

This thesis examines the development, character and routine of an ordinary day of Czech middle schools. The first chapter outlines the changes in middle school education throughout the 'long' 19th Century. The summary of these changes begins at the end of the 18th Century, the time of the educational reforms introduced by Maria Theresa and Joseph II, and is followed by a brief summary of the changes in the first half of the 19th Century. Detailed research has been done into the history of middle schools, from 1848 (from Bonitz-Exner Outline, a fundamental document which influenced changes in the educational system for many years) until the collapse of the Austro-Hungarian Empire. The main focus is on the period from 1867; this year was the catalyst for the major development of Czech middle schools. Briefly mentioned are the changes and restrictions caused by the First World War; there is also a section dedicated to middle school education for girls.

The second chapter concentrates on specific areas of middle school education, such as: who studied, and on what terms; programmes of study; the curriculum of individual subjects. The structure of the school year and the daily school time-table is also examined. Detailed study has been made of marking and the context and demands of final exams. Furthermore, the metamorphosis of the content of studies as well as the curriculum of individual subjects is outlined. School regulations were important for students, who had to follow them both in, and outside school: hence, a section has been dedicated to them. The final part of the chapter examines school functions (for example, student Balls, Academies and whole school excursions) and their connection to town life.

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