

Training for the higher qualification as a teacher at the Technical University of Dresden

On March 14, 1855, a special 'Department for the Training of Teachers for Mathematical and Scientific Subjects' was established at the Dresden Technical School, founded in 1828. The three-year course that was then established in 'Department D for Teachers' starting in 1864, with a curriculum and examination regulations, owes much to the commitment of mathematician and first head of the department, Oskar Schlömilch (1823–1901). After passing their exams, the



teachers-to-be who were trained at Dresden Polytechnic helped to meet the enormous increase in demand in Saxony for lower secondary schools with a mathematics and science profile, technical institutes, as well as commercial and technical schools as a result of the growing acceptance of a real education.

In 1873, the teacher's department first announced a lecture in pedagogy. The first holder of a Chair of Philosophy at the Polytechnic, Carl August Friedrich Schultze (1846–1908), also introduced a 'Pedagogical Seminar' in 1890.

This is where students were able to theoretically prepare for the teaching test, required by the examination regulations of 1879. Since 1890, student teachers completed a study program of at least eight semesters with two or three electives.

Starting in 1913, Schultze's successor, philosopher Theodor Elsenhans, helped Dresden's teacher training program to gain further momentum through the introduction of a 'Practical Pedagogical Seminar' with elements oriented toward practical school experience. As a result of the academization of elementary school teacher training and its strong vocational orientation, the examination regulations issued in 1926 for higher teaching posts (höheres Lehramt) also required two semesters of attendance at the

'Practical Pedagogical Seminar' as a prerequisite for admission to the final examination and for employment in probationary service. Knowledge of pedagogy was now required in both the written and oral exams. Until 1925, the General Department, renamed Cultural Studies, saw the establishment of numerous new chairs (e.g., Psychology, Sociology, Anthropology), especially in the field of Education.

The 'review of all academic staff' implemented in 1933 as a result of the 'Gesetz zur Wiederherstellung des Berufsbeamtentums' (Law for the Restoration of the Professional Civil Service) resulted in the dismissal or forced retirement of 21 lecturers in the Department of Cultural Studies.

The subsequent massive abandonment of academic and ethical standards as well as the politicization of academic teacher training led to the abolition of the Chair of Education in 1936.

Starting in 1936, enrollment took place exclusively at Leipzig University for a study program for the higher teaching profession, which was reduced to three years in 1939.

The will of the majority of Saxon teachers, which remained unbroken even after the war, for equal academic training of all teachers found a renewed opportunity for realization in Order No. 205, issued by the Soviet Military Administration on July 12, 1945.

In the fall of 1946, a Faculty of Education was founded at the Technical University of Dresden. Vocational, elementary, and secondary school teachers received six or eight semesters of training in a balanced ratio of scientific and educational disciplines.

Chairs in Theoretical Pedagogy, Psychology, and Philosophy, among others, were established for educational training, which was initially still very much influenced by traditional humanistic and reform pedagogical content. In addition to the first deans, psychologist Werner Straub (until 1951), and educator Karl Trinks (1951–1956), such renowned scholars as H. Dähne, C. Janentzky, V. Klemperer, H. Ley, H. Lohmann, L. Renn, and R. Woldt contributed to the new teacher training program.

At the end of the 1940s, in the course of the changed educational policy in the Soviet Occupation Zone and in the GDR, there was an abrupt change of course at the Dresden Faculty

of Education. The (recurring) transfer of the training of elementary and secondary school teachers to the University of Leipzig in the middle of academic year 1949/50 took place as an administrative act ordered by Berlin without regard to the factual arguments presented by the Senate and the Faculty.

The incorporation of the Institute for Theoretical and Historical Pedagogy into that for Vocational Pedagogy, which took place after Trinks' retirement, reflected a roll back of the traditional importance of the Faculty of Education. The former concept of a unified university-based teacher education was soon abandoned in favor of the tripartite Soviet model with elementary teacher education at the technical school level.