Relationships between the main areas of resistance during the Counter-Reformation and the Nazi Putsch in July 1934 in Upper Austria

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RELATIONSHIPS BETWEEN THE MAIN AREAS OF RESISTANCE DURING
THE COUNTER-REFORMATION AND THE NAZI PUTSCH IN JULY 1934
IN UPPER AUSTRIA

Margarethe Haydter / Johann Mayr[+]

This article is the result of integrative teaching in high school subjects, which do not normally correspond well: mathematics and history. The educational aim was to gain sound general education besides specialised teaching in the respective subjects. Quantitative historical research offered us one possibility of application. We chose the following hypothesis by A. Wandruszka: Those Austrian regions where protestants were suffering most seriously during the period of the Counter-Reformation, were also the main areas of fighting during the Austrian Nazi putsch of July 1934. Collecting facts and characteristics of religious activities in the 18th century and of political behaviour in the 1930ies, we used ecological correlation and multiple regression to test the Wandruszka hypothesis. The result is: In the areas of our investigation, this hypothesis cannot be rejected.

As in other countries, in Austria, too, educational authorities quite frequently ask for teaching models in secondary education which jump the border between the classical subjects in schools and apply interdisciplinary cooperation to teaching. Being stimulated ourselves by the 3rd Quantkurs (September 16th thru 19th 1980 in Linz) which was organized to present interdisciplinary, or more specifically quantitative methodology to historians who had already completed their training on university, we tried to realize such a model at the school where we are teaching, the 3rd Bundesgymnasium in Linz. Trying to do so we taught cooperatively two subjects which in common understanding have few things in common - mathematics and history (1).

1. The pedagogic-didactic aims

The amount of knowledge in science is currently increasing exponentially. This is not true for the humanities, but here, too, knowledge increases constantly. This situation makes it constantly more difficult to fulfill the obligation to provide our pupils with a sound general education, as we should do according to Austrian Law (2). Looking for a way to overcome this problem and optimize the results of our teaching, we became convinced that the best one to do so would be to support the teaching of one subject by lessons taught in another one, to teach, with other words cooperatively. This is, indeed, already sometimes the case between subjects like german - history, geography - history, mathematics - physics or mathematics (physics) - biology.

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But we see the danger, that the pupil gets focused by that com-
pletely upon one part of the educational subjects, that is, limits
his interest already very early to either science or the humanities,
an attitude that usually is supported by his/her social environ-
ment. Sterotypes make it easy for most people to accept a de-
ficiency in mathematics and physics being compensated by unusual
skill in foreign languages and vice versa. So we thaught it parti-
cularly important to try the cooperation between subjects which
are seen as contrary to each other by very many people (3).

So we had two aims in our joint teaching of mathematics and
history:

- to make it easier to teach without overburdening the
  pupils with the mass of knowledge presented,
- to work against the popular split between specialized
  interests in either science or the humanities.

During the regular teaching hours this was impossible by a simple
reason: as no teaching aids exist for such a cooperative effort,
we had to collect all data needed by ourselves - and that alone
would have taken up all the hours provided for both our subjects.
Besides this practical reason we considered our attempts as an
experiment, which, first of all, should show, whether interdisci-
plinary teaching of this kind can be realized with reasonable
effort.

2. The experiment

   2.1 The topic

       To develop a model for teaching in cooperation with our pupils,
       we had to find a topic which would make it possible for them
       to join us already in the stage where we collected our source
       material. That is: after some preparatory work by the teachers
       the necessary material had to be accessible for our pupils in
       Linz without more effort than could possibly be expected, given
       the time needed for the other subjects at school. So we had to
       select a topic related to the history of Upper Austria. Addi-
       tionally we had to take care that it would be related to the
       regular teaching in the classes.
       Statistics are touched by the mathematics taught in the 7th
       form (the pupils are approx. 17-year-olds). At the same time
       history covers the early parts of modernity. So we had to get
       our topic from that period, make it measurable and appropriate
       for the application of statistical methodology.
       The Austrian historian Adam WANDRUSZKA has said that there is
       a relationship between those areas where the resistance of the
       Austrian protestants was stiffest during the Gegenreformation
       in the 17th century and those where the fighting with nazis
       after the assasination of Dollfuß in July 1934 was particularly
       intensive (4).

       It is this statement - henceforth called the "Wandruszka hypo-
       thesis" - that we have tried to verify with the methods of
       correlation and regression.

2.2 The methodological approach

Three basic steps were needed to collect and prepare the data:

1. After some preparation by the teacher the pupils searched the appropriate literature for information regarding the Gegenreformation (5)   and the civil disturbances of July 1934 (6).

2. Now we had to check what would qualify an area as a "main area of resistance and refuge".
As main refuges we considered the localities, which applied for protestant worship immediately after the "Toleranzpatent" of Josef II (7).
Additionally, we included those places where the population has been evicted more or less completely during the transmigration under the Habsburg rulers in the 17th and 18th centuries as being protestant (8). To consider a locality as a place of active resistance during the peasants war, just because some fighting happened there, would have been inappropriate, as the peasants moved continously around the country and the fights took place simply there where the Bavarian troops and the insurgents met. Only in a small number of cases we can decide, if the original population of a community was engaged in the slaughtering, but, where we can do so, we find that all of those places were among the ones applying under the "Toleranzpatent" for protestant worship - save one community named Pindsdorf (9). The places where nazi uprisings took place we collected from the literature and the local newspapers from 27th to 29th July 1934 and one weekly paper (10).
One place where the struggle was particularly intense - Kollerschlag in the Mühlviertel, immediately at the German border - we dropped, as it can be shown, that the fights there did not involve the local population but the "Österreichische Legion" which by some error in the line of command crossed the border fightingly to occupy the Mühlviertel (11).

3. Additionally a questionaire was distributed to the protestant and catholic parsons and the mayors of the communities concerned; if returned at all, they contributed scarcely any new information, though (12).
After data collection in this style was finished (13), our main interest had to be to show our pupils how to operationalize our basic research interest - the verification of the Wandruszka hypothesis - as a set of questions, we could answer with the help of our two lists of places.

The following catalogue of operable questions was developed:

- is there any connection between the composition of
  the two lists?
- is there a relationship between the proportion of
  nazis living in those communities in 1934 and the
  disturbances that took place there?
- how far have the former refuges still an untypical
  proportion of protestants?
- how do the proportions of nazis and Protestants in
  the population compare?

As a first step in demonstrating the use of statistical
methodology to answer questions like that, we had to con-
vert our qualitative place names into measurable quantities.
To do so, we looked at the distribution of those places in
Upper Austria. A look at the map provided us first of all
with a problem: borders changed. The Innviertel e.g., where
a lot of our identified places are, was formerly part of
Bavaria and was acquired by the Habsburgs after the War of
the Bavarian Succession in 1779. This could have jeopardized
our efforts, but we got finally convinced, that the treat-
ment of the protestants during the Gegenreformation was
similiar enough on both sides of the border, to consider
today's Upper Austria as one unit. (Indeed the Austrian em-
peror used Bavarian troops to enforce catholicism among his
own subjects at some stages).
Besides this problem our look at the map provided us with
three results.

a) The topic was now presented very vividly.
b) The two geographical distributions were close
   enough to provide us with a first, intuitive
   verification of the Wandruszka hypothesis.
c) The tendency of the places to cluster around a num-
   ber of regional centers had to be taken care of.

To fulfill this final request, we looked for a way to divide
Upper Austria into suitable geographical units, assigning
to them several indicators for the relevant phenomena as
proportions. (E.g. the proportion of smaller units that
where engulfed by the fights of 1934).
To do so there would have been two ways: either we could
have drawn a network onto our map, assigning every locality
to one of the resulting squares, or we could base our
further work upon some suitable administrative unit.
The first solution beeing too much work for our pupils, we
had to select a suitable administrative unit. The intuitive
one would have been the political district, the administrative
unit all Austrian countries are divided into. This would
have left us with just 15 of them, and statistics based
upon 15 entities are not satisfactory. So we selected the
judicial districts as our unit of analysis. As 44 of them
exist in Upper Austria, they provided us with a suitable
number of cases - and as it turned out later, they were
additionaly quite useful entities to use with the official

statistical sources for composition of the population in
1934. (On the other hand one might say that they were a
more realistic unit as the municipalities, as the histori-
cal events treated obviously have been cutting across local
boundaries, while still being restricted to relatively
small areas) (14).
As a next step we had to measure the itensity of the fights
in 1934. This could have been done by using the length of
the struggle and/or by the number of casualties. As the
last number was generally very low and the information about
the time the fighting went on is ambigous, we decided to
restrict ourselves just to the fact that fighting had occur-
red at all.
After this preliminary decisions our pupils computed for
all judicial districts:

- the proportion of communities of every district
  being a center of fighting in the peasant war or a
  protestant refuge,

- the proportion of communities of every district being
  a center of riots in 1934,

- the proportion of protestants among the population of
  1934, according to the census taken in that year,

- the proportion of nazis among the voters of that dis-
  trict in the Landtagswahl of Upper Austria in 1931.

DISTRICT	PARISH	WIDER	%	PROT%34	UNRUHE	%	NS%31
ISCHL	7	3	42,86	20,17	5	71,43	3,45

Judicaldistricts

main areas of prot.   areas of political
resistance in 17th C.   unrest in 1934
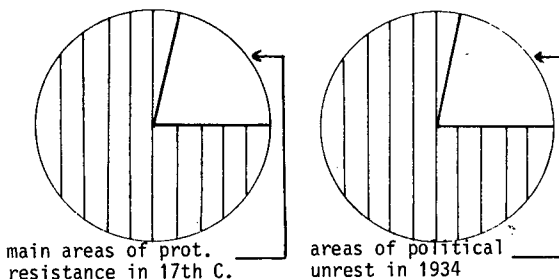
Now we could start with the statistical analysis and the
graphical representation of the data thus collected.
For that purpose we gave a short introduction into statistics
for the pupils coming from the 5th and 6th forms - statistics
being taught regularly in the 7th form. The computations after-
ward were performed by our pupils with the help of pocket
calculators. The following results were gained by them:

2.2.1 Protestantism in the 17th century and in 1934:

This initial analysis of our data was used by us to ex-
plain the statistical methodology involved and the measu-
res used. The graphic representation of this first example
is given below.

$Y = 0,38X + 0,54$

$R^2 = 0,75$
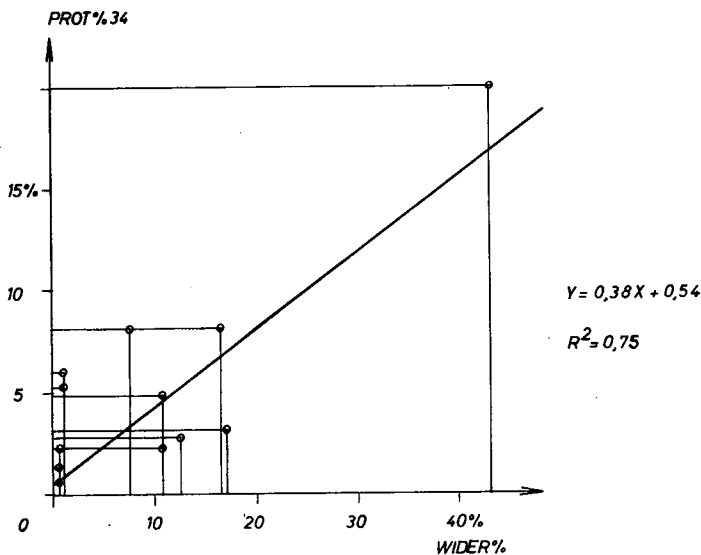
The regression line we used to approximate the scatter-
gramm - and to explain its meaning to our pupils -
could be expressed by the regression equation:

$$y = 0.38x + .54$$

y in this context being used to denote the proportion
of protestants in the population as of 1934, x standing
for the proportion of communities being refuges in the
17th century. The linear connection of both measures
can easily be derived from the graphic as well as the
equation. The more disurbances took place in an area
during the peasant wars and the more it represented a
protestant refuge in that time, the higher the pro-
portion of protestantism in 1934.
Logically next we had to check, if such a relation could
have been caused by chance alone - this turned out to
be beyond our skill with pocket calculators. A test at
the computing center of the university of Salzburg did
show that the results were significant at the 0.01 level;
so we could explain to our pupils that it was extremely
unlikely that such a relationship could originate from
chance alone (15).
Furthermore, this example was a very good one to explain the
difference between regression and correlation. It is
quite obvious that the slope provided by the regression
equation - useful as it may be - is not a complete des-
cription of "what's going on" in the scattergramm.
Pearson's r being 0,87 we could show, that there indeed
existed a considerable strength of relationship. From
that it was a short step to the squared coefficient (r
square being 0.75). So 75 % of the differences in the pro-
portion of protestants among the population of Upper
Austria can be explained simply by the strength of pro-
testantism in those districts during the Gegenreformation.

2.2.2 Number of protestants in 1934 - political unrest in the
same year

The regression equation in this case is

$$Y = 2.7x + 1.01$$

y standing for the proportion of communities involved
in fighting, x for the proportion of protestants in the
population. Pearson's r being 0.57 (r Square: 0.33) one
third of the amount of differences in the strength of
the uprisings can be explained by the size of the pro-
testant part of the population. (Our 44 cases are enough
to make all coefficients still significant.)

2.2.3 Number of nazis in 1934 - political unrest in the same
year

Pearsons r being 0.16 the regression equation would
only be of limited interest - no statistical hints
for a causal relation between these quantities exist.

2.2.4 Number of nazis in 1934 - main areas of resistance
and refuge in the 17th century

When one looks at the map it becomes immediately clear
that there's no relationship. Pearsons r supports this
impression, taking a value of 0.0033.

2.2.5 Number of protestants 1934 - number of nazis 1934

Here, too, no relationship could be seen, r being 0.09.

2.2.6 The Wandruszka Hypothesis

After becoming used to the statistical tools employed,
our pupils now could look at the central question of our
research: can the Wandruszka hypothesis be verified
statistically? Indeed it can be. The regression equation
for political disturbance in 1934 in dependency from
the indicators for the strength of protestantism and
resistance during the peasants wars is:

$$Y = 1.34x + 1.07$$

x standing for the proportion of municipalities in a
district being either a center of resistance or a re-
fuge in the 17th century, y being the proportion of com-
munities being involved in the nazi uprising in 1934.

UNRUHE%34

$Y = 1,46X + 0,01$

$R^2 = 0,49$

WIDER%
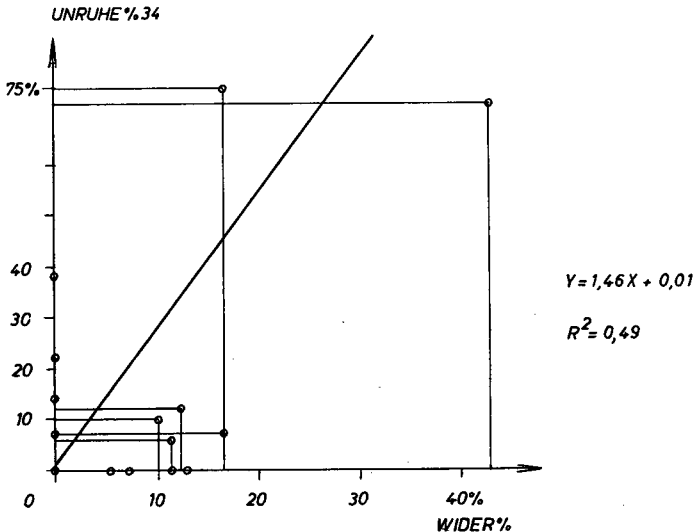
2.3 The pedagogic-didactic results of integrative teaching

As we hoped our test proved that it is possible to develop in secondary schools - at least in the higher levels - projects which imply the application of knowledge gained by pupils in different subjects. In our opinion this kind of teaching is a precondition for any attempt to teach truly general knowledge. We already stated this earlier.

2.3.1 Integration into the traditional curriculum

Theoretically no problems should arise - the intentions of the legislative being what they are, as we already quoted at the beginning. Practically though, the prescribed curricula contain only regulations specific to the different subjects and are too broad to provide guidelines for the teacher. This is very welcome, if one looks at it from the point of didactic freedom; still, to ease the problems created by attempts to realize interdisciplinary or integrative teaching, some frame by the ministry - as in Austria provided e.g. for "political education" - would be welcome. Beyond that, we would adress the universities in their role as training places for teachers: to prepare students for such cooperation with colleagues which would improve their chance to receive well prepared students from the secondary schools - nothing to say about the help such a training could be in the struggle against overspecialisation during one's study.

2.3.2 Our project as example for integrative teaching

2.3.2.1 Quantification in Secondary School - Quantifiability of historical sources

The first question a pupil will raise in our model will be: "How can I compute with places and battles?" The transformation of historical facts into numbers and the selection of appropriate "cases" asks the pupil not only to deepen his historical knowledge but also to acquire a nucleus of exact knowledge about statistical methodology. We think it should be part of the role of a teacher to explain the stages of this transformations and help during its realisation. The pupil shall learn to formalize the description of a phenomenon turning this formalization into a mathematical model later.

2.3.3 Problems of Interpretation

The abstract results of the computations have now to
be connected with the historical events and facts. The
results of the that far more or less stereotypical
mathematical examples, which seem to be unrelated on
paper, can not be the end any more, but just the
beginning of an understanding, which, owing to the com-
plexity of the relations, could be reached only by those
very formulas and equations so seemingly useless at the
beginning.
After the translation of numbers back into living facts
the circle is closed. The interpretation again requires
the cooperation between science and humanities. Now at
least the pupil will see, that no subject can stand alone,
but becomes a meanigful entity only in the context of
others - in our case providing deeper insights into his-
torical events.
Directed by the teacher the juveniles can by themselves
come "zu einem vertieften Verständnis der Zusammenhänge
der geistesgeschichtlichen Grundlagen mit dem mathema-
tisch-naturwissenschaftlichen Beitrag zur Entwicklung
der europäischen Kultur" as the Austrian Ministry of
Education - hopefully - wishes them to do.
Our model wins additional pedagogic value as it more
or less enforces the cooperation of the pupils in small
working groups.

2.4 Teaching Aids

To further attempts like ours, one should in some cases change
the present curriculum. To give just one example: Aristarch
of Samos, as the first representative of heliocentrism, is
introduced to the pupils in history in the 5th form (age 15)
- his results (diameter of the earth) are discussed one year
later in mathematics/physics. We do not want to imply that
planning the curriculum of a subject, one should start looking
at the other ones - still if the legislative asks for coopera-
tion between the subjects one should at least try to make it
possible when planning the curriculum.

The pocket calculator - meanwhile introduced at all schools -
normally suffices; the use of computers might be nice but can
of course only be envisaged at schools which have EDP working
groups.
More pressing are the needs for teaching aids for the historians.
To collect the necessary sources and figures is simply beyond
the hours of regular teaching. What we did could be done du-
ring regular hours, though, if the history books of the
appropriate forms (in Austria the 7th, when statistics is in-
troduced in mathematics) would contain an appendix with suit-
able quantifiable facts and quantitative sources.

2.5 Aims of Integrative Teaching

The primary aim - as stated a number of times already - is
to provide a really general education which is appropriate
for our social realities.
We don't think, that ours is the way to train a new genera-
tion of encyclopedists; but we do think that our method might
improve the understanding of different subjects and the neces-
sity of their cooperation. We just want prevent, that Karl
Dieter OPP has to continue writing in the preface of his
"Methodologie der Sozialwissenschaften": "Ein Sozialwissen-
schaftler, der an der Lösung der Probleme seiner Disziplin
interessiert ist und der sich mit methodologischen Fragen
der sozialwissenschaftlichen Theoriebildung befassen möch-
te, steht mehreren Schwierigkeiten gegenüber. Erstens ist
der überwiegende Teil der methodologischen Literatur an
den Problemen der Naturwissenschaften orientiert. Dies hat
die Konsequenz, daß es für den Sozialwissenschaftler sehr
schwierig ist, die Ergebnisse methodologischer Diskussio-
nen in seiner Disziplin anzuwenden. Zweitens sind die - re-
lativ wenigen - methodologischen Beiträge, die sich speziell
mit Problemen der sozialwissenschaftlichen Theoriebildung
befassen, häufig nur dann verständlich, wenn bestimmte Grund-
kenntnisse der Logik und Mathematik vorhanden sind".

Beyond that we think that the very complexity of the social
realities (think about how the discussions about nuclear power
would be influenced by more far spread knowledge in physics
and biology) will make it necessary in the future to consi-
der how far the "subjects" as they stand now, will have to
be replaced by other integrated ones.

FOOTNOTES

1 This could never have been done during the regular teaching hours
  - the reasons why not will be mentioned later. We would like to
  express our gratitude to those pupils of the 5th and 6th forms
  in the school year 1980/81 who were ready to work with us after
  the regular school hours. (Note of translator: the forms refer-
  red to are numbered according to the Austrian educational system.
  They represent the age group 15 - 16.) They were: Paul GAUGES,
  Richard GRIESFELDER, Thomas GRÜENBACHER, Heinz HIMMELBAUER, Diet-
  mar KUTTELWASCHER, Christian MURAUER, Werner PÖLLHUBER, Gerhard
  PRANDSTÖTTER, Harald WINTERSTEIGER, Christoph HARTL and Rainer
  MOLTAS. Furthermore we feel obliged towards the director of our
  school, Mag. Dietmar KAGERER who took much interest in our attempt
  and made it possible for us to present it at the Historikertag
  1981 in Salzburg. (Note of translator: the triennial national
  meeting of the Society of Austrian Historians.) Particularly grate-
  ful, finally, we are to Prof. Gerhard BOTZ for his suggestions
  and his support.

2 "Die Oberstufe hat die Aufgabe, in allen Unterrichtsgegenstän-
  den die Bildungsarbeit zum Ziel einer umfassenden und vertieften
  Allgemeinbildung zu führen." Lehrplan der Oberstufe: Allgemeines
  Bildungsziel.

3 In an abstract way the Austrian law calls for this as well:
  "In diesem Sinne und entsprechend den Bestimmungen des Lehrplanes
  der betreffenden Schulart hat er (sc. der Lehrer) unter Berück-
  sichtigung der Entwicklung der Schüler und der äußeren Gegeben-
  heiten den Lehrstoff des Unterrichtsgegenstandes dem Stand der
  Wissenschaft entsprechend zu vermitteln, eine gemeinsame Bildungs-
  wirkung aller Unterrichtsgegenstände anzustreben, ... und durch
  zweckmäßigen Einsatz von Unterrichtsmitteln den Ertrag des Unter-
  richts als Grundlage weiterer Bildung zu sichern und durch ent-
  sprechende Übungen zu festigen." (Austrian Schulunterrichtsgesetz
  Paragraph 19). In a similar manner the Austrian Ministry for Edu-
  cation and the Arts states "Ein planvolles Zusammenwirken aller
  Lehrer ist anzustreben". (Grundsatzerlaß Politische Bildung).
  This is expressed in more detail in the description of the general
  aims of teaching: "Allgemeinbildung kann nicht aus einem Nebenein-
  ander von Einzelwissen oder von einzelnen Wissensgebieten ent-
  stehen. Die Herstellung von Beziehungen zu einer inneren Ordnung
  muß es dem Schüler ermöglichen, die vermittelten Kenntnisse zu
  einer Einheit zu verbinden". (Allgemeine Bildungsziele und didak-
  tische Grundsätze der Lehrpläne der Unter- und Oberstufe der All-
  gemeinbildenden Höheren Schulen.) And, in the same document, speak-
  ing explicitly about the particular type of school, which we are
  teaching: "Das Realistische Gymnasium führt zu vertieftem Ver-
  ständnis der Zusammenhänge der geistesgeschichtlichen Grundlagen
  mit dem mathematisch-naturwissenschaftlichen Beitrag zur Entwick-

lung der europäischen Kultur".

4 Adam WANDRUSZKA: Die österreichische politische Struktur.
  Die Entwicklung der Parteien und politischen Bewegungen. In:
  Heinrich BENEDIKT (Ed.): Geschichte der Republik Österreich,
  Wien, 1954, p. 289 sqq. Of particular interest in our context
  page 373: "Der durch die Gegenreformation doch nur äußerlich
  gebrochene Widerstand eines Teiles der einst protestantischen
  Bevölkerung (die Hauptwiderstand- und Rückzugsgebiete fallen
  bezeichnenderweise genau mit denen zusammen, in denen im Juli
  1934 gekämpft wurde) erlebt in dieser Richtung ... eine späte
  Auferstehung, ...".

5 Julius STRNADT: Der Bauernkrieg in Oberösterreich, Wels, 1902.
  Felix STIEVE: Der oberösterreichische Bauernaufstand des Jah-
  res 1926, vol. 2, 2nd edition, Linz, 1905.
  Karl EDER: Glaubensspaltung und Landstände in Österreich ob
  der Enns, Linz.

6 Rudolf W. LITSCHEL: 1934 das Jahr der Irrungen, Linz, 1974.
  Harry SLAPNICKA: Oberösterreich zwischen Bürgerkrieg und
  "Anschluß" (1927 - 1938), Linz, 1975.

7 Grete MECENSEFFY: Geschichte des Protestantismus in Österreich,
  Wien, 1956.
  Harald ZIMMERMANN: Evangelische Kirche in Österreich, In: Aus-
  tria Sacra, series 1, vol. 2, Wien, 1968.

8 Julius STRNADT: Der Bauernkrieg in Oberösterreich, p. 199
  sqq. and 138 sqq.

9 As above, p. 87 sqq.

10 Harry SLAPNICKA: Oberösterreich 1927 - 1938, p. 186 sq.
   Rudolf W. LITSCHEL: 1934, p. 95 sq.
   The papers: "Linzer Tagblatt", "Linzer Volksblatt", "Linzer
   Tagespost" und "Neue Warte am Inn".

11 Rudolf W. LITSCHEL: 1934, p 108 sq.
   Harry SLAPNICKA: Oberösterreich 1927 - 1938, p. 194 sq.

12 Questionnaire and answers are available from the authors
   at request.

13 We got the following lists of "main areas of retreat and refuges"
   and "places with civil disturbances in July 1934" respectively.
   (In both cases the references in brackets in the first column
   are to the literature given above. The first column contains the
   communities in question operationalized by today's smallest ad-
   ministrative unit (village, town etc.). The second column con-
   tains the judicial district where those places are situated,
   the (large) administrative district being added in brackets. The
   need for this column will become clear later on.

Main Areas of Resistance and Refuges:

Altmünster (Strnadt, 139 sq)   Gmunden (Gmunden)
Attersee (Zimmermann, 85)   Frankenmarkt (Vöcklabruck)
Eferding (ibid. 86)   Eferding (Eferding)
Goisern (ibid. 88)   Ischl (Gmunden)
Gosau (ibid. 88)   Ischl (Gmunden)
Hallstatt (ibid. 88)   Ischl (Gmunden)
Kirchdorf (ibid. 93)   Kirchdorf (Kirchdorf)
Neukematen (ibid. 91)   Neuhofen (Linz)
Peuerbach (Strnadt, 55)   Peuerbach (Grieskirchen)
Pinsdorf (ibid. 90)   Gmunden (Gmunden)
Pöndorf (ibid. 107 sq)   Frankenmarkt (Vöcklabruck)
Rutzenmoos (Zimmermann 91)   Vöcklabruck (Vöcklabruck)
Scharten (ibid. 92)   Eferding (Eferding)
Traunkirchen (Strnadt 132)   Gmunden (Gmunden)
Vöcklabruck (Zimmermann 93)   Vöcklabruck (Vöcklabruck)
Wallern (ibid. 94)   Grieskirchen (Grieskirchen)

Places with major civil disturbances after the 25th of July 1934:

Ahorn (Litschel 111)   Gmunden (Gmunden)
Alkhoven (Slapnicka 191)   Eferding (Eferding)
Gmunden (ibid. 193)   Gmunden (Gmunden)
Gaspoltshofen (ibid. 193)   Haag (Grieskirchen)
Goisern (ibid. 193)   Ischl (Gmunden)
Gosau (ibid. 193)   Ischl (Gmunden)
Grünau (Slapnicka 189)   Gmunden (Gmunden)
Hallstatt (ibid. 193)   Ischl (Gmunden)
Hinterstoder (ibid. 191)   Windischgarsten (Kirchdorf)
Ischl (ibid. 193)   Ischl (Gmunden)
Kirchdorf (ibid. 191)   Kirchdorf (Kirchdorf)
Laakirchen (ibid. 191)   Gmunden (Gmunden)
Mattighofen (Litschel 111)   Mattighofen (Braunau)
Micheldorf (Slapnicka 189)   Kirchdorf (Kirchdorf)
Mitterndorf (Linzer Tagespost,
28th July)   Gmunden (Gmunden)
Nussensee (Litschel 111)   Gmunden (Gmunden)
Peuerbach (Slapnicka 193)   Peuerbach (Grieskirchen)
Phyrn (ibid. 189)   Windischgarsten (Kirchdorf)
Pinsdorf (ibid. 193)   Gmunden (Gmunden)
Scharnstein (ibid. 193)   Gmunden (Gmunden)
Seewalchen (Neue Warte am
Inn, 2nd August)   Vöcklabruck (Vöcklabruck)
Steeg (Slapnicka p. 193)   Ischl (Gmunden)
Wilhering (ibid. p. 189)   Linz (Linz)
Windischgarsten (ibid. p. 189)   Windischgarsten (Kirchdorf)

14 This attempt to base our results upon "realistic" units lead to the merger of the three cities of Linz, Wels and Steyr - which form judicial districts of their own - with the surrounding rural districts, thereby reducing the 47 judicial districts of Upper Austria to the 44 given above.

15 The computing center of the university of Salzburg generally provided assistance for computations we could not perform at school; not only for all significance tests, but additionally for a multiple regression, the equation containing all variables mentioned. We would like to say thanks here·

Translated by Manfred Thaller