

The History of Struveshof

The Brandenburg State Pedagogy Institute in Ludwigsfelde-Struveshof, forms part of an eventful history that began in 1917 with the opening of the state reform school, and which has reflected the highs and lows of German education policy in a special way.

1881	A barn used for shepherding is acquired by Berlin for the construction of a sewer.
1896	Construction of a school with one grade level.
1905	First reference to the barn of the Schenkendorf farm (today Schenkenhorst) as "Struveshof Barn". Struve (1835-1904) worked as a leading official in the canalisation, park and hospital division of the administration that oversaw the vast fields around Berlin. He distinguished himself as a town councillor and elder who looked after at-risk youths. The official name change, however, had little effect on older local residents, who until recently called the area "Sperlingshipp".
around 1900	Construction of schools outside the city of Berlin for neglected and orphaned youths.
1913	Beginning of negotiations to transfer the Struveshof barn to Berlin's orphan administration for the housing of foster children.
1914	Cornerstone ceremony for the "Struveshof Reform School of the City of Berlin".
1915	Construction of nine boarding houses for 12-18 year-old pupils, a head administrative building, a school house, a house for teachers, a large XXX house with a gymnasium/celebration hall, a laundry, smithy, and a carpenter's workshop, as well as a shoemaker's workshop and a hall for church services. The old buildings with a stall, barn and three boarding houses remain standing.
1917	Opening of the Struveshof agricultural reform school as "the most distinguished state reform school for boys" between the ages of 12 and 18 (girls were placed in the town of Kleinbeeren). Struveshof, overseen by Berlin's department for youth, is organised for self-sufficiency (cultivation of the land; breeding of cattle, sheep, chickens and pigs; workshops) and for vocational education.
in the 20ies	Housing of at-risk youths until 1924, then a liberal education under the motto "education without walls" based on a family system.
1922	Parents' protests prevent the closing of the school in Struveshof.
1925	Ideas from Germany's youth movement in the 1920s lead to changes. Camaraderie between youths and teachers, togetherness and a sense of community for young people – these are some of the ideas that are in vogue. Establishment of continuing education courses for the training of teachers.
1928	Transformation of the Struveshof barn into the municipality of Struveshof, an exclave of the Schenkendorf farm area. Struveshof is of greater importance than Ludwigsfelde.
1933	Increasing militarization of life at Struveshof, including uniforms for pupils after the fascists' rise to power. Those who broke the schools' strict rules became acquainted with "The Birch", another name for the local prison, which was surrounded by birch trees . Burning of "non-German" or "Jewish" books as proof of the school's German character.
1936	The pupils are divided into special groups. 9 groups with 25 boys each. Leaders of the groups are called "house fathers"; they are assisted by 2-3 teachers. More and more pupils try to run away, for which they are severely punished.

1938	The school in Struveshof (for children of personnel) is closed. A regime of terror emerges where people take justice into their own hands; severe punishment is met out by the older pupils on the younger ones; mutual betrayal and treachery among group members; development of a penal code in Struveshof. Recreational activities for soldiers and work therapy fill the days; individual counselling and care are no longer provided.
1943	Destruction of a building at a nearby aeroplane motor factory during a British-American bombing raid.
1944	Struveshof is destroyed again.
1945	A Soviet tank division occupies Struveshof.
1945/46	Construction of garrison headquarters and military hospitals in Struveshof. A new reform school is set up for at-risk boys and girls. Closing of "The Birch", abolishment of corporal punishment, dismissal of corrupt personnel. Struveshof offers youths the possibility to finish eight grade and learn a profession. After 1945, farming and cattle breeding are again taken up for the purpose of self-sufficiency.
1946	Many pupils smuggle, work in the black market, have personal and social problems. There are occasional lapses into educational practices from previous years.
1947	Criticism of the "loose" lifestyle of teachers; poor physical condition and sexually-transmitted diseases among pupils.
1960	Closing of the reform school. Founding of the Institute for Youth Assistance, which from 1961 is subordinate to the Ministry of Education of the German Democratic Republic. (Responsibilities: Development of continuing education materials for foster home personnel and social workers, research in the area of foster care and education, training of foster home personnel and social workers; the emphasis is no longer on the training of public employees in state institutions but rather the continuing education of top personnel at foster homes, day-care centres and boarding schools).
1961	Struveshof is a part of Ludwigsfelde.
1962	Founding of the Central Institute for Teacher Training (ZIW).
1963	Incorporation of the Institute for Youth Assistance into the ZIW..
1973	ZIW changes its name to the Central Institute for the Training of Teachers, Educators and School Officials.
1975	Gradual replacement of local farming through the expansion of sewage facilities.
1987	Cornerstone ceremony in January for the auditorium in Struveshof. ZIW is supported by the education ministry as a special project and thus assumes increased importance.
1988	Opening of the new auditorium during preparations for the 9 th Pedagogic Congress in October. Visit from Margot Honecker, Minister of Education, and Kurt Hager, member of the Politburo; the manuscript from Honecker's speech has disappeared.
1990	Closing of the ZIW.
1991	Founding of the Brandenburg State Pedagogy Institute under the direction of Prof. Klaus-Jürgen Tillmann following a cabinet decision in July 1991. to 1995-
to 1995	Founding of the Institute's 10 regional branches.
1992	Dr. Jan Hofmann is named director of the Institute in November.

1996	<p>With the Brandenburg School Law of 12 April 1996, the following responsibilities are assigned to the Brandenburg State Pedagogy Institute:</p> <ul style="list-style-type: none"> • Development of curricula, teaching aids and materials, as well as publications • Continuing education for Brandenburg school personnel and public administration officials who are responsible for school supervision; this includes the creation and development of continuing education programs and their documentation • Training programs for consultants who advise teachers and schools on matters concerning course subjects, school levels and school organisation • Technical and organisational supervision of pilot programs, as well as scientific oversight of experimental programs that involve new projects and pilot schools • Co-operation with teachers who occupy administrative positions in order to support their role in school supervision and advisory work, which includes duties pertinent to continuing education, consulting and organisational affairs • Advising schools and their committees, which includes developing continuing education programs for committee members.
1.7.2003	<p>Founding of the Brandenburg State Institute for School and Media (Fusion of: Media-pedagogy Centre Brandenburg und Brandenburg State Pedagogy Institute. The headquarter of the new Institute is Ludwigsfelde-Struveshof. The director is Dr. Jan Hofman. The Institute has new jobs: school- and model trials, examinations, tests, standards and evaluations</p>
1.1.2007	<p>Foundation of the State Institute for School and Media Berlin-Brandenburg (LISUM) on 1st January 2007 (merger of the the State Institute for School and Media Berlin and the State Institute for School and Media Brandenburg)</p> <p>Tasks set in the state treaty:</p> <ul style="list-style-type: none"> • development of school including curricula and central examinations, • qualification of the governing body of the school and target groups of the supervisory school authorities (unless training is performed regionally), • school and model trials, • competitions, • media education and media supported systems in the domains school and qualification of adults and further qualification, • qualification of staff in the domains school and • qualification of adults and further qualification
<p>Brandenburg State Pedagogy Institute, 14974 Ludwigsfelde-Struveshof Sources: Frank Tosch, Zur Geschichte Struveshof, 1995, G. Birk, Oliver Herrmann, Kommentierte Zeittafel in: Ludwigsfelder Geschichte und Geschichten Photos: Stadtarchiv Ludwigsfelde</p>	