

the both departments, the other representatives belonged always to the department of their nationality. In Slovakia and Transcarpathia, Land School Boards had not been established and their role had to fulfil either Land authorities, or Ministry of Education Units in Bratislava and Uzhgorod.

Land school inspectors supervised municipal and burgher schools, but they visited schools less frequently and rather checked on routine activities of district school inspectors. In case of an issue exceeding usual agenda of a district school inspector, it was the land school inspector to cooperate on solving the case. Furthermore, land school inspectors supervised activities of secondary schools and institutes for teachers. Every institution had to be visited at least once every 6 years, besides continuous more frequent partial inspections. Inspectors had to supervise also Local School Boards, district school committees and examination committees, who ensured the smooth course of teaching capabilities examination of municipal and burgher schools teachers.

Outside this system, there were inspectors of so-called minority schools, established in nationally mixed municipalities. Minority schools were under the direct administration of the Ministry of Education and Popular Enlightenment and they were funded by state. The Ministry established special minority school inspectors with the same responsibilities as district inspectors, but they were steered directly by the Ministry. Each of the inspectors had his own area of responsibility. The inspection activity of minority school inspectors was not different from that of district school inspectors.

The years of Nazi occupation were those of the most difficult for residents from the remains of Czechoslovakia. It was also one of the darkest chapters for schools. Education faced strong Germanisation efforts of the occupying governance to re-educate Czech youth people in a spirit of the Nazi ideology. Ministry of Education and Popular Enlightenment lost its decisive influence onto shaping of Czech education, which had been taken over by the Deputy Protector Bureau.

The school inspection had to undergo several changes. By 1st January 1940, the Land School Board with Czech and German sections had been transformed into German School Board and Czech School Board. On 22th October 1942, Land School Boards were abolished via regulation No. 366/1942 Coll. and their competences transferred to newly established school departments of Land Bureau. In 1943, District School Boards and Local School Boards were abolished. Inspection activity focused more on ideological content of education, than on teaching skills of teachers.

After the Second World War, the Presidential Constitutional Decree remitted Czechoslovakia to the pre-war legislation. The biggest changes in the field of education had not come before 1948, when the new School Law was issued, prolonging the compulsory school attendance from eight to nine years and organizing the school system in a new way, establishing kindergartens, five-year national schools and four-year secondary schools. Previous secondary schools became 3rd level schools - max. four-year institutes. In 1953, new School Law was adopted, being designed according