

THE IMPLICATIONS OF THE POLITICS AND OF THE EDUCATIONAL LAW IN THE DEVELOPMENT OF THE ROMANIAN SOCIETY

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Abstract

The evolution of policy and law school over time. Education, school education constituted and we, as elsewhere, an object of research and appreciation. Numerous pens, school people and great scholars were carefully bent on such a topic with implications for the development of society of all time. In the broadest sense of the word, education is a phenomenon that includes the company's genesis, evolving into the most closely related to it. Therefore, we can say that various forms, learning occurs with human society, the opportunities and aspirations that can not be broken.

Keywords: teacher, education, school, professional organizations, society.

1. The evolution of the politics and of the educational law in time.

The education, school and teaching have formed for us, as for everyone else, a research and valuation object. A number of pens, school people and great scholars have carefully oriented to such a subject with implications in all-time society development.¹

In the widest sense of the word, education is a² phenomenon included in the society's genesis, evolving in the closest connection with it. This is why we can say that, under various forms, education appears once with the human society, from which possibilities and aspirations it cannot be broken.³

Education starts since the time of the *primitive commune*, by oral transmission, from generation to generation, of knowledge and techniques related to food procurement, hunting, fishing, agriculture and animal breeding, living and coating, ornaments and tools of defense against enemies, which means that the human progress is closely related with the surrounding environment.

Therefore, the education in our country, sensitive since its beginning, in the ideological and cultural processes and developments, will bear the general stamp of the time, the one of an important

instrument in the consolidation and development of the society, satisfying its imperatives and exigencies⁴.

Since the constitution of the Romanian feudal nations (14th - 16th century), there was a preoccupation for school development. Clerics and other literates were needed for the political - administrative institutions.

Supporter of the feudal state, the church has played an important role in the development of the culture from that time, and also in the development of education and teaching. It is explainable that the first schools will be organized near monasteries, episcopacies, cathedrals. The priests and monks, fulfilling the mission of teachers, have learnt the children to write, read, make calculations and memorize prayers.

Starting with the 14th century, the churches and monasteries will become the most significant centers of scholar activity, the most favorable environments for the development of the culture in that time⁵.

In monastery schools, there were teachers, instructors, professors, named at that time *năstavnici* and *grămățici*⁶, as also assistant instructors, named *vătăji*. Their mentioning in a number of documents shows a certain teaching activity⁷.

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¹ Ștefan Pascu, *Istoria învățământului din România*, Vol.I, Editura Didactică și Pedagogică, București, 1983, p.9.

² Present where we can deduct a manner of acting, thinking; training, study, discipleship; the field and the activity of training and education (in schools), according to the *Explanatory Dictionary of Romanian Language*, Editura Universul enciclopedic, București, 1998, p.542.

³ Gheorghe Iscreu, *Contribuții privind învățământul la sate în Țara Românească până la jumătatea sec. al XIX-lea*, Editura Didactică și Pedagogică, București, 1975, p.11.

⁴ Ștefan Pascu, *Istoria învățământului din România*, Vol.I, Editura Didactică și Pedagogică, București, 1983, p.76.

⁵ Proofs on the existence of monastery schools in that times also offer some iconographic representations. For example, on one of the walls of the church *Sf. Nicolae Domnesc* from Curtea de Argeș, in a composition, are depicted three schoolchildren with their teacher, during the training, Ștefan Pascu, *Istoria învățământului din România*, Vol.I, Editura Didactică și Pedagogică, București, 1983, p.77.

⁶ The term *grămățic* (greek.-gramatikos and lat.-gramaticus) assigned, on origin, the elementary school teacher for learning to write and read, Ștefan Bărsănescu, *Pagini nescrise din istoria culturii românești (sec.X-XVI)*, Editura Academiei, București, 1971, p.140.

⁷ Hence, in the *March 1415 charter*, issued by Mircea cel Bătrân, the *năstavnic Sofronie* is mentioned, also reminded in a document from 1467. Also, *the document from 3 April 1480*. refers to the *năstavnic* from Tismana monastery. In a *document from Moldova*, from the 15th

In the monastery school, education was generally basic. The teachers were teaching the young who were preparing for cure or for copying religious texts, to become copyists, clerks, gramatici.⁸

In the 17th century, although the educational forms are maintained, the Romanian education comes out from its patriarchal meanings, targeting higher purposes. We find teachers, writers, clerks, in villages, like Toader from Stoicești Focșanilor, Gheorghe from Odobești, etc..

The word **school**⁹ appears for the first time in our old literature in the work *Octoiul românesc* (1570) written by Diaconul Coresi: *așiđderea în școală meșterii și dascălii să învețe mai vârtos românește* (en. *School masters and teachers should learn Romanian with more dedication*)¹⁰.

In his work, *Statutele școlii din Șchei*, Johannes Honterus (1498-1549), famous educator who opened new paths for education and culture, referring to the *attempts to remedy a set-back of the education*¹¹, **the lack of qualified teachers and inappropriate retribution of the existing ones**, was arguing that: *...the employment of teaching personnel fell upon the secular authorities, who, together with the clerical counterparts, will have both the obligation to remunerate and to control the teachers' activity. ...Each commune would have to ensure the required material conditions for the teachers.*

Nicolaus Olahus (1493-1568) has supported and renovated education and teaching, being the first organizer of the primary and higher education from Transilvania.

In this respect, in 1560, in the Tyrnavia Synod, he decides the employment of one teacher for

children's education near every urban or rural congregation (therefore setting the foundation of primary education), democratic initiative, if we consider that the school was, until then, a privilege of the nobility.

For a good performance of the higher education (meant for training clerics), he ordered the creation, for teachers, aside a substantial salary, of a *stăipt*, meant to defend them from the abuses of the nobility.

Olahus believed so much in the role of education that, by his will (1562), he left a part of his assets to the schools founded by him.¹²

In Moldova, Vasile Lupu (1634-1653), a lover of culture, granted special attention to the role that the professor had in the school.¹³

In the last quarter of the 18th century, the Lordly Academy from Bucharest, higher education institution, was inaugurated.

In 1707, Brancoveanu reorganizes the Lordly Academy, by the act entitled *Rânduiala dascăliilor*¹⁴, whereby he sets the number of professors, the disciplines that every professor was to teach, the schedule etc.

Also, Brancoveanu makes efforts to ensure sufficient income for the payment of the teachers and the school, typography and librari for the development of the educational process.

To train the necessary teachers for the Academy, Brancoveanu granted scholarships to one of the graduates from Bucharest, to continue the studied in Italy.

Also in the 17th century, it is talked about the *family teachers* who teach Greek, Slavonian, Latin and Romanian, literature, history, art etc.

century, it is talked about a grămătic from Neamt monastery. Some *muntenian documents* say about Radu, the grămătic from Tismana, or Stan, the grămătic from Ramnic, etc. The Moldavian chronicler Macarius (sixteenth century) recalls that Theocistus II, before being Bishop of Moldavia, in the middle of the sixteenth century, when he was abbot of the monastery Neamt, has served as năstăvnic and teacher, in Ștefan Bărsănescu, *Pagini nescrise din istoria culturii românești*, Editura Academiei, București, 1971, p.130.

The documents also certify the existence of other monastery schools. For the 18 clerks, gramatici and chancellors documentarily certified in Teleorman, it is possible for a sloveni school to have existed in Mănești or near Țigănia-Drăghicești monastery, near Rușii-de-Vede, in A. Manolache, Gh. Pârnuță, *Contribuții la istoria culturii și învățământului în Teleorman*, București, 1979, p.47.

⁸ Teaching in Slavonian (and probably in Romania) the writing, reading, church songs, were making exercises to draw the lordly initials and monograms, to know and practice the ritual of the religious service. Also, the teachers were teaching the interpretation of religious dogma, texts with philosophical contents, religious code of laws. It was also taught Greek, chronology, astronomy (particularly in the perspective of understanding the religious calendar), rhetoric, music, elementary notions of arithmetics necessary to account the monastery revenue. Among all these disciplines, the first education object was the Slavonian grammar, in Ștefan Bărsănescu, *Pagini nescrise din istoria culturii românești*, Editura Academiei, București, 1971, p.212.

⁹ The first Romanian school known as – *The School from Șcheii Brașovului* - was constituted in 1459 (from wood) and in 1597 (from stone), as Sextil Pușcariu, *brasovean literate*, sais. The teachers teach in this school reading, writing, religious songs, Ștefan Pascu, *Istoria învățământului din România*, Vol.I, Editura Didactică și Pedagogică, București, 1983, p.114.

¹⁰ Ștefan Pascu, *Istoria învățământului din România*, Vol.I, Editura Didactică și Pedagogică, București, 1983, p.109.

¹¹ Making reference to the education from Transilvania, criticizing the bad condition thereof, was assuring that efforts have been made for the desirous-learning youth to have, in the cities, a sufficient number of teachers and professors, and for the latter to be remunerated, so as no scholar to be without education due to his/ her poverty ..., Johannes Honterus, *Statutele Școlii din Brașov*.

¹² Ștefan Pascu, *Istoria învățământului din România*, Vol.I, Editura Didactică și Pedagogică, București, 1983, p.129.

¹³ The school founded by him, the Higher Grade College from Iasi, needed famous teachers. Hence, seeing the lack of good teachers in Moldavia, he brought good and zealous teachers from Kiev, A. D. Xenopol, *Istoria românilor din Dacia Traiană*, VII, Iași, 1898, p.60.

¹⁴ The first teacher was teaching seven disciplines: logic, rhetoric, physics, about sky, birth and death, about soul and metaphysics. The second teacher was translating various works of the Greek classicism authors (*Isocrate's lectures*, *Demostene's lectures*). The third teacher would have to translate the *Thoughts* of Chrisoloras and Caton, Fochilide and Pitagora, Esop, Homer. In addition, the grammar of Lascaris should have been taught, but the students should have been explained, in Eudoxiu Hurmuzachi, Nicolae Iorga, *Documente privitoare la istoria românilor*, vol.XIV, București, 1915, p.392-394.

The 18th century is characterized by the development of a modern education. The content of education, generally, is no longer predominantly religious, and the teachers and their disciples were mostly secular.

For the first time, the idea of *educational system* appears in the Charter of Alexandru Ipsilanti from 1776, the most comprehensive act of school legislation from that time in Romania¹⁵.

The state manifests a higher and higher preoccupation for school, for the necessary funds, to select the professors, for an effective control on the performance of the instructive - educative process.

All these measures can be considered the first *measures of school policy* met in the Romanian Countries.¹⁶

School development will keep pace with society development, serving in particular to the interests of the dominant class.

By the *1814 Charter*, dedicated to the organization of the Bucharest school, the lord of the Romanian Country, Ion Caragea, introduces the concept of *responsibility of the officials* in ensuring the conditions for the good performance of the instructive - educative process. *Instruction preservation* was primarily ensured by providing budget funds allocated regularly.¹⁷

Nicolae Mavrocordat (1711-1716) provided for the payment of such amounts from the lordly revenue.

Also to this respect, Grigore Ghica, considering the schools as the *fountain supplying the extracurricular crowd with the wealth of education and wisdom*¹⁸ and being aware of the fact that for such institutions to operate, necessary funds were needed, by the *1743 Charter* he introduced the payment of 1-coin tax for each priest¹⁹.

The fluctuation of measures on the necessary funds to maintain the schools was due to the instability of the Fanariot lords, switched by the Turkish between the two Princedoms.

It is to retain their preoccupation in this matter. The payment of the teachers' wages, although with high differences²⁰, but made with priority against other working people, certifies the role of the school in state and the consideration that the teachers begun to enjoy²¹.

School development was closely related to the existence of an institution aiming at controlling teachers' activity and recording the progress made by the scholars²².

With regard to Transilvania, the first school law on the elementary education, was drafted in 1774, sanctioned by Maria Tereza, under the name of *directive rules for the improvement of education from elementary or Serbian and Romanian non-united trivial schools*. The modernist highlights come out from the following passage, particularly significant: ... *for the training of the young to the made under good conditions, capable teachers were needed, therefore it was provided not to employ and not to entrust the position of a teacher to anyone if such person was not appropriately certified by a detailed exam, which to show that he or she is prepared to teach students...* .

By the *1776 School Patent* (Schul-Patent)²³ some specifications are made in connection with the preparation, employment and duties of the teachers; with regard to their payment, it was stipulated that this will be regulated by the contract made between the communal authorities and the respective teacher.

A special place in the school legislation was taken by *Ratio educationes* (1777) and *Ratio*

¹⁵ The educational system was conceived in 4 steps:

- the beginner cycle (3 years), where grammar was taught;
- the advanced cycle (3 years), where Greek and Latin was taught;
- the 3-year cycle, where rhetoric, poetic, the Aristotel moral, Italian and French was taught;
- the upper grade, where arithmetics, geometry, history, geography, Aristotle philosophy, astronomy were taught.

The elementary education was taught in schools of Slavonian and Romanian language, founded within the county capitals.

Middle schools (with two grades) were operating in Bucharest, Craiova and Buzau.

The higher education was ensured by the Lordly Academy, in Ștefan Pascu, *Istoria învățământului din România*, Vol.I, Editura Didactică și Pedagogică, București, 1983, p.233.

¹⁶ Ștefan Bărsănescu, *Istoria pedagogiei românești*, București, 1941, p.47.

¹⁷ Ștefan Pascu, *Istoria învățământului din România*, Vol.I, Editura Didactică și Pedagogică, București, 1983, p.230-231.

¹⁸ V.A. Urechia, *Istoria școalelor de la 1800-1864*, I-IV, București, 1892, p.17-18.

¹⁹ Previously, Constantin Mavrocordat decommissioned, by the *1734 Charter*, the school tax charged from priests, deciding for the teachers to be paid from the treasury funds, in A. D. Xenopol, *Epoca fanariotă, 1711-1821*, Iași, 1892, p.618-619.

²⁰ By the *1766 School reorganization charter*, issued by Grigore Alexandru Ghica (Moldova), a large differentiation was created with regard to the wage for teachers. Hence, the Greek teacher in Galati was receiving 250 Lei, the Romanian teacher from Iasi 120 lei, the same amount was receiving the Greek teacher from Botosani and 60 lei each for the Romanian teachers in the lands, in V.A. Urechia, *Istoria școalelor de la 1800-1864*, I-IV, București, 1892, p.52. The differentiation was even higher when comparing the payment of these teachers with the one of the Greek teachers from the Iasi Academy. Thus, the higher teacher was receiving 1500 lei and the first teacher of Greek grammar was receiving 600 lei, in Radu Iacob, *Istoria vicariatului Hașegului*, Lugoj, 1913, p.293.

²¹ This fact explains the *1801 Resolution* of Alexandru Moruzi, lord in the Romanian Country, whereby it was ordered for the Facoianu High Steward to pay the teachers first.

²² Hence, Grigore Ghica in the *1743 Charter* was arguing about the control of the teaching activity and the results thereof: ... *and to check the schools, the teachers, twice per year, what kind of dedication they have...* in Ștefan Pascu, *Istoria învățământului din România*, Vol.I, Editura Didactică și Pedagogică, București, 1983, p.232.

²³ whereby it was regulated the orthodox elementary education from Banat, which continued to remain under the control of the church and civil authorities.

educations publicae (1806) which dealt with all the issues of the education²⁴.

But, irrespective of the corner of the country where they performed, a thing is certain: *...although highly oppressed²⁵, one should underline the devotion that the teachers had, they did not stop to bring efforts in training the students²⁶.*

From the second half of the 18th century, it is noticed the preoccupation for stability and continuity in education. To this respect, the teachers who demonstrated competence and endeavor in education were appointed *irreplaceable teachers* (inamovibili)²⁷.

A step forward in school organization was made by the *School regulations*, applied in 1833 in the Romanian Country and 1835 in Moldavia, whereby the orientation and the basic principles of education were set: *...good education is the primary concern of a nation.* A valuable idea of the *Regulations* was with regard to the proclamation of the priority of merit and talent of the teachers²⁸, who were **having**, on their turn, **the obligation to improve continuously**.

School regulations are appreciated as the first school laws, in the modern sense of the word, including similar provisions along the 258/234 articles.

Hence, **the teacher** – central figure of the *Regulations* – was proposed in position, by the *Eforia școalelor*, consolidated by the lord and it remained inamovable, except for serious cases.

The duties of the teachers were numerous and not easy: they should have direct the scholars towards the holy, respect for codices and control, love for a good trim and love for country and to transform them in honest and working people before making them educated, etc..²⁹

In Transilvania and Banat, *the 1854 school law* brings important changes in connection to the teachers. Therefore, the teachers were divided in three categories: ordinary³⁰, secondary³¹, assistants³², the payments being made depending on the group where the teacher was falling.³³

After the defeat of the 1848 Revolution, the schools were closed for more than two years, all the teachers were decommissioned, a lot of them being imprisoned or pursued.

The new school legislation made of: *The new study curriculum from the Romanian Country* (1850) and *The settlement for the reorganization of public teaching in the Principality of Moldavia* (1851) were providing that the professors will teach in a system of schools according to the nation's demands, with the needs of the various classes of people and with a national character. Also, it was decided to increase the expenses for education, to ensure at least one part of the material basis, one of the primary conditions to develop the all-grade education, neglected after 1848.

The formation of the Romanian national unitary state in 1859 has opened new perspectives for education.

Thus, by the *Law of public instruction* from 1864, it was created an appropriate framework for the operation and development of school (it was constituted an education system with three levels: elementary, middle, higher), institution that acquired the appropriate statute for the role and tasks incumbent to it in the social life of the Romanian state.

The law of public instruction proclaimed two modern principles on the popular instruction (elementary education): gratuity and obligation, Romania becoming one of the first countries from the world with taking such measures³⁴.

²⁴ and namely: the structure and objectives of education, education plans, selection of teachers and professors, principals, inspectors, their duties, origin of funds, ... in Ștefan Pascu, *Istoria învățământului din România*, Vol.I, Editura Didactică și Pedagogică, București, 1983, p.241.

²⁵ as asserted in a 1813 *anaphora*.

²⁶ To this respect, the budgets with the remuneration of the teachers from the Academy with teaching in Greek from Sf. Sava prove even more their work in sacrifice. The first teacher from Sf. Gheorghe-Vechi was remunerated 4 times less than the one from Sf. Sava.

In 1775, in order to help them, the teachers from the Greek and Hellenic school from Slatina were granted exemptions in the years 1775 and 1797.

Also, for the effort made in *educating children*, the teacher Chiru from the Râmnicul-Vâlcea school was exempted by Al. C. Moruzi, from all the *burdens* after 1798, in Ștefan Pascu, *Istoria învățământului din România*, Vol.I, Editura Didactică și Pedagogică, București, 1983, p.246.

²⁷ The same was with the teacher Chiriță from the School Sf. Gheorghe-Vechi from Bucharest, in Ștefan Pascu, *Istoria învățământului din România*, Vol.I, Editura Didactică și Pedagogică, București, 1983, p.335.

²⁸ Ion Popescu-Teiușanu, *Legislația școlară feudală în Țările Române*, in *Contribuții la istoria învățământului românesc*, Editura Didactică și Pedagogică, București, 1970, p.68.

²⁹ Anghel Manolache, Gheorghe Pârnuță (coordinators), *Istoria învățământului din România* (1821-1918), vol.II, Editura Didactică și Pedagogică, R.A.-București, 1993, p.16.

³⁰ Professors who graduated a higher education institute and having passed a teaching qualification exam.

³¹ Professors teaching technical objects or without a qualification exam.

³² Temporarily employed professors.

³³ Anghel Manolache, Gheorghe Pârnuță (coordinators), *Istoria învățământului din România* (1821-1918), vol.II, Editura Didactică și Pedagogică, R.A.-București, 1993, p.159.

³⁴ In 1864, school obligation was only included in the laws of a few countries from Europe: The Scandinavian Countries and Prussia and only in two states from S.U.A.-Massachusetts (1852) and New York (1853). In Italy, although proclaimed in 1859, school obligation was only achieved later, in 1877. In France, towards which schools the Romanians directed their aspirations, the obligation for elementary training was only acknowledged by the *Law of 28 March 1882* (Jules Ferry). England never had a law that would acknowledge the school incumbency, only in 1870, in Scotland in 1872. Switzerland acknowledges on its turn the incumbency of education by the *Federal Constitution* from 1874. Among the neighbour countries, Bulgaria recorded this principle in 1879, and Serbia in 1882. In Transilvania, Romanian land, the Austrian domination - pursuing propaganda purposes and the consolidation of the absolutist power, introduced school incumbency in 1857. The measure was reinforced after the creation of the Austrian-Hungarian dualism, by the Law XXXVIII/1868.

With regard to the professional training of the teachers, differences were between the rural and urban life.³⁵

Also, by this law it was opened the road for democratic education, because one of the highest ideological positions of this law was the recognition of a full equality of the girls with boys in matter of education.

After the 1864 *Law on public instruction*³⁶, it is intensified the activity to find forms to train the teachers, appropriate to the school development objectives and for the mission to be fulfilled.³⁷ In this respect, in 1901 any difference is removed between the training of teachers and elementary teachers, creating a normal *unique* school.

At the end of the century, *The law of public instruction, 1864* was replaced with *The law on primary education and normal-primary education* from 1893 (The Take Ionescu Law). Although modern³⁸, it is particularly characterized by the difference made between the urban and rural education.

The law on primary and normal-primary education from 1896³⁹ (Poni Law) highlights even more the part that falls on the state in the material support ensured to schools.

The law on secondary and higher education from 1898 was the fruit of an ample consultation of the teaching body and of the activities of a

commission managed directly by Spiru-Haret, the minister of public instruction at that time, and it provided among others that⁴⁰ a teaching seminary will be organized near each university, meant to prepare the teaching personnel for secondary education.⁴¹

The law on higher education from 1912 (C.C. Arion) provided for the increase of the university autonomy and it specified the rights of the management bodies, the organization of faculties, managed based on their own regulations, which were previously approved by the Parliament etc. .

From 1912 and until 1918⁴² no significant school law drafts were recorded.

In Transylvania, *the law on education* from 1868 made the foundation for the people's education organization (until 1918), which stood under the supreme state control.⁴³ The teachers had the right to organize in corporations (associations). Also, the law provided the control bodies of education and the scope of their duties. In connection with the training of teachers, it was provided the formation of *Preparandii*⁴⁴ with a teaching period of 3 years. The law stipulated, aside these *Preparandii*, an elementary school, as application school.⁴⁵

On its turn, *The law from 1893* was regulating the salaries of the teachers, in the meaning that, if in the church commune, due to poverty - determined by the state bodies - cannot ensure the legal wage of the

With regard to the gratuity of elementary education, this was acknowledged generally once with proclaiming incumbency. The first states that granted gratuity were Italy, Norway, Switzerland, USA, Austria, Denmark, Prussia, England, in Constantin C. Giurescu, *Istoria învățământului din România*, Editura Didactică și Pedagogică, București, 1971, p.118.

³⁵ If for cities, the teachers were trained in an urban elementary school, transformed in a primary special school, for villages, it was provided that any person who justifies the promotion of the course equivalent to the rural primary school could be a teacher. Twice per year, the training was organized on commune centers, where a short course of teaching was held.

The lack of precise provisions for the training of teachers, in a stage when the primary school was fixed with major objectives and the generalization of the first level of the education system was introduced, constitutes one of the boundaries of this law.

The professors for the urban area education were trained in normal higher schools provided in Bucharest and Iasi. The introduction of this provision in the law underlines that in order to increase efficiency of the middle education, a professional higher education was needed. It was in fact a step forwards with regard to the teaching training of the teachers, in transforming them in youth educators.

Also, the teaching body of the universities was to be recruited among the personalities from that field, good specialists, in Anghel Manolache, Gheorghe Pârnuță (coordinators), *Istoria învățământului din România (1821-1918)*, vol.II, Editura Didactică și Pedagogică, R.A.-București, 1993, p.223-225.

³⁶ With regard to the training of teachers for the middle education, the provisions of the 1864 law will only be applied starting with 1880.

³⁷ The school people criticized the idea to leave education and training on the priests. Constanța Dunca was writing in this regard: *If you don't want for Romania to be lost, do not give the future generation on the hands of priests*; shee saw the solution of this issue in the formation of a high number of normal schools, article written in the magazine *Amicul familiei*, year II, 1864, no. 1 (15 March).

³⁸ In the meaning that it had teaching orientations towards practical activities (the introduction of labour, with the construction of workshops). School incumbency is established for the ages between 7 and 14 years. In the first chapter it was argued about the fines that the parents who failed to enroll their children in the schools would have to bear and it was provided that the obligation will be primarily applied to boys. Primary education was divided in: village schools, lower primary schools, higher primary schools and supplementary and repetition primary courses. The duration of courses in the normal teacher schools was established to 5 years, the same for normal elementary teacher schools, in *Istoria învățământului din România (1821-1918)*, vol.II, Editura Didactică și Pedagogică, R.A.-București, 1993, p.344.

³⁹ It was modified in the next decade: in 1897, 1903, 1908, 1909. The amendment from 1897 introduced the organization of the 5 rural classes on divisions.

⁴⁰ It included 114 articles, divided in 5 chapters. In the 2nd section, the conditions for appointment of principles were provided.

⁴¹ Marin Niculescu, *Spiru-Haret, pedagog național*, București, 1932, p.121.

⁴² In 1918, within the project *Education for the villages*, Simion Mehedinți drafted a legislation made of: *Legea Eforiilor școlare and Legea pentru școala pregătitoare și seminariile moderne*.

⁴³ Who have had an important contribution in the development of elementary school from Transylvania and Banat, have fulfilled a multiple social functionality: they trained the youth, formed and developed national conscience of the young generations, made a science distribution activity, etc., in *Istoria învățământului din România (1821-1918)*, vol.II, Editura Didactică și Pedagogică, R.A.-București, 1993, p.308.

⁴⁴ E.g.: *Preparandia* from Arad, *Preparandia* from Oradea, *Preparandia* from Sibiu, *Preparandia* from Năsăud, *Preparandia* from Gherla, etc.

⁴⁵ Following the application of the *Law on education 1868* the number of elementary schools increase, the competence of the teachers was improved, the level of the elementary education increase, teaching associations were formed.

teacher, he can call for the *state aid*, but in this case, the state will be entitled to intervene more deeply in the administration and operation of the school.⁴⁶

2. Professional organizations of the teachers.

There is no teacher in Romania - irrespective of the grade - not acknowledging that the Romanian school from 1859 and particularly in 1866, not yet has a well-delimited direction, a purpose, an ideal, towards which to direct the public concerns.⁴⁷

The gradual procurement of the feeling of professional solidarity, the association in professional organizations of the teaching staff, become possible in the social-historical context of evolution on multiple plans that the Romanian society sees especially after the Law of public instruction from 1864.

As a preliminary form, the teaching conferences represented the framework for periodical meeting where the feeling that the meeting of educators is required was formed.

In 1877, it was formed the The society of institutors from Bucharest which had among its objectives the widening of the scope of cultural and teaching knowledge for a professional improvement.⁴⁸

In 1878, by the initiative of several teachers from Bucharest, was constituted the Society of the Teaching Staff from Romania, with the following purposes: lighting heads of families, the state body, all Romanians, about capital importance of education; closing relations between teachers of any grade and their grouping on the basis of solidarity, in an intelligent body; defending the rights and stimulation of the teaching staff activity; improving the organization, staff and indispensable material of a solid instruction.⁴⁹

The Society develops its activity by organizing in Bucharest the First Congress of the Teaching Staff from Romania in 1884⁵⁰. 14 more congresses followed.

In 1894, the Association of Buzau teachers and The Putna County Association are formed.

In 1902 it is formed the Association of teachers from Romania aiming at creating a pension and aid center, to support all their members.

In 1910, the Association affiliates to the International federation of the teacher associations and sends a delegation to the 2nd Congress of the Federation (Paris, July 1910).

In 1916 it is constituted the General association of the members of the Romanian primary teaching staff.⁵¹

All these professional associations (and more others) aimed at improving the statute of the teaching staff and the educational process.

The congresses of the teaching body represented real insights on the school situation at that time and also, horizon openings with regard to the united action of the teachers to contribute to the escalation of the prestige of their profession, in school, thinking and teaching practice progress.

3. Conclusions. There is no teacher in Romania - irrespective of the grade - not acknowledging that the Romanian school from 1859 and particularly in 1866, not yet has a well-delimited direction, a purpose, an ideal, towards which to direct the public concerns.⁵²

Therefore, the education in our country, sensitive since its beginning, in the ideological and cultural processes and developments, will bear the general stamp of the time, the one of an important instrument in the consolidation and development of the society, satisfying its imperatives and exigencies⁵³.

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⁴⁶ *Istoria învățământului din România* (1821-1918), vol.II, Editura Didactică și Pedagogică, R.A.-București, 1993, p.347.

⁴⁷ *the First Congress of the Teaching Staff from Romania*, the session from 2,3-4 April 1884, Tipografia Modernă, Bucharest, 1885, p.6.

⁴⁸ *Istoria învățământului din România* (1821-1918), vol.II, Editura Didactică și Pedagogică, R.A.-București, 1993, p.426.

⁴⁹ *the First Congress of the Teaching Staff from Romania*, the session from 2,3-4 April 1884, Tipografia Modernă, Bucharest, 1885, p.6.

⁵⁰ The purposes of the Congress were:

- to study the existing lacks in the organization and performance of education;
- to propose means for improvement and measures to be taken to mitigate any determined deficiencies;
- to give the legislators, governments and state institutions the concurrence of the experience of the education members;
- to join the relations of collegiality between all the education members in a compact and smart body, in the *First Congress of the Teaching Staff from Romania*, Ssession from 2,3-4 April 1884, Tipografia Modernă, Bucharest, 1885, p.2.

⁵¹ Due to the low number, secondary teachers could not constitute in a mass movement, as with their colleagues, from the primary education, their activity taking place in circles on cities, in *Istoria învățământului din România* (1821-1918), vol.II, Editura Didactică și Pedagogică, R.A.-București, 1993, p.427.

⁵² *the First Congress of the Teaching Staff from Romania*, the session from 2,3-4 April 1884, Tipografia Modernă, Bucharest, 1885, p.6.

⁵³ Ștefan Pascu, *Istoria învățământului din România*, Vol.I, Editura Didactică și Pedagogică, București, 1983, p.76.

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