

declaration, the Emperor had re-established the Study Court Commission, which had served as the supreme school administration body until 1848.

The Emperor's resolution from 23th March 1848 had newly established the Ministry of Education, which took over also the cultural affairs within the year to follow. In 1849, the Land School Offices were established, comprising School Councillors – later Land School Inspectors. These authorities were responsible for superior administration of elementary and secondary schools. However, the Offices were abolished only two years later via, so called, New Year's Eve Decrees. The Imperial Decree from 5th November 1855 declared the Concordat between the Austro-Hungarian Empire and Apostolic See, entrusting supervision of public schools to the Catholic Church authorities. The Concordat defined in detail the Catholic Church share in the state power and it strengthened influence of the Church in the education sphere. Elementary and part of secondary schools fell entirely under the scope of the Church. The Bishop checked on the religious education and he had right to appoint teachers and to nominate school inspectors out of the clergy.

Supreme administration of elementary and secondary school were taken over by Land School Councils, headed by the Governor or his Adjoint, again in 1855–1867. Among other Council members, there were also officers nominated by the Emperor, and Land School Inspectors. The duty of the Land School Council was to supervise the lower administration bodies, to confirm teachers and principals' appointments, to approve class schedules, teaching aids, textbooks, etc.

In the course of time, it became clearer that the monarchy would need to be reformed. The external impulse came with defeat in Austro-Prussian War in 1866, which had revealed backwardness of the Austrian Empire. The liberal constitution from December 1867 ensured freedom of teaching and research. Anybody, who had met requirements, was eligible to teach, regardless his religion. The turn in the situation indicated also reestablishment of the Ministry of Education, by which the state claimed the leading role in the field of education. The supreme state supervision over schooling and teaching was formulated explicitly in the Act from 25th May 1868, rearranging relationship between the Church and schools. Based on this Act, three-level system of school authorities in every Land was to be established, comprising the Land School Board (responsible for the whole Land), District School Boards (with scope of responsibilities within the political district) and Local School Boards at the local level. The aim of this law was to define relationship between the Church and schools in order to extricate schools from the influence of the Church. Further on, the new School Law was issued on 14th May 1869, named after the then-Minister for Education, Leopold Hasner – „Hasner's Law“. This very Act laid the foundations for the modern national education system, which had remained in place until the end of monarchy and – within its major principles – it had served as a basis for the elementary schooling in the Czechoslovak Republic until 1948. Municipal and burgher schools were newly established, providing their pupils with eight-year compulsory education.