

Summary

During the Middle Ages, parochial, monasterial and cathedral schools operated in the Czech lands under the complete supervision of the Church. In the 16th century, the most of them merged with the particular schools, several were taken over by the Jesuits and some of the schools ceased to exist. Together with the development of craft and trade and following the growth of towns, new type of schools began to emerge in addition to existing church schools. These were founded by towns and – as they provided only partial education – they were called particular schools (*scholae particulares*) to be distinguished from universities providing general education (*studium generale*). Town councils with the help of their officers made use of their right to nominate teachers in agreement with the university, to issue school codes and to supervise schools.

The economic and political development encouraged formation of universities. The University of Prague was founded in 1348 as the first university to the north of the Alps and to the east of Paris. Universities were founded with the consent of the Church, but in the course of further development, they tried to break free from reliance on the Church. Eventually, they succeeded to become autonomous institutions, while the Church preserved at least formal influence through nominating their dignitary to the post of University Chancellor. Arnošt of Pardubice, the first Archbishop of Prague (1297–1364), became the first Chancellor of the Charles University in Prague.

The relationship between the University of Prague, administered after the Hussite Wars by the Utraquists, and between the Latin schools in Bohemian and partially also in Moravian Calixtine towns, grew in intensity during 16th century. The University provided Latin town schools with pedagogy staff, the Rector was in charge of appointing university alumni to a particular school. The Rector fulfilled also the role of supreme governor of schools, judge and protector of teachers, who all stayed in membership in the Prague academic community. The Rector influenced also – at least to a limited extent – methods of instruction. He examined and instructed teachers appointed to a school, wrote letters with regulations, distributed books and teaching aids to schools, inspected schools in person or made town school inspectors (usually university alumni) to write reports about the school conditions. Inspectors had been elected by municipality seniors to supervise a school during and beyond examinations, to check on pupils' results and to find out whether the school administrator maintains the school in order. Besides the inspectors, municipality seniors also often delegated several of the town councillors to attend the examinations.

Having arrived in the Czech lands, the Jesuits started to develop an extensive network of schools, because education was part of their missionary activities. The entire activity of teachers and students in boarding Jesuit colleges were regulated uniformly and into every detail via fundamental school *Ratio studiorum*, declared on 8th January 1599, having the Superior General of the Society of Jesus, Claudius Aquaviva, (to serve as the Superior General from 1581 to 1615) in its inception. This Code remained almost the same through the whole time of the intense educational activity