France and the Ottomans in the early eighteenth century, it was precisely this vast and neighbouring Empire that opened up new opportunities for commerce and political relations; in particular the contiguous territories in the Balkans under Turkish rule and the growing cross border trade required the regulation of relations between states and their regional and local administrative organs.

It was with this in mind that towards the end of the 17th century, similar to an approach followed in France, young men known as language boys (Sprachkna-

ben or jeunes des langues) were sent to the Internuntiatur (embassy) at the Sublime Porte in Constantinople. Here they lived in the household of the head of mission and were supposed to learn Turkish, and, if possible, Persian and Arabic. The success of this arrangement was, to say the least, limited. The heads of mission who were responsible for their education appeared to care considerably less about it than they did for the opportunities the young men presented for saving staff costs by having them work as servants in their own households.

State chancellor Prince Wenzel Anton Kaunitz directed Austrian foreign policy between 1753 and 1793

Empress Maria Theresa, Queen of Hungary and Bohemia, Archduchess of Austria, 1740–80

The Empress Maria Theresa establishes an educational institute in Vienna

Therefore in 1753 Chancellor Kaunitz, who shortly beforehand had been the imperial ambassador in Paris where he had witnessed similar concerns about oriental language training and the attempts to resolve them by the establishment of an École des Langues Orientales, proposed setting up a similar institution to the Empress Maria Theresa. She then personally approved the first eight candidates for what is today the oldest academy in the world for the preparation for posts and careers in international relations. The Imperial and Royal Academy of Oriental Languages was founded on 1 January 1754. Maria Theresa and her Chancellor retained a strong interest in it and its pupils, who were, for instance, to be seen in their red gala uniforms at the Chancellor's annual New Year's reception; they also performed theatrical pieces in the Turkish

language before the Empress, who continued to make frequent visits to the Academy.

The Oriental Academy as part of the University of Vienna

The new institute was incorporated into the University of Vienna, which at the time was run by Jesuits. A recognised academic, Father Joseph Franz, was appointed the founding Rector (1754–69). His two successors, Father Johann Nekrep (1770–85) and Father Franz Hoeck (1785–1832), both experts in oriental languages, also came from the ranks of the clergy. The last man in religious orders to be appointed Director (1832–49) was the future Archbishop of Vienna and Cardinal, Dr Joseph von Rauscher.

Steindl von Plessener as a young pupil at the Oriental Academy

The goals of the institute – later named the Oriental Academy – set out by Kaunitz in 1753 have remained true to its original ideals despite the many vicissitudes and changes of the past 250 years: *"Under the eye of the imperial court in Vienna, talented youths should be educated and trained by teachers specially appointed for this purpose in the languages of the Orient and the Occident, as well as in all the branches of knowledge that are important for them to protect and promote the commercial and political interests of Austria in the Orient."* Moreover, *"the intention … is to train any given number of such boys who are not to be scattered around Vienna, living in their friends' houses, but rather should live together in a rented building … forming thereby a community. The pupils should be trained there to become men who combine profound learning, business acumen and fine manners with a strong sense of morality and religion."* Thus from the very beginning great store was placed on ensuring a practical and not just theoretically oriented education.

An early concern of Kaunitz was whether it was appropriate for the nobility and members of the bourgeoisie to be accepted together in view of their different educational and social backgrounds, since in the Theresianum, established only a few years previously to prepare the sons of the nobility for posts in the imperial administration, an Adelsparagraph (Article of Nobility) had been in-

corporated into its statutes. This, however, was not granted in the case of the Oriental Academy. Thus, after its foundation on 1 January 1754 and with the personal approval of the Empress, eight pupils, five of whom did not belong to the nobility, moved into a residence that was an annexe of the Philosophenstube of the University on Bäckerstraße. For the young Franciscus de Paula Thugut (1736–1818) thus began an advancement which would see him rise to the position of Foreign Minister and elevation to the baronetcy.

The Jakoberhof, from 1785 to 1883 the home of the Academy

At the heart of the criteria for acceptance to the Academy was the ability to acquire languages. Therefore, the applicants should not be too old or too young so that they could, as was noted in the report to the Empress, master the "palate and throat" of the Turkish language. The youngest pupil accepted was only eight years old. Accordingly, the curriculum adopted was that of a grammar school. Additionally, the "noble" components of education, riding, fencing, dancing, music lessons etc., were not neglected. Such high standards were only attainable through the residential approach and the low number of pupils – between one and a maximum of sixteen (1808) admittances per year. The Director and the two Prefects were in a position of being able to supervise the studies of an average 20 to 30 pupils on an individual basis. The whole day, the whole week and virtually the whole year were devoted to studying, only the intensity of study and the subjects varied. Thereby, the absorptive years of the youths were employed to the full. Little by little, the preparatory training and the level of the subjects were raised and new ones, such as law and political studies, incorporated into the curriculum. The programme quickly gained a reputation that exceeded its original objectives, so that the students of jurisprudence at the University of Vienna spoke of their colleagues in the Academy

as Diplomatenlehrbuben (diplomat apprentices). The careers of its graduates show that in time many did indeed occupy a range of positions in the consular service, high posts in the diplomatic corps and in the government apparatus of the Habsburg monarchy.

The Academy was initially accommodated within the University at Bäckerstraße until in 1785 it leased the Jakoberhof; this was to be its home for more than a century. Of the Jakoberhof it was said at the time of its leasing that *"because of its free view over the Bastei [it] always has the freshest of air"*. The pupils saw other benefits: Anton von Hammer reported in his memoirs that to the amusement of the boys in his class during the lessons his clerical Prefect would look down with great pleasure on the Stubenbastei where the world of women and girls was strolling by.

After 80 years the Academy had progressed to the extent that Director Rauscher could initiate the reform of 1833, whereby the completion of the philosophical or the entire curriculum of a grammar school education was defined as an entry requirement. To assure standards an entrance examination was introduced. The Academy now replaced a university education for those seeking a career in the diplomatic corps or in government service.

The Academy as a seat of research on the Orient

A former pupil and later the founding president of the Austrian Academy of Sciences, Joseph von Hammer-Purgstall

The Academy maintained, however, its close ties with the University and the world of academia through its teaching staff. One of its pupils, Joseph von Hammer-Purgstall (1774–1865), added a further five years of studies after his initial required five. He would eventually become the most significant Austrian expert on the Orient, as well as the initiator and first president of the Austrian Academy of Sciences.

Until the last third of the 19th century the Oriental Academy produced excellent Orientalists as students, teachers and civil servants, in the process enriching this academic field. Significant evidence of this can be found in the valuable collections of documents, writings, dictionaries, as well as the approximately 2,000 Ottoman proverbs which were collected and translated,

and which today reside in the Austrian State Archives and at the Institute for Oriental Studies of the University of Vienna.

Consuls and diplomats – advocates of their states

Diplomats and consuls are the advocates of their states and their citizens abroad. To be successful, they need not only an appropriate knowledge of international relations, but also all the qualities that are essential to be accepted and distinguished in the highest social, political and economic circles of the states in which they are employed. Of course, they also must develop an above-average level of identification with their own state and its politics. The Oriental Academy was able to offer all of this to its pupils:

1. living in a multi-cultural community for four to six years in a boarding school and among members of the diverse peoples of the Habsburg monarchy helped the young men to grow beyond any religious or provincial inhibitions at an early age;

2. the mixture of members of the nobility with people of a humbler background acted, on the one hand, as a kind of melting pot, with all its good and sometimes bad customs and, on the other, ensured the admittance of those who were actually the most competent for future state service;

3. access to the foreign service was made possible to a wider segment of society, in spite of the interests of the status-conscious and wealthy nobility in whose hands diplomacy had hitherto been largely placed; those attending the Academy would, on the successful completion of their studies, immediately obtain a salaried position in the foreign service, whereas applicants for direct admission not only had to provide evidence of a substantial private income but also initially served for a number of years without remuneration; and

4. this kind of institution created strong bonds of loyalty to the ruling house of Habsburg among young people; thus the participation of the few remaining students and members of the administration at the coronation of Emperor Charles I as King Charles IV of Hungary in Budapest between 29 and 31 December 1916 was to be the final public act of the imperial and royal Consular Academy.

1848 – a turning point for Europe and for the Oriental Academy

A student addresses the workers in Vienna on 27 May 1848

1848, the year of revolutions, had considerable consequences for the Oriental Academy, notably the separation of church and state. On 15 April 1849 Dr Max Selinger, a high ranking civil servant and not a man in religious orders, was appointed provisional Director as successor to Joseph von Rauscher, who was then ordained Bishop of the diocese of Seckau and later became Cardinal of Vienna. The turbulence of 1848 also had its effects within the Academy. A former pupil and subsequent Minister of Foreign Affairs, Heinrich von Haymerle, while staying in the summer residence of the Academy in Weidling, was accused of cheering, together with a colleague, a group of passing revolutionary students in the presence of the Italian Prefect Abbate Nunja. In the ensuing in-depth investigation by a Purification Commission following his arrest he was able to convincingly reassure his inquisitors that he had never regarded republicanism as a system of government applicable to Austria; the Prefect, however, had to return to his homeland.

The following years were characterized by greater discipline within the Academy and the introduction of the civil service uniform for the pupils. In 1852 a member of the military, Lieutenant-Colonel Philipp von Körber, was appointed Director. He was succeeded in turn by men chosen from the ranks of the domestic civil service and diplomatic corps: Ottokar von Schlechta (1861), Hofrat Heinrich Barb (1871), envoy extraordinary and minister plenipotentiary Constantin von Trauttenberg (1883). All three were graduates of the Academy.

Yet, as a turning point between two completely different halves of the same century, the significance of 1848 was less in political terms than in those of technology and economics. At the beginning of the 19th century, graduates of the Academy were compelled to travel to their posts on horseback, to rely on mails delivered at the speed of a horse and to write their reports by candlelight; by its end all important destinations were linked by rail or by regular steamship routes. Reports were now written by the light of an electric light bulb whilst more urgent dispatches were telegraphed to Vienna. Above all, due to

the formidable increase in worldwide trade, the network of consulates had been extended from a few posts around the Mediterranean to an apparatus of more than 300 consulates general, consulates, consular agents and honorary consular services in all continents.

Cardinal Dr Joseph Othmar von Rauscher, Director of the Academy 1832–49

Lieutenant-Colonel Philipp von Körber, Director of the Oriental Academy 1852–61

Public interest in the Academy

Public interest in the activities of the Academy increased in the 19th century as the ministerial ordinances and consular inquiries by parliament in the years 1849, 1858, 1868–70, 1883–86, 1898 and 1908 show. Occasionally, the closure of the Academy was even considered: more liberal-minded parliamentarians pleaded for a programme of study at the University, arguing that "free plants flourish better than those concealed" or "instead of a seedbed for consular training, there is only a greenhouse". The combination of studies in the specialist subjects and language training proved to be the strongest argument for the Academy's retention. With the increasing industrialization of Europe and economic expansion overseas, interest in the training of the consular corps, and gradually also of diplomats, in commercial subjects also grew, while the demand for a knowledge of Oriental languages diminished in favour of Serbo-Croat or Russian. This tendency was underscored by the rise of English, which was at the beginning of the 19th century merely an optional subject (for which the pupils had to bear the cost themselves) and which by its end was successfully challenging the status of French as the language of diplomacy. Attempts were also occasionally made to teach Japanese with the help

of the Japanese legation in Vienna, but in the end it was the study of Chinese that finally won the day. Spanish, however, was never taught, although Spain had in the past played an important rôle in the political and family relations of the house of Habsburg and its territories.

The question of the best kind of training continued to be of concern for the Diplomatic Academy of the 20th century. It was originally a combination of general education, followed by further training "on the job", as was the practice in Great Britain. In the previous two centuries the necessary specialized knowledge for all occupations, including international relations, had increased, so that without special training a successful start to a career was barely feasible. Such was the degree of specialisation achieved in the Oriental Academy in the 19th century that at the 1878 Congress of Berlin, convened to deal with open questions related to the Balkans, four of the five expert delegates sent from Austria-Hungary were graduates of the Academy; among their number was Heinrich von Haymerle. The choice of these men was determined by the fact that they possessed the necessary language skills and the required specialist knowledge of the region.

Locations and buildings

At first, the Academy did not have its own building but moved around different places in the university quarter. The growth in the number of pupils led to a search for suitable premises for their accommodation and for classrooms for extended courses; this problem was solved in 1883 by the merger with the Theresianum. On its spacious grounds, the Academy was housed in a newly built wing, known as the Academy Wing, and both institutions

The Consular Wing of the Theresianum, the premises of the Academy from 1883 to 1904 and once again since 1964

had a common director. The first of these was Hofrat Dr Paul Gautsch von Frankenthurn, who was appointed Minister for Culture and Education by the Emperor in 1885; he was followed by Vice-Director Heinrich Holzinger von Weidlich and then, at the beginning of 1886, by Regierungsrat Dr Michael von Pidoll zu Quintenbach. The Oriental Academy was now located in the same wing of the Theresianum in which its successor, the Diplomatic Academy, has been accommodated since 1964. It was not long, however, before this was no longer sufficient for the increasing demands of a training institute for the consular and diplomatic corps of a great power. Not only were larger premises required but so also was a reorganisation of the curriculum to reflect the evolving and ever changing tasks of the consular service. Oriental languages lost their previous pre-eminent position and the programme of the Academy was now weighted in favour of promoting the economic interests of the Dual Monarchy.

From the Oriental to the Consular Academy

Count Goluchowski, the Common Minister of Foreign Affairs 1895–1906

The Common Foreign Minister of Austria-Hungary, Count Goluchowski, set the ball rolling in a speech held before the Hungarian Delegations on 20 November 1897 in which he stated that *"the 20th century will be for Europe a century of existential struggle in the commercial sphere and therefore consular functionaries will acquire an increased significance in ensuring the interests of the Monarchy"*. But the existing curriculum of the Oriental Academy did not provide all the conditions necessary for such a training. Therefore, a commission was convened to evaluate proposals for its reorganization. This was to be on the basis of dividing the curriculum into two, into a department for Oriental studies and one for the rest of the world.

A modern curriculum

The Director of the Academy submitted a trailblazing Memorandum in May 1898. Pidoll had not only long experience with two institutions involved in the training of the future highest officials of the Monarchy, but he was also a

pedagogue of the highest repute. He proposed the following fundamental reorientation of the entire training programme developed according to modern principles:

1. preparation for practical service by maintaining the academic level of a university;

2. the central rôle of economics, while retaining the disciplines of jurisprudence, history and politics, with a corresponding reduction in language instruction;

3. the promotion of the spirit of initiative by teaching methods which required independent work from students; and

4. achieving an equilibrium between the courses.

Michael Pidoll von Quitenbach,
Director 1886–1904

These guidelines urged those in the Monarchy who clung tenaciously to the formal and legal bases of public administration in external relations to pay stronger attention to the economic fundamentals of the modern state. In addition, Pidoll attached great importance to analytical abilities and to the concrete. What he had to say concerning the function and organisation of seminars could not be better formulated today. The Academy benefited enormously from its small number of students (compared with other educational establishments) and from its facilities in a new building; additionally, it could not only rely on its own teaching staff and avail itself of professors from the University of Vienna, one of the leading universities at that time, but also had senior civil servants at its disposal. The Academy soon became an international leader in its field.

Emperor Franz Joseph gave considerable support to the construction of new premises for the Academy

A new Academy in a new building

After two years of construction, the Consular Academy moved into a new building on Waisenhausgasse (today Boltzmangasse). It was opened at the beginning of the 1904–05 winter semester on 3 November 1904 in the presence of Emperor Franz Joseph I. To cover the costs of 850,000 kronen for the building itself and 150,000 kronen for furnishing it, the Emperor dedicated the proceeds of the German-language edition of *The Austro-Hungarian Monarchy in Words and Pictures.* This was a comprehensive 24-volume work in German and Hungarian, commissioned by Crown Prince Rudolf, which through the co-operation of scholars from all regions of the Empire portrayed the Monarchy in its final phase.

The new building housed up to 50 pupils, now referred to as Akademiker (students). It also had seven lecture theatres, examination halls, a library, a museum, a billiard room, a skittle-alley, a reading room and a music room. The new entrants were equipped with clothing, shoes, underwear and bed linen, as well as with the necessary text books, teaching materials and stationery. Instruction in dancing, fencing and riding continued to be provided. The distinguished and subdued atmosphere radiating throughout the building served as a preparation for the elevated way of life in the world of diplomacy. Heimito von Doderer created a literary monument to it and its inhabitants in his novel *Die Strudelhofstiege*. Servants in livery with white gloves, students in uniform and eminent professors as well as the variety of languages spoken on a daily basis leant the Academy an aura of internationality and intellectualism. The daily round of study from 7 o'clock in the morning to 8 o'clock in the evening and the demands made on the students were, however, quite rigorous. After the final examinations there was an internship in a law court or in a civil service department, followed by the first paid post in the consular service abroad. The graduates of the Academy came from all regions of the Austrian half of the Monarchy and up to a third from Hungary, together about ten per class. For many entry into the Academy marked the ascent from humbler backgrounds into the upper social classes. Above all, while the positions of ambassadors and important envoys remained the preserve of the members of the high aristocracy (principally for

The new Consular Academy in Waisenhausgasse, today Boltzmanngasse

financial reasons, but also due to their greater proximity and loyalty to the ruling family), the Consular Academy became the means whereby members of the middle classes were increasingly, thanks to the training they received within its portals, able to gain posts in the domestic civil service, in the consular or diplomatic services.

The last years of the Imperial and Royal Consular Academy

In the summer of 1914 there was great patriotic enthusiasm at the Academy, as in the rest of Europe. Instead of continuing their studies or beginning their careers, the students answered the call to the arms, either as volunteers or as officers in the reserve. The classes became ever smaller and some teachers also had to bid their farewells. Soon news began to arrive of those who had fallen at the front, who had been injured or even imprisoned. The mood was subject to great fluctuations but with the ever greater shortages hope started to fade until, with the capitulation of the army in November 1918, Charles I's renunciation of his right to rule, the collapse of the Monarchy and the occupation of some territories by former foes of the Habsburgs, the ties uniting the students also fell apart. They hurried back to their homelands in order to participate in the reorganisation of life there. The building on Boltzmanngasse must have looked rather grey and forelorn, with only a few students and teachers remaining. One was the Director, Anton Winter, who now tried to save what could be saved for the Academy: at stake was its very survival.

At the end of the section on Imperial and Royal Consular Academy the question may be posed whether it achieved what had been expected of it: the preparation of young people to successfully represent the interests of the Dual Monarchy in the disputes between the nations. A century on it has to be said that everybody, politicians and diplomats alike, failed to bring about any peaceful reconciliation of the interests of the great powers in the years preceding the Great War. The gravest errors in Europe had already been committed in the middle of the previous century, when civil society was subjected to a process of militarisation and the rising petty bourgeoisie succumbed to the ideology of nationalism. Hatred between peoples, barely understandable today, mixed with economic interests and the aspirations of power politics finally led to the suicide of Old Europe.

In the detached atmosphere of the Academy, relations between the different peoples of the Empire were generally good or, at least, reduced to humorous remarks on national differences or weaknesses; at least, this is how it is always described in the memoirs of former students. More could probably not be expected in view of the powerful counter-currents of the prevailing public mood. At the other end of society, the proletariat striving for a pacifist world order also failed in the crucial months of the summer of 1914 and for some time afterwards.

How did young people live in the Academy?

At this point it is time to say a little about the life of the students. In the period before 1918, the regime was very strict, with much study and little spare time, with precise codes of behaviour and the Academy's powers-that-be standing watch over everything. However, the students did not go without sport, with riding, fencing, swimming and dance instruction supplemented by billiards. The state provided all necessities, even down to underwear; everything was listed in great detail and the students were expected to take great care of it. The young people had to behave in a manner expected of a future high-ranking civil servant.

Uniform of a consular attaché c.1914

The house rules of 1892 contained 52 sections. In general, they regulated behaviour in and outside of the Academy from the obligation to be obedient and to wear the uniform to the ban on the *"use of monocles as well as wearing bracelets"*. Just like the uniforms, the regulations were intended to eradicate the differences in the social origins and the financial backgrounds of the students, and thus prevent any competition among them which would have been damaging to the community spirit as a whole. There were specific forms of initiation into the student body as well as systems of hierarchy between the various years within it at any one time. The newer students had to demonstrate their respect for the older ones, who referred to them as hunting dogs who had to be trained. They could then progress to Vizeakademiker, Akademiker, to Vizeexzellenz and finally to Exzellenz in the final academic year. Those who had already taken up service as consular-attachés enjoyed the title of Demi-God. The older students convened a court in order to judge and impose punishments on those who contravened the rituals, ranging from a reprimand to the "sliding water pipe" which involved the delinquent being held upside down and water poured into his trouser legs. The range of house rules and some recollections on record show that the young people at the Academy were a lively community. But until 1926 it was an institute that prepared only male students for what was an exclusively male professional career.

After 1918, however, the old restrictions on personal behaviour fell away leaving only the rules on study and for the use of the premises. The admission of women also changed the atmosphere in the Academy. However, the separation of the study bedrooms according to gender was only changed at the beginning of the 1980s. The requirement of wearing a tie at meal times was all that remained of the old days. Even this was difficult to enforce: as late as the 1980s a guest professor from the USA was once requested to go back to his room to put on a tie before he could enter the dining room.

Yet, what can the Academy do about innovative young people who believe they can warm up their rooms on cold days by using a heated iron which the chambermaid then inadvertently places on the armchair for it to burn its way through to the floor? Should a further section be added to the house rules for such a case? A mere three decades ago it was stated at a dynamic group seminar that the occupants of the Academy felt claustrophobic because there was only one telephone and one bell on the gate that was locked at the weekends. This was quickly fixed. The situation today shows just how much conditions have changed: everyone is connected by mobile phone and the internet to a society in which the individuality of the individual, and its protection, takes priority over the interests of the community and its spirit.

Between two world wars

The Consular Academy had handed down so much specialist knowledge and professionalism into the new age after 1918 that it enabled its graduates both in republican Austria and in the other successor states of the Monarchy to be effectively involved in the establishment of new structures and institutions dealing with foreign affairs and relations between states. They could be found in ministries and representative agencies, as well as in the League of Nations, acting on behalf of their newly formed homelands.

However, difficult times came to the Academy at the end of the lost war. The multinational state had disintegrated and rump Austria consisted of not much more than one tenth of its previous territory and population, whilst the successor states behaved coolly, if not hostilely. The victorious Allies deemed the young republic, like Germany and Hungary, to be one of the authors of the war who had to be called to account and, in addition to territorial losses, had to pay reparations. Tens of thousands of former civil servants under the Monarchy, for whom there was now no more use, returned to Vienna and the federal provinces. The finances of the state had been disrupted and internal peace was greatly endangered. People were starving in the cities and in many cases dependent on outside help. Only those at the very tip of the former pillars of the Monarchy, the aristocracy, the higher echelons of the civil service and the church hierarchy, as well as high ranking officers who had sworn an oath of allegiance to the Emperor, felt unconditionally obligated to a sovereign Austria, and only then in the vague hope of his return. The former Austro-Hungarian Foreign Ministry was reduced to a small office tasked with its liquidation. The leading diplomats and functionaries of various ministries had resigned and the new republic could only afford a small state secretariat as well as a few diplomatic and consular representations for its external relations.

In the beautiful large building of the Academy, its Director, Anton Winter (the "von" had fallen victim to republican legislation), sat with hardly any prospect of making the Academy successful, either financially or in terms of personnel since under the new regime it seemed unlikely that a sufficient number of young people would require training for careers as representatives of the state.

The government of Chancellor Karl Renner had prepared everything for the unification of Austria with republican Germany. The Foreign Minister Dr Otto Bauer had already informed Berlin that the Academy was envisaged as a training centre for the common civil service, as well as for the diplomatic and consular services. In turn there were enquiries from Berlin about the programme and facilities of the Academy. However, nothing came of this, following the prohibition of any union between Austria and Germany in the peace treaties agreed in the suburbs of Paris in 1919. Under the cover of the State Secretariat for the

Exterior, subordinate to the Federal Chancellery and the agency now responsible for the Academy, Winter negotiated an agreement whereby Berlin would cover the cost of up to twenty students from Germany. Under this arrangement, 13 German students began their studies in Vienna in the winter semester of 1921–22. At the same time as admitting a new class the authorities at the Academy also managed to conclude the studies of those who had entered in the final stages of the Monarchy. But this agreement lasted no longer than a year as Germany was becoming ever more deeply mired in hyperinflation. Now the Director, with the agreement of the government, tried to resolve the crisis by involving the successor states of the Monarchy in an institute for their consular and diplomatic services to be financed by all participating countries. This also ended in failure due to the lack of interest of the new governments who were very jealous of their recently won sovereignty. Only Hungary was prepared to grant scholarships to a small number of trainees. Up to then the Academy had always been completely dependent on endowments from the state. Therefore the only alternatives were to either close the venerable institution, perhaps for good, or to try to cover its costs through donations from private sponsors and the admittance of as many paying students as possible. Winter chose the second path, retaining, however, the option of eventually incorporating the support of the German government. Now he showed himself to be a successful manager.

A professional school for politics and economics

The curriculum was radically reduced from one lasting four or five years to two; its formerly oriental orientation was downgraded as the subjects of Turkish,

A French class including some of the first female students

Dr Johanna Nestor (née Müller), Austria's first female ambassador and a former student of the Consular Academy (1935–37)

Arabic and Persian became optional. As it lacked its own teaching staff, cooperation intensified with the University of Vienna and the College for World Trade. The Consular Academy therefore received the sub-title: Academy for Politics and Economics.

The reputation of the Academy was very high and, as it provided a more individual training compared with the University, not to speak of the appeal of the building itself and its multi-national student body, numbers increased to 125 in 1936–37. They came predominantly from Austria and, in addition, from Hungary and Poland, as well as from other Central and Eastern European countries. But they were also joined by young people from Great Britain and the USA. After the Second World War, when the building had already become the US Embassy, a former student from the United States worked in the bedroom he had occupied before 1938. In retrospect, the Academy through its interest in attracting as many paying students as possible probably became a trailblazer for women. After the first intake of female students in 1926, their proportion had already risen to approximately 25 % by 1931–32.

The opportunity to study at the Academy was open to all, independent of origin or the standing of their parents, even if members of the classes traditionally associated with diplomacy and the consular service for social and financial reasons were still relatively strongly represented. However, due to the prevailing circumstances, the majority later opted for jobs in the private sector.

As has been seen, the political circumstances in and around Austria necessarily had an influence on a training institute preparing its students for careers closely connected to politics. While its predecessors, the Oriental and Consular Academies, were clearly directed by a belief in the Dual Monarchy (the motto

above the stairway of the building on Boltzmanngasse read *"for God and the Ruler"* in German and Persian), which no longer meant the expansion but rather the maintenance of the Empire and its structures, the new Academy had to operate in a vast spiritual no-man's-land with widely different ideologies in a country concerned with the preservation of its constitution under difficult political conditions. Traditional social customs were relatively undisputed in this environment, as were conceptions about a future career. There were many different and often very controversial views on the merits of republicanism or monarchism, democracy or authoritarian systems of government, church and state, the individual versus the community, the purity of the races or their mixture, on concepts of internationality under the League of Nations or the supremacy of nations and states, the retention of a small Austria or its union with Germany. Nonetheless, the students probably went about their everyday lives with their own ideas on how to shape them, with their problems concerning exams and the worries about their futures in the background. During a visit to the American embassy 40 years later a graduate who had risen to the highest ranks of Austrian diplomacy pointed out a seminar room and said: "Here we took our exams and near here I kissed my colleague, Ms. xy, for the first time."

Historians who scrutinise the surviving documents such as the memoirs and stories of former students suggest that there was a generally comradely atmosphere. In place of the quite homogeneous "crew" in the old Academy there was now a kind of larger college with internal and external students, where groups were formed based on friendships, similar interests and common national-

The International Diplomatic Jazz Band

ity. Some dedicated themselves primarily to study while others yielded to the temptations of student life in a city of many attractions. Some indeed were convinced National Socialists, but it seems that in the bad months of violent terror after the Anschluß in March 1938 some embers of a community spirit still persisted. Lord Weidenfeld, for example, reports that his colleague Kurt Waldheim brought him the exam papers since students of Jewish origin could no longer take their final exams in the Academy itself, but could only sit separate exams with the permission of Director Hlavac.

A venerable institution temporarily closes its doors

It is very difficult to judge today the behaviour of people who were not particularly involved in politics but who found themselves confronted with a regime that might last for a long time and which behaved in Austria from the outset with particular brutality. The two Directors of the Academy during the interwar period, Anton Winter (1866–1942) and Friedrich Hlavac (1885–1975), the latter a graduate of the Academy (1903–08), were in their basic attitudes German nationalists. This was demonstrated by their repeated attempts to raise money, as well as to find teachers and students, in Berlin, an option which could not be ignored due to the almost total lack of interest displayed in the Academy by the successor states, to its much reduced catchment area and its ongoing financial plight. On the other hand, many of the public remarks and statements of these two Directors went well beyond what today would be seen as being merely part of a strategy necessary for the survival of the Academy.

All attempts to run the Consular Academy in accordance with the principles and traditions guiding it since its foundation by Maria Theresa under the new political conditions, whether they were well intentioned or opportunist, were without any prospect of success. The National Socialist regime simply held fundamentally different notions on the organization of the relations between states and peoples. Its representatives and followers were odious and inhumane, and Vienna was merely seen as a larger provincial town. Under these circumstances any continuation of the Academy under its old name would only have been harmful to its reputation. It eventually had to close, despite all the efforts of the Director. The differences between the management of the Academy, the agencies of the National Socialist German Workers' Party and the Foreign Ministry in Berlin concerning the functions of the Academy, not to mention Adolf Hitler's unleashing of war on Europe in September 1939, were irreconcilable. The building was now used as a military hospital for the Luftwaffe. The departure of the last course at the Consular Academy on 31 March 1941 ended what had been ongoing ideal for almost 200 years, an ordered cross-border cooperation in international relations, under a regime with diametrically opposed goals and ideals.

A new beginning must wait

The end of the war in May 1945 was characterized by devastated cities and countryside, hunger and a population torn from the bounds of normality. In Austria itself, liberated from Nazi despotism, there was also great uncertainty over the future prospects of a state the writ of whose government in the first months barely extended beyond the borders of Vienna, and this only to a very limited degree due to the regime of four occupying powers. Internationally, the reborn country had only limited sovereignty and was also less well known than names such as Vienna, Tyrol, Mozart or Johann Strauss. The long struggle for a state treaty, which was to last for ten years, dampened hopes for unconditional liberty and sovereignty, just as it did for any upturn in the economy, despite all the international aid Austria received. Under these circumstances the opportunities for the reconstruction of its own diplomatic and consular service remained limited. The reinstated civil servants in the Ballhausplatz who had not been compromised by National Socialism worked hard for the development of the new republic at home and in the first diplomatic and consular representations abroad. Under these conditions the idea of reinstating an academy for the training of candidates for this career could not be contemplated. The large building on Boltzmangasse was first requisitioned by the occupying forces and then, in 1946, sold to the USA by the Republic of Austria.

The return of Austria to the International Community

The State Treaty of 15 May 1955 and the admission of Austria into the United Nations on 13 December 1955 finally smoothed the way for establishing a worldwide network of diplomatic and consular representations, such as those

The destroyed Consular Wing in the Theresianum

already possessed by states of the same size as the Alpine Republic. In 1959 foreign relations were separated from the Office of the Federal Chancellor and the Federal Ministry for Foreign Affairs was created. The Minister, Dr Bruno Kreisky, took up the ideas of some former graduates of the Consular Academy for the establishment of a training centre for the diplomatic service. At the same time efforts were under way to open up the study and teaching of economics and social sciences by modern methods by means of an institute that would not be subject to the rigid structure of the universities and that would be attractive to academics from Western countries. In 1963 a Foreign Ministry commission chaired by Kreisky developed plans for a programme lasting three semesters following the structures of the former Consular Academy. The guiding principle was a postgraduate course of study which would enable financially less well-off graduate students and those from the federal provinces to prepare for an international career in Vienna; to this end dedicated halls of residence would be provided. A core curriculum was to include international law and economics, as well as the historical foundations of politics and culture; additionally, training in three foreign languages became obligatory: English, French and an optional language for Austrians, and English, French and German for non-Austrians.

It was stressed that space should be found in the curriculum for the study of the practice of international relations and the use of modern public relations. By means of discussions, seminars and the reading of documents and relevant academic works, the active development of knowledge should be encouraged rather than relying on the old-fashioned Austrian emphasis on lectures. In support, a house library was planned. The monopoly of lawyers in public administration, and hence in the Foreign Ministry, that had existed up to that point was to be broken by the admission of graduates from any discipline taught at universities.

Since at the same time the Austrian Parliament had decided to finance the reconstruction of the Consular wing of the Theresianum that had been destroyed in the war, it was possible to make available accommodation for 38 students.

The founding of the Diplomatic Academy of Vienna

On 1 June 1964 Kreisky (1911–90) signed the document establishing the new Academy. On 11 January 1965, after the completion of the building, the members of the first Diploma Course moved into the Consular Wing of the Theresianum located in Favorita, a former imperial summer residence, nearly 211 years to the day the first students had entered the Oriental Academy. It had been named after the Empress Maria Theresa, who designated it in 1746

as a training centre for future high-ranking civil servants of the Empire. From 1883 to 1904 both were temporarily under common management after this wing had been built to house the Oriental Academy.

Foreign Minister Dr Bruno Kreisky visiting "his" Academy in 1965

Kreisky appointed Professor Dr Ernst Florian Winter as the first Director. He had emigrated to the USA for political reasons in 1938 and had taught political science there, notably at Columbia University. He brought back with him new topics and methods and added subjects such as cultural policy, game theory and UN conference simulations to the curriculum, which was also influenced by the course on international relations at the University of Vienna. The usual methods of language instruction were supplemented by tutors and a modern language laboratory. So that the non-Austrians who comprised nearly half of the students of any given course, but also the Austrians themselves, could become better acquainted with the country an annual trip around its provinces was organised. Inge Turek was appointed to take charge of the administration of the Academy, a position she held until 1987, guaranteeing continuity in transitional periods. A fund made up of donations was set up to support students either wholly or partially if they could not afford the costs. When the first students took up their studies, a strong pioneering spirit prevailed. The Consular Wing, with specially adapted arrangements for female students, was furnished in what was then the latest design. The Academy was also publicised to a wider public who participated in ever greater numbers in lectures open to everyone. Teaching staff came from various universities, supplemented by high-level officials from the Austrian government and international organizations,

The first intake of the Diplomatic Academy with the founding Director, Dr Ernst Florian Winter (1964–67)

as well as by representatives from the world of business and social institutions. Famous speakers including Maurice Duverger, Henry Kissinger, Fritz Machlup and Oskar Morgenstern were invited to give lectures at the Academy. Not least, the candidates for a future career in the Austrian diplomatic service could take part in the ascent of their country in international politics as a neutral but active member of the international community.

Routine follows the momentum of the first years

As so often in life, the original momentum could not be sustained as a number of internal and external factors worked against it. Following the 1966 elections which resulted in the victory of the Austrian Peoples' Party (ÖVP) and the formation of a new government headed by Dr Joseph Klaus, Kreisky, who had revived and promoted the Academy, was compelled to relinquish not only his post as Foreign Minister, but also his influence over the Academy. Never again would he display so much interest in his own creation. After 1970 this rôle fell to Dr Rudolf Kirchschläger, both as Minister for Foreign Affairs in Kreisky's socialist government and later when he became Federal President. In 1967 Professor Winter took up a new academic appointment. Dr Robert Friedinger Pranter, a career diplomat, was appointed as his successor but sadly he died at the end of December 1967 after just a few weeks in office. Following him, another career diplomat, Dr Johannes Coreth, was appointed for a transitional period of one year. He had been a student of the Consular Academy in 1931–33.

1967 saw the Austrian Parliament enacting legislation on the establishment of the Diplomatic Academy, thereby providing the welcome legal framework for its operation. However, it also locked it into a corset which caused some difficulties as a consequence, as the law placed it outside the general system of educational institutions and the ministries responsible therefore did not lend their full support. Similarly, it was very difficult to determine the curriculum in what was a strongly bureaucratic academic system. Upon the urgent recommendations of the academic advisors, the awarding of a Diploma was made dependent on the completion of a thesis, but supervision problems arose due to the fact the Academy did not have its own teaching staff; crucially no academic title could be awarded. This lack of a permanent faculty reduced the interest in the Diplomatic Academy shown by graduates, especially those who had studied in Vienna, since some of the teachers at the Academy, above all in law, were often the same men and women who had taught them at undergraduate level. It also became apparent that although the range and quality of residential parts of the building were excellent, those areas designated for teaching and public events were limited. There was no large hall for public meetings or for festive events, and only a few seminar rooms were available.

In the Ministry for Foreign Affairs itself the view was frequently expressed that for specialized training in international relations studying at a university abroad would be more appropriate. The Collège d'Europe in Bruges, supported by Austria through scholarships, or the annexe of the Johns Hopkins University in Bologna both had their supporters. However, the Academy also soon had its own lobby of graduates who had obtained positions in the Austrian foreign service and were beginning to climb their career ladders. This specifically took the form of an Alumni Club, called the Club of Graduates and Friends of the Diplomatic Academy.

Arthur Breycha-Vauthier, Director 1968–75

In 1968 Dr Arthur Breycha-Vauthier was appointed Director. He had been Austrian Ambassador to Lebanon and before that the chief librarian of the League of Nations and after the Second World War of the United Nations in Geneva. Thus the office of Director was once again held by a scholar who felt a debt to the oriental traditions of the earlier academies. In his seven years of office he succeeded in creating a sense of continuity in the programme. He was followed in 1975 by Dr Emanuel Treu, who in the 1976 yearbook of the Academy remarked of Breycha-Vauthier's tenure *"that it remained reserved for him to conclude the period of experimentation and, through his devoted and wise leadership, to secure the reputation and progress of the Academy so that the oldest institution of its kind in the world has once again resumed its due position"*. In 1973 Breycha-Vauthier organized in the Academy, together with Peter F. Krogh, the Dean of the Foreign Service School of the Georgetown University in Washington, the first meeting of the Directors and Deans of Diplomatic Academies and Institutes of International Relations under the auspices of the Secretary-General of the Austrian Foreign Ministry, Walter Wodak.

The third conference of Directors and Deans of Diplomatic Academies and Institutes of International Relations

Dr Emanuel Treu, Director 1975–76, greets Cardinal König in the Academy

Treu, who had also come from the Austrian diplomatic service and had gained much valuable experience in bilateral and multilateral trade relations there, began his work at the Academy with great energy. Yet, after little more than one year in office his activities were tragically terminated by his sudden death. Just before he had succeeded in securing the commitment of the Federal Minister for Finance, Dr Hannes Androsch, to provide the sum of 15 million schillings in the Federal budget for the reactivation and adaptation of the adjacent Lower Stöckel Wing.

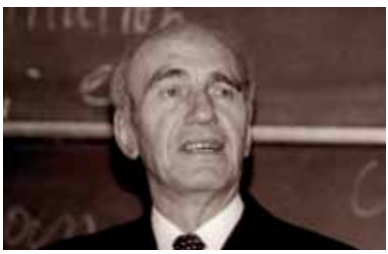
After Treu's unexpected death temporary solutions followed. Since no suitable members of the diplomatic service wanted to commit themselves for a longer period, Breycha-Vauthier was reappointed Director for one year, succeeded by Coreth for barely a year.

The ensuing uncertainties were not favourable for the Academy. They happened in a period during which all over Europe and the United States a negative mood against institutes of specialised higher learning was developing. Like their counterparts elsewhere the generation of 1968 considered the Academy as an institute of education for the elites of which they were so suspicious and to which they therefore objected. French continued to be included in the curriculum as a compulsory subject, although it had long lost its dominant position in public life; yet, in some circles it was still seen as the language of the upper-classes and therefore controversial. Language training was generally reduced as, it was argued, too high a standard would disadvantage members of the working class and those of a poorer social standing. For similar reasons, even prestigious universities in the USA such as Harvard reduced or closed down whole language departments. In Austria much the same occurred with the establishment of the University of Linz and with the curriculum for the award of the final qualification of Diplomkaufmann at the College of World Trade in Vienna. But social decorum and intercourse were also becoming "rougher"; this became apparent in the resistance to rules of behaviour, such as the wearing of a tie at meals at the Academy. On 1 September 1978 Dr Heinrich Pfusterschmid-Hardtenstein was appointed Director, and held this office until October 1986.

The third Diploma Course at the Diplomatic Academy 1966–68

Yet another reorganisation proves necessary

While the students expressed their discontent with the conditions at the Academy by complaining about the food (on one notable occasion even hurling a plate of spinach at the cook), the teaching staff addressed their grievances to the Minister for Foreign Affairs. The consequence was the preparation of a new legislation on the Academy. As is so often the case, the law makers failed to examine the situation of an educational institute catering for a concrete career profile in order to make proposals for an innovative curriculum. Instead their interest focussed on details: the extension of the period of study from three to four semesters, the removal of the thesis requirement for the Diploma and its replacement by two written examinations, as well as a reduction in French instruction by making it an optional subject and the conversion of all the classes to English. The latter idea, however, was soon dropped as it would not have been in the interest of Austria to attract foreign students to Vienna without equipping them with at least a working knowledge of German for their future occupations. After only a superficial discussion in committee, Parliament agreed on the law proposed by the government. The option of organising the advanced training of the members of the Austrian Foreign Service in the Academy had already been rejected by the Minister.



Both as foreign minister and later as federal president, Rudolph Kirschläger was always very supportive of the Academy

To adapt the requirements for modern vocational training to the new legal basis required a decree by the Foreign Minister. Its starting point was the fact that the number and range of areas in which transnational relations were effective had increased

enormously and so, correspondingly, had the knowledge necessary for working in this area. The regrettably widespread practice in Austria of conveying knowledge by lectures on as many topics as possible does not offer a solution for such a wide range of subjects, quite apart from the fact that it does not sufficiently promote independent learning by understanding or the application of knowledge in practice. Only the seminar system used in Anglo-Saxon universities for postgraduate studies, with extensive requirements for reading the relevant literature, connected with practical exercises, was suitable for the training of independently minded people, which, we may recall, was exactly what had been proposed by Director Pidoll at the beginning of the twentieth century for the reorganisation of the Oriental into the Consular Academy. This required a reduction in academic subjects in favour of the promotion of approaches relevant to the areas of importance for future representatives working in the field of international relations. Accordingly, four areas of study were determined:

1. the historical and geographical fundamentals of international relations;

2. international relations and policy, with the theory and practice of international organisations;

3. international law and international private law; and

4. international trade relations.

These were to be supplemented by:

5. the necessary professional skills, such as public relations management and the development of an awareness of inter-cultural differences; and

6. the teaching of foreign languages.

In order to find a meaningful replacement for the diploma thesis, after detailed consultation with the teaching staff, it was decided that a conference model Dr Karl Zemanek had introduced in his course should be extended over the entire last term, dealing with a current topic of the United Nations or the European Communities. The whole class should learn the functioning of an international organization from writing instructions for the delegates to negotiating in committees and plenary sessions, and finally formulating and deciding upon a resolution of an organ of the United Nations, whereby each student had to represent a state. The evaluation of the documents prepared and the entire operational sequence was undertaken first by the teachers and then determined in a discussion with the participating students in order to take into account the input and cooperativeness of each student. The execu-

tion of the conference idea was for all those involved difficult and time-consuming. It was a great success. However, the very first time it was tried out one very talented student managed to act on behalf of the country he represented so well that the instructions had to be changed in order to prevent a premature ending of the entire exercise.

To exclude external ideological and party-political pressures from outside and interference from within the Ministry on the choice of subjects and the concrete organization of the curriculum, which could have caused excessive demands on the students through too many lectures, the number of hours to be spent in class for each part of the programme was fixed by the decree.

The Lower Stöckel Wing with the ceremonial hall

Expansion on all fronts

However, the success of these reforms depended, on the one hand, on increasing the number of staff available for the support of the students and, on the other, on the provision of additional space for classes and joint activities. Moreover, the library should be reactivated from its rather peripheral position to the very core of studying at the Diplomatic Academy in line with the needs of the curriculum. Finally, the premises of the Academy should be extended. In 1979–83 the Lower Stöckel Wing, which had not been used since the Second World War, was stylishly renovated under the direction of the architect Erich Schloess.

A dining room, a large ceremonial hall, a bar for the students (who no longer had to resort during their breaks to “lecture hall III”, a café on the opposite

side of Favoritenstrasse), as well as a room for the Secretariat of the Alumni Club, a gym, several modern guest rooms and above all library areas now became available. The libraries of the Academy and the Foreign Ministry were merged into one professionally managed Library for International Affairs in the Academy, albeit under the direction of the Ministry; this rapidly developed into a resource centre for many external users.

The appointment of permanent tutors for the English and French languages proved difficult, as the staff appointment plan of the Ministry did not provide for additional service posts. The way to finance the appointment of two tutors was found after an exchange of views with the Foreign Ministry using the example of the Ministry for Education and Science, which was responsible for tutors at the universities: an association acting under the supervision and on behalf of this Ministry would employ them for teaching at the Academy, which would reimburse the costs. Thus in the winter semester of 1980–81 James S. Rooke, C.M.G., O.B.E., an experienced former British diplomat and specialist in economic relations and foreign languages, joined the Academy and served for almost two decades with great devotion and dedication. French was covered by a young coopérant provided by the French Foreign Ministry.

Implementing the reform and the consolidation of two simultaneous courses of about 50 students living in-house for nine months a year demanded so much of the Academy and its management that an extensive programme of public events could not be organised in addition. Nevertheless, the position of the Academy within the fields of teaching and training international relations continued to be developed. This manifested itself in exchange programmes with ENA in Paris, the Escuela Diplomatica in Madrid and the University in Moscow. The annual conference of Deans and Directors, begun with such promise, increased both in the number of participants and intensity of the programme to such a degree that it became difficult to keep it within a viable financial framework and also to retain its intimate atmosphere. One consequence of these conferences was the appointment of Director Pfusterschmid-Hardtenstein, together with the Dean of the Fletcher School of Law and Diplomacy, Edmund A. Gullion (a former US ambassador), and the Director of the Foreign Service Programme at the University of Oxford, Ralph Feltham, as advisors to the Saudi Arabian Foreign Ministry on the establishment of a Diplomatic Academy in Jeddah and later in Riyadh. Moreover, it proved possible to establish a close relationship with the Chair of International Relations at the Karl Marx University in Budapest, enabling those members of its faculty responsible for the training of future Hungarian diplomats to make contact for the first time with other Western academic institutions. Indeed, faculty members took up posts in post-1989 governments in Hungary, becoming undersecretaries of state or even Minister of Foreign Affairs.

The remuneration of the lecturers on the basis of contracts for work and services was dealt with by the Ministry of Finance, especially if it concerned civil servants, by comparing it with that of customs officers, which made the engagement of internationally recognized instructors nearly impossible. Therefore, with energetic assistance from former graduates, who were already successfully active in the private sector, an Association for the Acquisition of Sponsorships was formed.

These reforms and initiatives were soon threatened with suffocation by the cameralistic habits of the bureaucracy of the various ministries as the next Director, Dr Alfred Missong (1986–93), reported in the Festschrift marking the 250th anniversary of the Academy, in which he recorded with some bitterness his struggles of many years. However, he was successful in raising the internationality of the teaching. Eventually, in a changed climate his successor, Dr Paul Leifer, was able to overcome these restrictions by achieving an autonomous status for the Academy, now independent of but maintaining close ties with the Foreign Ministry.

Dr Alfred Missong, Director 1986–93, giving a speech in 1987

The "Wende" of 1989 affects the Academy

The collapse of the Soviet Empire in 1989 and the ensuing upheaval in the eastern half of Europe occurred during the tenure of Director Missong. It opened the way for the Academy to resume a significant element of its original mission: the training and preparation of young people for careers in international relations in those countries that had until 1918 traditionally been within Austria's area of influence in eastern and southeastern Europe. The Director reacted quickly and, with the help of a recently created supporting association, organised a series of lectures and seminars on the events. Of even more durable effect was the organisation of a year-long special course and a three-month short course for diplomats from the former Soviet bloc states. This was made possible by financial support provided by Parliament on the initiative of the Minister for Foreign Affairs, Alois Mock. The Mayor of Vienna, Helmut Zilk, made the necessary accommodation available. This first training assistance offered by a Western state was taken up by several hundred diplomats sent by their governments.

The Academy achieves autonomy

The advantages of studying at the Academy for a career in government service had lost some of its importance over the years. The number of the graduates accepted by the Foreign Ministry was on average not much more than four per year. Due to higher starting salaries in the private sector, particularly in banking, many successful graduates did not even try to obtain positions in public administration. Moreover, similar courses of study were now being offered by other institutions and the Academy no longer enjoyed the monopoly it once had. A fundamental reorganisation was necessary due to the need to extend the teaching programme, to compete with comparable training centres of frequently very high standards and to remedy the fact the Academy lacked its own faculty. The option of reorganising the Academy as an institute solely for preparing applicants for the Austrian diplomatic service and as an in-service training centre for the Ministry was never seriously considered. Therefore, the only course open was to adapt the Academy to the structures of similar specialist institutions attached to universities. During these years a general opening of higher education took place in Austria, with the accreditation of Fachhochschule and private universities, and the recognition of their final qualifications and titles.

Dr Paul Leifer (right), Director 1994–99, receives the honorary degree of Master of Advanced International Studies from Dr Georg Winckler (left), Rector of the University of Vienna, in the presence of Dr Ernst Sucharipa, Director 1999–2005

The Director, Dr Paul Leifer (1994–99), succeeded in overcoming the initial stubborn resistance of the Treasury and, with the goodwill of the officials responsible in the Foreign Ministry, prepared a draft law which was also finally supported by the Committee on Foreign Policy in Parliament. The law, which was enacted on 13 March 1996 and came into force on 1 July of the same year,

foresaw the transformation of the Academy into an autonomous institute, while maintaining a close relationship to the Foreign Ministry and financial support from the Federal budget. The fundamental objective of the Academy to open the way to different vocational fields in an international context to talented young people was retained. The core of the curriculum was, however, reduced to a one-year intensive Diploma training course, which can be supplemented, in cooperation with the University of Vienna, by continued studies leading to a Master of Advanced International Studies (MAIS). Renewed emphasis was put on advanced vocational training in order to be able to respond to the ever changing world of an increasingly integrating Europe and intensified international cooperation. Through the new statute, the Academy could offer tailor-made special courses, seminars and summer courses, and thus generate fresh revenues. In particular, the opportunity of providing further training courses not only for the Foreign Ministry but also for the entire civil service was foreseen. The courses for young diplomats from the reforming states were to be continued and events open to the public organised.

The Foreign Ministry lost its rôle of organising the programme and running the Academy, choosing its personnel and allocating resources, and instead a Board of Trustees was established, in which the Ministry was represented, but which allowed the management a great deal of freedom in the day-to-day affairs of the institute.

In the second half of 1999 Leifer took up a post abroad and Dr Ernst Sucharipa, a graduate of the Academy (1972–74), was appointed Director. He continued the measures needed for the implementation of the recently won autonomy placing particular emphasis on public relations. On account of the EU sanctions on Austria in protest against the centre-right government of Chancellor Dr Wolfgang Schüssel, these were difficult years with regard to foreign policy. In addition to his tasks at the Academy, Sucharipa conducted on behalf of the Austrian government successful negotiations on compensation for properties that had been expropriated by the National Socialists in the years 1938 to 1945.

Dr Jiří Gruša, Director 2005–2009

After Sucharipa's transfer as Ambassador to the United Kingdom in April

2005, where he died shortly afterwards, Jiří Gruša, a man of letters, a former Czech dissident and top diplomat, was appointed Director of the Academy, an act symbolising its transnational character and marking a return to the centuries-old community that had existed in Central Europe until 1918.

With the DA legal amendment of 2006, the Master of Advanced International Studies was recognised as an academic title, being accredited jointly with the University of Vienna. The two-year programme is designed for university graduates of any nationality, who have to submit a thesis in order to obtain the degree. It could thus be integrated into the new European study architecture in the sense of the 1999 Bologna Declaration of the European Ministers for Education.

Dr Hans Winkler, Director since 2009

In October 2007, the DA introduced its Master of Science in Environmental Technology and International Affairs (ETIA) programme, a pioneer project in combining international issues and environmental technology in cooperation with the Technical University of Vienna.

In April 2009 Ambassador Dr. Hans Winkler, a graduate of the Diplomatic Academy himself, was appointed Director of the Academy after serving nearly forty years in the diplomatic service. After holding various positions in Austrian missions, he was head of the Office of International Law and was Secretary of State in the Ministry for European and International Affairs from 2005 until 2008.

The Academy as a mirror of changing times

When the question is posed as to what were the most momentous changes students at the Academy have had to face over the past 250 years, then the answer is to be found outside the walls of an institute which has always endeavoured to adapt to changing circumstances. Until the middle of the twentieth century occupations and careers were often handed down from generation to generation and people followed clearly defined career paths, which were often predetermined by the traditions of their families. If a more uncommon occupation such as consul or diplomat was aspired to, perhaps due to a particular vocation or for some other reason, a young person admitted to and successfully com-

pleting the programme of the Academy was virtually assured a place on the first rung of an interesting career in the civil service.

Thus one of the pupils admitted in 1754 as a member of the first class, Franz de Paula Thuguth, became Minister for Foreign Affairs (1794–98) and Conference Minister (1798–1800); another, Bernhard von Jenisch, pursued an academic career and rose to the position of Director of the Court Library (1803–07). With its aspirations to great power status Austria (after 1867 Austria-Hungary) required a large number of well trained personnel fluent in several languages for its international relations. This alone justified the costs of such an Academy. Many important posts in the consular and diplomatic service were held, in the years so preoccupied with the decline of the Ottoman Empire, by former students of the Academy: one such was Heinrich von Haymerle, who studied at the Oriental Academy between 1846 and 1850 and who later became the Common Foreign Minister (1879–81).

Heinrich von Haymerle, Oriental Academy 1846–50, Common Minister of Foreign Affairs 1879–81

The effects of a life shared with one's fellows of different backgrounds for four to five years in the Academy's halls of residence cannot be underestimated. It no doubt heavily influenced the esprit prevailing among the consular and diplomatic corps of the Monarchy. The experience garnered in the years of youth (and even puberty as initially boys as young as eight were accepted) could thus be smoothly transformed into the first steps in office. Until 1918 a grand total of 725 young people received specialist training and at the same time a general humanistic education compatible with the educational standards then prevailing in Europe. This educational canon was broadly similar in all European nations and it was the first thing to break in the slaughter on the battlefields of the First World War.

Yet, even under these circumstances, the old Consular Academy continued to have an influence into the new century. Young graduates in the successor states were frequently deeply involved in creating the structures of their own new foreign services. Besides Austria, they were particularly active in Hungary where three Ministers of Foreign Affairs in the interwar period were graduates of the Academy: Emerich Csáky (1899–1904) Minister January–March 1919;

Coloman Kania (1887–92) Minister 1933–38; and Stefan Csáky (1913–19) Minister 1938–41. It was often through the agency of the Academy's graduates that the technical and administrative procedures developed during the Monarchy survived in the successor states, as for example the form and use of documents even during the communist era in Czechoslovakia, not to mention in the Czech Republic and Slovakia of today.

Egon Seefehlner (CA 1931–33), Director of the Vienna State Opera (1976–82) and of the German Opera Berlin (1982–84)

After the catastrophe of 1918 the Academy was saved from being shut down for ever by its excellent international reputation and its valuable capital in the shape of the modern building on Boltzmanngasse: however, the blunt reality was that the small number of prospective applicants for the small foreign service of a small state could no longer justify a training centre of this scale. Only its close connection with its alma mater, the University of Vienna, ensured its survival. However, a change of focus and its student recruiting area became necessary. As its new sub-title, International Institution for Political Economy, suggested, it now evolved into a college for all kinds of international careers, open to students from the whole world. This was reflected in the efforts begun after 1918 to ensure peace through collective security first by the League of Nations and then after 1945 by the United Nations. It also anticipated the challenges of the process of economic integration in the second half of the twentieth century. For the first time the question arose concerning the classification of the course and its final diploma in an academic context. Only recently has it been possible to regulate this by the granting of the status of autonomy. Once again the Consular Academy, which was attended by 766 students in the interwar period, was to play an important rôle in the efforts to re-establish the diplomatic and consular service of the Second Republic. For some of those officials who in April and May 1945 occupied on their own initiative the remaining rooms in the bomb-damaged building on Ballhausplatz were Academy graduates who in 1938 had been forced abruptly to end their careers due to their loyalty to Austria: Erich Bielka (1926–28), a career diplomat and from 1974 to 1976 Federal Minister for Foreign Affairs; Norbert Bischoff (1912–19), who became Ambassador to the Soviet Union in Moscow and played an important part in the negotiations leading in 1955 to the conclusion of the State Treaty restoring full sovereignty to Austria; Johannes Coreth (1931–33), ambassador and twice Director of the Diplomatic Academy; Theodor Hornbostel (1907–12); Alois Vollgruber (1908–13); Kurt Waldheim (1937–39), Foreign Minister (1968–70), Secre-

tary-General of the United Nations (1972–81) and Federal President (1986–92); Karl Wildmann (1917–22), as well as Heinrich Wildner (1897–1902) and his brother Klemens (1910–15). The Academy's influence also spread to other professional fields, as is shown by the appointment of Egon Seefehlner (1931–33) as Director of the Vienna State Opera (1976–82) and the German Opera Berlin (1982–84) or Manfred Lachs (1932–34), an outstanding international lawyer and a judge on the International Court of Justice in The Hague (1965–92), to which he was nominated by the Polish government.

In recent years, the first of the 1,081 graduates of the Diploma Programme of the new Academy which re-opened its doors in 1964 have begun to retire at the age of 65. The harvest of successful former students of the Diplomatic Academy is far too great to detail here: it ranges from ambassadors, successful managers in banking and finance, mayors and parliamentarians, ministers, secretary-generals and secretaries of state in the foreign ministries of Austria and other countries, up to the Director of the Academy, a post held by Ernst Sucharipa between 1999 and 2004 thereby closing the circle of learning, practicing and teaching. The number of those who in the years after the fall of the Berlin Wall and the restoration of democracy in the eastern half of Europe received their first impressions of a diplomatic service in an open society is so large that their subsequent careers cannot even be sketched in outline. At the annual meetings of the former students at the end of the summer term, they always express their feelings that the efforts and costs had been worthwhile. They had not only been prepared for their further path through life and a professional career but could also contribute to peaceful relations between their own countries. Even those who had not always been happy with the catering offered by the Academy would gladly return from their present hectic lives in business and the office, with too much fast food and too little free time, to the leisurely meals at the Academy.

New career profiles

The purpose of the Oriental and the Consular Academy up to 1918 was simple: training for a clearly defined profession and admission of all graduates to the foreign service of a great power which had such a requirement for personnel that it could financially justify the establishment and maintenance of a large training institute. In the latter years of the Monarchy the Academy increasingly assumed responsibility for the whole field of training for the consular and diplomatic services, as well as for the administration in Bosnia-Hercegovina.

After the collapse of Austria-Hungary in 1918 the new Austrian foreign service became too small for an institute of that size. Yet the Academy was an invaluable capital, whose repute and values spread well beyond Austria's much

A modern training within old walls

reduced borders, and closure was impossible to contemplate. However, thanks to its cooperation with the University of Vienna, its structures and orientation towards training for different professional careers the Academy survived until 1941.

The concept for its re-establishment in the years 1963–64 marked a return to an institute very much under the aegis of the Foreign Ministry. That this was perhaps an unfortunate decision became ever more apparent over time. On the one hand, sufficient funding for such an ambitious project was not provided; on the other, as it did not fall under the Ministry of Education, it was difficult to classify both the teaching staff and students. The Diploma lacked the status of an academic title.

And last but not least, studying at the Academy was not the sole route to a career in the Austrian diplomatic service. As the Ministry wished to keep all its options open, it continued to allow those who had studied law, economics or history to apply directly. For such graduates there was little advantage in studying at the Academy, for its alumni had, like everybody else, to sit first an entrance and then a service exam. However, the Academy did make it possible for highly talented young people whose first degree was in other subjects, such as mathematics or the natural sciences, to enter the Ministry. Finally, the social aspect of the Academy has to be considered for it enabled those of a poorer background to consider a career in the diplomatic service, at the same time acclimatising them to the multinational and multicultural milieu which would form the background for their future international careers.

The reform of the Academy by the law of 1996 granting it financial and administrative autonomy from the Foreign Ministry created the framework for the elimination of bureaucratic restrictions and permitted a training concept that could be flexibly adjusted to the great changes that characterised international diplomacy in the last decades of the 20th and on into the approaching 21st century. The philosophy of the Academy since 1964 of offering postgraduate training for students interested in international relations as preparation for a broad spectrum of vocational fields has remained as valid and as promising as ever. The progress in European integration and globalisation has made com-

pletely new forms of cross-border cooperation necessary. Ever greater areas of public policy are the subject of international agreements, whilst international organisations shape the cooperation between states and multinational concerns and NGO's exert influence on international politics. The rapid development of a wide range of new means of communication, from the airplane to the internet, has brought about the most drastic changes for relations between individuals and their states. Moreover, many state institutions which hitherto only operated within the confines of the nation state are increasingly active in the transnational sphere. Thus the circle has become larger for those occupations which require training of an international nature, while the classic careers in the diplomatic and consular service have to some degree stagnated. Within the European Union new forms of diplomacy with a broad palette of tasks have developed. An increasing number of international agencies need to be staffed with well trained nationals, equipped with a command of several foreign languages and a mastery of information technology. All this, taken together, has opened a raft of new opportunities for open-minded, active and bold young people.

Students of the Academy today

What will the future bring?

What are the prospects open to those who wish to practice their chosen profession beyond cultural and national borders?

Whereas in the 19th and 20th centuries nation states, identified mostly by language, dominated cross-border relations, today they are being replaced to a great extent by new structures covering regions and continents, and even worldwide agglomerations. Whatever their structure and whatever they are called, be they federation or confederation, federal state or union, international organisation, the United Nations or agencies of one form or another, they all have one thing in common: the task of dealing with a great number of serious problems affecting the lives of six billion people. But it is no longer possible for these issues to be dealt with by central organs responsible for regulating questions between states, as foreign ministries, ambassadors, legations and consuls once did. Ambassadors as representatives of heads of state, with

a residence in the receiving state and able to influence policy in both states by means of court protocols, are being increasingly replaced by ever more specialized departments and ad hoc taskforces, by decisions of high-level organisations, councils and conferences of ministers and parliamentary institutions. Depending on their power and status, very powerful states may individually still send their representatives around the world to exert influence and pressure, but even they are more and more obliged to seek cooperation and rely on interventions by the above-mentioned institutions.

Inside the Academy

Values and the weight attached to them determine society and our way of life. These may change over the years but the fundamentals of the human condition remain the same: birth and death, physical and psychical health or illness, the innate will in every little child to survive and develop, love and hatred, human desires, hopes and ideals guiding the individual, troubles and desperation in the face of failure instead of an expected success, domination and subjection and, last but not least, the necessity to live within your means in increasingly difficult economic circumstances.

Of course all this does not mean that there will be any lack of interesting and challenging careers in the future. They will, however, require even more expert and ever changing knowledge, and more sensitivity in communities of different cultural and historical backgrounds than was previously the case. The relationship with a mother country and the sense of protection it provides its land and people will be less evident than it was. Work will be conducted in changing institutional frameworks and will require constant new learning. The ability to be able to communicate professionally in several languages will be a necessary condition for success. Not least, clear and logical thinking, connected with the skill to analyse situations and their consequences in order to draw the necessary conclusions, will remain the basis of any successful activity. Mankind, consisting of billions of individuals intimately connected by methods of modern communication and means of transportation, needs systems of policy-making and administration of the highest quality to prevent serious conflicts emerging

from smaller, local disputes. Ensuring high levels of employment, eliminating the great differences in income and wealth, at the same time making sure our natural resources are not ruthlessly depleted, requires decision-makers in executive functions with a high sense of responsibility and a broad knowledge. The Diplomatic Academy of Vienna, strengthened by its rich tradition and experience, believes itself to be well prepared to lead its students into an exciting and challenging future.

A modern training centre for today and tomorrow

The Academy is a modern postgraduate training institution

The Diplomatic Academy is today located where it was in the last two decades of the 19th century: in Vienna, a city of approximately two million people, endowed with a rich cultural life, with universities and research institutes, libraries, museums, operas and theatres, providing a wonderful backdrop for each young person eager to widen their knowledge. It is situated in the premises of the former imperial summer residence, Favorita, which in the middle of the 18th century was dedicated by Empress Maria Theresa as a place for educating young aristocrats for government service. Located near the heart of the city, on the underground line which will connect the future main railway station with the city centre, its ministries and public buildings, and with the seat of the organizations of the United Nations, the Academy enjoys an excellent environment, with an adjacent park approximately half a hectare in size with sports and recreational facilities.

The Academy building has a large festival and conference hall, seminar rooms, a computer centre, a music room, a student bar and office facilities for its administration. The accommodation consists of a dining room, 38 modern single rooms for students, seven professors' rooms and a guest apartment. The Foreign Affairs Library shared with the Foreign Ministry is located in the Academy building. An agreement with the Theresianum enables students to use its sports facilities such as the swimming pool and sports hall at specified times. Thus all the conditions for studying, mens sana in corpore sano, are in place. As an autonomous institution the Academy is able to determine its teaching programme in accordance with well proven procedures and new challenges.

Seat of the United Nations in Vienna: the UNO City, ten minutes by underground from the Academy

Its uniqueness is to be found in its great international reputation and long experience in the training of diplomats, international civil servants and managers which is constantly rejuvenated due to its very close ties with the Foreign Ministry. The ability to work together with people of different backgrounds and education, and to successfully find common solutions to problems is the very essence of diplomacy. It is a skill required today in different professions. That puts the Academy on the spot just as much as the necessity to find by itself approximately 50% of its budget. Only the prospect of receiving a good training motivates students to take on the burden of its costs.

Training goals and core competences

The emphasis of the specialist training covers the teaching areas of political science and contemporary history, international relations, international economics, international and increasingly European law. In addition, there is intensive language instruction in several languages, backed up by the teaching of the Diploma Course in the three working languages of the Academy (English, French and German). Pluridisciplinarity and constant adaption to the requirements of the desired occupations, as well as the ability to prepare and successfully conduct negotiations, shape the classes. The connection with the Federal Ministry for European and International Affairs (the new title of the Austrian foreign ministry) and excursions to the international organizations resident in Vienna (the IAEA, UNIDO, the OSCE, OPEC) and the Vienna headquarters of the United Nations, as well as to the European Union in Brussels and Luxembourg, to the international organizations in Geneva and to the Council of Europe in Strasbourg strengthen the practical side of the programme.

Organization of the courses, final exams and the programme of events

The Diplomatic Academy of Vienna offers the following programmes:

1. Diploma Programme: a one-year course in political science and international relations with a special emphasis on intensive language training and on soft and personal skills such as presentations and negotiating, rhetorical and media skills, leading to the award of the Diploma of the Diplomatic Academy of Vienna;

2. Master of Advanced International Studies (MAIS): a two-year interdisciplinary programme with a strong academic emphasis leading to the award of the Master of Advanced International Studies in conjunction with the University of Vienna;

3. Master of Environmental Technology and International Affairs (ETIA): a two-year interdisciplinary programme in conjunction with the Technical University of Vienna; this MA programme focuses on the management of environmental questions in an international context;

4. special courses for diplomats and civil servants, particularly from southeast Europe, and summer courses;

5. language courses; and

6. lectures and seminars on current questions of European and international politics open to the public.

Faculty

In order to be able to execute this programme at postgraduate level, in recent years a faculty has been created with chairs for political science, economics, history, international law and international relations. Additionally, professors and lecturers from different universities from within Austria and abroad teach at the Academy. Lectures given by representatives of ministries and international organisations offer insights into the practice of international relations and lend a special quality to the teaching.

Research and publications

The publication activities of the Academy have been developed by a series of publications under the title of Favorita Papers. It is supported by the expanding research activities of the Diplomatic Academy's own faculty and by evaluations of the public lectures, seminars and discussions held at the Academy. There is also a publication exchange with other institutes.

As it is home to the library it shares with the Foreign Ministry, excellent conditions for study and research exist in the Academy.

The library holds more than 50,000 titles in the field of international relations, to which in recent times a further 16,000 from the former Southeast Europe Institute were added. The close relationship with the large libraries of the University of Vienna, the National Library and the library of the UN Centre as well as the State Archive guarantees first-class documents and background information for intensive research.

The international network of the Academy

The Diplomatic Academy of Vienna participates in a large network of relations with international organizations, foreign ministries and relevant educational institutes for professional training directly and in joint meetings. It organizes exchanges of students and academic teachers. Study trips to the centres of European and international organizations also serve as a preparation for future vocational activities as do numerous practical courses and internships. The Director of the Academy, together with the Dean of the Foreign Service School of the Georgetown University in Washington D.C., is the organiser and head of annual meetings of directors and deans of diplomatic academies and institutes of international relations, which take place every second year at the Academy. This makes the Diplomatic Academy a worldwide centre for the development of programmes and techniques for the training of future diplomats, international civil servants and managers in international policy-making and trade relations. The fact that these conferences are intended to facilitate the exchange of experience and ideas, and not to decide on resolutions or binding recommendations, guarantees that knowledge of state-of-the-art training can be disseminated equally to all training institutions without interference from national or commercial interests.

The Alumni Club of the Diplomatic Academy of Vienna also contributes to this network, by fostering and preserving the contacts between former students and the Academy.

We hold the future in our hands

Heinrich Karl Pfusterschmid-Hardtenstein
Born (16 January 1927) and educated in Graz; studied at the Karl-Franzens University, Graz (Dr Iuris 1949); court practice in Graz; secretary for Austria of the European Youth Campaign (1952–54); studied economics at the University of California in Berkeley (1954–55); joined Austrian foreign service (February 1956); deputy of the Austrian delegation to the High Authority of the European Community for Coal and Steel, and chargé d'affaires of the Austrian embassy in Luxembourg (1960–67); director of the Department for Economic Integration and the Danube Commission (1967–71); Austrian ambassador to Finland and head of the Austrian delegation for the preparation of the Conference on Security and Cooperation in Europe (1971–78); director of the Diplomatic Academy of Vienna (1978–86); Austrian ambassador to the Netherlands (1986–92); retired (1992); president of the Alpbach European Forum 1992–2000 and honorary president of the Austro-Finnish Society (2000 to date).

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Past …
In 1754 the Empress Maria Theresa founded the Oriental Academy to train young men for the diplomatic service of the Habsburg monarchy. Out of the Oriental Academy evolved first the Consular Academy and in 1964 the Diplomatic Academy of Vienna, which in 1996 was granted the status of an independent public training institution. The Academy is thus the oldest of its kind worldwide.

… and present
Today the Diplomatic Academy of Vienna offers to young people of all nationalities specialised postgraduate training as preparation for an international career. The various programmes are distinguished by their high academic level, intensive language training and a full careers service.
Graduates of the Diplomatic Academy are specifically trained for international posts in public administration, the private sector, the EU and other international organisations, as well as NGOs.

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