

The supreme authority in the country, The Land School Commission for the Lands of the Bohemian Crown, was established in Prague in 1775 as one of the several expert commissions operating under the Czech Land Gubernium. The main goal of the Commission was to establish normal schools. The Commission had at its disposal a school fund with the property transferred into the fund from the abolished Jesuit Order. The Land Gubernium had right to nominate school directors, teachers, catechists and general school assistants as well as district school supervisors in accordance with proposal of consistories. Every proposal was submitted further to the Land School Commission.

The reform activities continued under the reign of Joseph II., who tried to achieve the full secularisation of schools. The State overtook the direct supervision of schools through the Joseph's II. Regulation from 1786 on Designation of Regional School Commissioners. The Commissioners had to pass public exams to prove not only their pedagogical and methodological skills, but also their capability to negotiate with region authorities in favour of education issues. They were subordinated to Supreme School Supervisor within every Land of Austro-Hungarian Empire. The commissioners focused on pupils' school attendance, conditions and maintenance of a school building or suitability of school location. They also decided on the count of teachers for every school, and supervised income, qualification and skills of teachers. In the middle of every month, sessions on schooling issues took place at regional authority site. Regional authority was responsible for school buildings, while the consistory checked more on the moral capabilities of teachers and their education and teaching methods.

*Political school constitution* (Politische Verfassung der deutschen Schulen in den k. auch k.k. österreichischen Provinzen) known also under its shortened name „Schulkodex“, was issued on 11<sup>th</sup> August 1805 and it was valid throughout the full first half of the 19<sup>th</sup> century. The education system still recognized trivial, general and normal schools, but the new organisational set of rules was a step backwards. The situation at schools began to resemble that one of times before the Theresian reforms. Teachers in countryside were recruited often among crafts-men or war veterans, who helped also in the churches as organists or sextons. The supervision of schools came back under full responsibility of the Church, which had again gained privileges within the State. A local parish priest stayed in charge of direct teacher supervision and in case of not being able to resolve the issue himself, he had to convey to the district school supervisor, usually vicar again. The district school supervisor was also responsible for appointing teachers to the trivial schools and he conveyed placement applications to the consistory for approval. Essentially, the Schulkodex signified the end of regional school supervisors. Regional Commissioners were further only to support ecclesiastical District School Supervisors. A Regional Commissioner was – as well as a District School Supervisor – subordinated to the Episcopal Consistory. The regional authority was equivalent at this administration level to consistories, looking after school buildings and teachers maintenance. Every year, the regional authority sent the overview reports to the Land School Commission. Three years after the Schulkodex